



Trewidland Primary School

Positive Behaviour Policy including Bullying and Child on Child Abuse

This policy is in line with Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

Date	Action
June 2024	Reviewed and ratified by Governors
September 2024	Reviewed – policy re-written to be inline Trust agreed format additions made to include further specific regarding behaviour management, updated golden rules and information provided around suspensions/exclusion, updated link to KCSIE 2024
October 2024	Ratified by Governors
October 2026	Next planned review

Part 1 – What excellent learning behaviours and social skills do we expect all students and staff to achieve?

Our school vision is:

to recognise the unique talents and abilities of our pupils and to inspire excellence across the curriculum, by providing a happy, secure, community environment in which children can thrive and develop

School Values:

Generosity, Compassion, Respect, Friendship, Creativity, & Perseverance.

The primary aim of our behaviour policy is to teach and promote positive characteristics in all children towards learning and behaviour. These characteristics are embodied in fundamental British values¹ and are supported by the whole school Golden Rules' which are as follows:

- **Be Kind**
- **Be respectful**
- **Try your hardest**
- **Listen well**

This policy is designed to promote good behaviour rather than merely deter anti-social behaviour. Staff do not ignore unacceptable behaviour, have high expectations, are good role models and reward pupils to promote positive learning and behaviour. Our school has an emotional coaching approach as all staff are eager to gain an understanding of the behaviours displayed to ensure we analyse with care and thought so the appropriate support and action is taken based on the individual needs of the child. We seek to understand the reasons for behavioural choices and educate emotionally to promote positive levels of engagement and understanding. We understand that for most of our children, our consistent rules and sanctions work but for a minority, we may need a different approach to support their identified needs with an individual behaviour plan.

We support in the Rights Respecting School and believe our policy supports in raising the profile of the UN conventions of the rights of the child:

Article 12: respect for the views of the child – every child has the right to express their views

Article 19: protection from violence, abuse and neglect – ensure that children are protected and safe

Part 2 – How do we teach these skills and behaviours?

The Executive Headteacher and Head of School will:

- Implement the school positive behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all the children in the school.

- Report to/meet with parents/carers when necessary.
- Be aware of and understand his/her rights and responsibilities.

The Executive Head and Head of School has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. They may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.

All staff will:

- Be a positive role model.
- Engage in emotional coaching to support all children appropriately.
- Implement the school positive behaviour policy consistently throughout the school.
- Give opportunities to develop interpersonal and social skills.
- Offer a curriculum that enables pupils to engage.
- Give the opportunity to work in groups.
- Make sure that pupils listen are listened to and value others.
- Help pupils to gain the ability to make choices about their behaviour.
- Help pupils to be confident about their learning and enjoy it.
- Help pupils understand their rights and responsibilities as citizens in our society.
- Reward and praise positive learning behaviour.
- Keep records of behaviour and report these to the headteacher when required.
- Ensure the pupils in the class know the whole school Golden Rules'.
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents.
- Be aware of and understand their rights and responsibilities.

Pupils will:

- Respect and care for others.
- Listen to others.
- Learn and work co-operatively.
- Obey the Golden Rules'.
- Resolve disputes positively.
- Value and take responsibility of the environment.
- When necessary carry out self-monitoring.
- Be aware of their own emotions and actions and take responsibility for these.
- Be aware of and understand their rights and responsibilities.

Parents, Carers and Families will:

- Support the school when reasonable actions to discipline a child have been used.
- Promote positive behaviour at home in order to maintain continuity between home and school.
- Initially contact the class teacher if they have concerns about the way their child has been treated.
- If concerns remain, contact the headteacher and then if necessary the school governors.
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
- Be aware of and understand their rights and responsibilities.

The Governing Committee will:

- Support the school in the implementation of the positive behaviour policy.

- Provide advice about disciplinary issues, as requested by the headteacher, so that he/she can take advice into account when making decisions about repeated, or very serious, acts of anti-social behaviour.
- Review the effectiveness of the policy.

Part 3 – How we maintain high expectations

Rights and Responsibilities

Staff should:

- Be supported by peers and managers, ask for support when needed and offer support to colleagues and managers.
- Use emotional coaching methods to support children and always seek to understand why events took place.
- Be listened to, listen to others and share opinions in a constructive manner.
- Be treated courteously by all others in the school community and model courteous behaviour.
- Recognize and acknowledge positive behaviour in others.
- Be made fully aware of the school's system, policies and expectations.
- Seek information and use lines of communication.
- Receive appropriate training to increase skills in behaviour management.
- Support others in developing their skills in promoting positive behaviour.
- Acknowledge areas of their own behaviour management skills that could be developed and evaluate new approaches.

Pupils should:

- Be treated with respect and behave respectfully to others.
- Be safe to behave in a way that keeps others and self safe.
- Be willing to learn and allow others to learn.
- Attend school regularly.
- Be allowed to make mistakes, own mistakes and learn from them.
- Allow others to make mistakes.
- Be listened to and listen to others, giving opinions in a constructive manner.

Parents, Carers and families should:

- Be treated with respect and behave respectfully towards others.
- Be kept informed about their child's progress and talk to teachers if they have any concerns about their child's learning and wellbeing.
- Talk to their child about what he/she does in school.
- Ensure their child attends school regularly.
- Be listened to and listen to others.
- Have access to information on the school's procedures for positive behaviour.
- Acknowledge and respond to information, have concerns taken seriously and to share concerns constructively.

¹ Fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs (DFE Teachers' Standards, July 2011).

Restorative Practice and Emotional Coaching Conversations:

A restorative approach in Trewidland facilitates the resolution of conflicts, enhancement of behaviour, and nurturing of well-rounded individuals. We recognise the importance of looking deeper into behaviours and 'asking why' to understand what happened. The fundamental principles of this approach revolve around recognising and acknowledging that conflicts are a natural part of life. It also entails understanding that conflicts involve underlying harm to the parties concerned, which needs to be acknowledged and rectified to prevent similar incidents in the future. Children are encouraged to take ownership of their actions, comprehend their mistakes, and acknowledge the potential harm caused to others.

By transferring the burden of resolving conflicts with the child, they are empowered to learn about appropriate conduct and managing social interactions without constantly depending on external intervention to supervise and address their behaviour when required. Introducing a comprehensive restorative strategy in schools can not only address specific behavioural issues but can also cultivate a more harmonious learning environment by tackling underlying issues before they escalate. Restorative practices are primarily centred on fostering and repairing relationships that have been disrupted.

A restorative meeting post-incident facilitates a dialogue between the affected party and the individual responsible for the wrongdoing and help to decide and understand the consequences. Both parties can openly discuss the incident and collaboratively determine the necessary actions to rectify the harm caused, while also establishing measures to prevent a recurrence. Resolutions may also involve disciplinary consequences.

Traditional	Restorative
What's happened? Who is to blame? How should we punish them?	What's happened? Who has been harmed and in what way? Why did this happen? How do you feel? What needs to happen in order to put things right and ensure it never happens again?

Part 4 – The Use of Sanctions to Improve Behaviour

Rewards

All children will have equal access to rewards. To reinforce positive characteristics of learning and behaviour we will use:

- Verbal praise
- Stickers
- Class Dojo Points
- Head stickers
- Certificates
- Displays to share examples of excellent progress
- Sharing excellent progress with the school community, e.g. newsletter, Tapestry/Dojo
- Class assemblies
- Weekly celebration assemblies, which reward children for displaying SECRET Skills in their learning
- Whole Class Rewards – chosen by the class and teachers

Sanctions and Support

As an inclusive school we will support all children in acquiring the skills required to demonstrate positive characteristics of learning and behaviour. These skills will be taught through:

- Consistent use of sanctions by all adults combined with emotional coaching conversations, which encourage children to take responsibility for their actions and "repair the harm they have caused" through restorative justice.
- Specific support by trained staff for children with emotional and behavioural difficulties.
- Rewarding children for demonstrating positive characteristics of behaviour and learning.

Where unacceptable behaviour occurs at any time during the school day, the following procedures will be followed:

Stage	Example of Behaviour	Sanctions	Support	
			SEMH Support Work	SECRET Skills Characteristics of Learning
1	<ul style="list-style-type: none"> - Talking in class or assembly - Running inside school - Calling out in class - Losing concentration - Swinging on chair - Bad manners or rudeness - Pushing in line - Silly noises - Ignoring instructions 	<ul style="list-style-type: none"> - Quiet reminder - Non-verbal signals, e.g. eye contact - Change of seating - Praising others who are demonstrating positive behaviour 	Class monitoring	The SECRET approach is based on a series of "skills ladders" that provide a structure for identifying, targeting and managing skills development. They are promoted throughout the school to support positive learning behaviours and develop independent life-long learners:
2	<ul style="list-style-type: none"> - Persistent stage 1 behaviour - Affecting other pupils' learning - Inappropriate remarks to other pupils - Damaging school or personal property - Leaving class without permission - Harmful/offensive name calling - Minor challenge to authority 	<ul style="list-style-type: none"> - Parents informed of behaviour - Behaviour recorded in behaviour log - Correct/repair damage, e.g. apology, helping other pupils 		<ul style="list-style-type: none"> Manage risk Be organised Go for it, finish it Manage emotions Find solutions Persuade others Identify issues Get involved Imagine
3	<ul style="list-style-type: none"> - Persistent stage 2 behaviour - Persistent swearing - Fighting - Violence - Continued or more serious challenge to authority - Repeated refusal to do set task 	<ul style="list-style-type: none"> - As stage 2 and: - Sent to the Headteacher - Loss of privileges 	Individual intervention planned	<ul style="list-style-type: none"> Make Links Take creative risks Question assumptions Set yourself challenges Plan – do – review Invite feedback Share learning
4	<ul style="list-style-type: none"> - Persistent stage 3 behaviour - Highly offensive remarks towards others - Racism - Sexism - Homophobia - Bullying - Stealing - Leaving school without permission - Very serious challenge to authority 	<ul style="list-style-type: none"> - As stage 3 and: - Headteacher meets with parents (perpetrator and victim) - Loss of privileges - Separation from peers (internal exclusion) 	Individual Behaviour Plan	<ul style="list-style-type: none"> Explore a question Evaluate evidence Stay objective Reach conclusions Take responsibility Manage the team Build team strength Evaluate the team
5	<ul style="list-style-type: none"> - Persistent stage 4 behaviour - Intentional physical harm to others - Malicious physical harm on another pupil 	<ul style="list-style-type: none"> - As stage 4 and: - Suspension for a fixed term 		These learning behaviours support life-long learners in developing resilience, resourcefulness, reflectiveness and reciprocity.
6	<ul style="list-style-type: none"> - Persistent stage 5 behaviour 	<ul style="list-style-type: none"> - Governor disciplinary sub-committee convened - Permanent exclusion from school 		

(N.B. This is not an exhaustive list of behaviour.)

Pupils with special needs, especially those with individual plans which include statements about behaviour will often need a programme of additional strategies to meet their needs.

All the above sanctions are put in place at the discretion of the Headteacher and the context and the child's needs will be fully taken into account when sanctions are applied. We recognise that some children find some behaviour difficult and where this has been identified a 'Behaviour Plan' will be created in liaison with outside agencies where possible and reasonable.

Part 5 – The Use of Exclusion as a Sanction

Please see School Exclusions and Suspensions Policy on our SMART Trust website.

Part 6 – Guidance for a selection of specific incidents

Child on Child Abuse [as stated in KCSIE](#) 2024, page 13.

All staff should be aware that children can abuse other children (often referred to as child on child abuse).

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);

Definition - Bullying is “Behaviour by an individual or a group, ongoing and repeated over time that intentionally hurts another individual either physically or emotionally”.

Forms of bullying can happen to anyone and may take the following forms:

PHYSICAL: punching, kicking, hitting, pinching, threats, any form of violence.

VERBAL: name-calling, sarcasm, spreading rumours, persistent teasing.

EMOTIONAL: making faces; tormenting, threatening ridicule, humiliation, exclusion from groups or activities.

RACIAL: racial taunts, graffiti, gestures.

SEXUAL: unwanted physical contact, abusive comments, or homophobic taunts.

Child on Child Abuse can also include, but may not be limited to:

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

Cyber bullying:

This can include: threatening, intimidating or upsetting text messages; threatening or embarrassing pictures and video clips via mobile phone cameras; silent or abusive phone calls or using the victim's phone to harass others, to make them think the victim is responsible; threatening or bullying emails, possibly sent using a pseudonym or someone else's name; menacing or upsetting responses to someone in a chat-room; unpleasant messages sent during instant messaging; unpleasant or defamatory information posted to blogs, personal websites and social networking sites (e.g. Facebook)

At Trewidland, cyber bullying is considered as serious as any other form of bullying. Parents will be contacted if the school are made aware of cyber bullying taking place off-site. In some cases, this type of bullying may constitute a criminal offence.

Any of the above, will not be tolerated at Trewidland Primary School.

Procedures and Consequences

All pupils will be encouraged to be open with members of staff and their parents, who can pass on concerns to school. There are mechanisms such as "worry monsters" in the school where pupils can discreetly report concerns to adults. Children must have the confidence in all staff, teaching and non-teaching, to disclose an incident without feeling that it will be dismissed by that member of staff.

Whenever a disclosure is made by a child or parent, or identified by an adult, it will be investigated thoroughly as follows:

1. Incident is reported to, or identified by, a member of staff. Class teachers to keep a log of incidents. These are recorded on a central file, accessible by all staff on the behaviour folder – the shared teacher drive.
2. All incidents will be referred to a senior member of staff.
3. All parties involved will be interviewed separately and a written record made on the k drive which is reported to the head teacher. Information from witnesses will be obtained.
4. Parents, will be informed (at the Headteacher's discretion) and may be asked to come to school to discuss the problem.
5. The behaviours must immediately stop.
6. The individual is made aware of what his/her behaviour has done to the victim.
7. The individual will offer an apology and other appropriate consequences may take place. In serious cases, exclusion will be considered. Whenever possible, the pupils will be reconciled.
8. Support will be offered to the victim and efforts made to help re-establish their self-confidence.

Methods of Prevention

Each child in the school will take part in a yearly understanding of the school rules and worry boxes created in each class.

- School Council will discuss
- One Decision lessons - through the curriculum
- Bullying is covered through the curriculum, this may take the form of role play, drama, literature, poetry or stories.
- Child on Child abuse will also be addressed and reinforced through weekly assemblies, R.E, during Anti-Bullying week each year and Children's Mental Health Week.

Signs and Symptoms

Children will not always be prepared to tell those in authority. Staff may need to use their knowledge of a pupil to identify changes in their behaviour that might indicate peer on peer abuse. All adults should be aware that these are possible signs and should investigate if a child:

- is frightened of walking to or from school
- is unwilling to go to school
- begins to do poorly in school work
- becomes withdrawn
- regularly has books or clothes destroyed
- becomes distressed, stops eating
- has nightmares
- becomes disrupted or aggressive
- has possessions go 'missing' and money 'lost'
- starts stealing money (to pay bully)
- is frightened to say what's wrong

Offensive Weapons

1. Any student bringing an offensive weapon, particularly a knife, into school will be excluded. The length of that exclusion is to be determined by the school leadership team, bearing in mind the DfE guidance.
2. The DfE Exclusion Guidance as an appendix to the Behaviour Policy of all schools in the MAT.
3. Clear procedures in the policy around exclusion based on the above
4. Clear contact details for the senior member of staff whose role it is to deal with serious behaviour incidents.

Clear contact details for parents who wish to contact the school in an out-of-hours emergency (monitoring of any answer phone or email address set up for this purpose needs to be clearly assigned to a relevant role)

Part 7 – Continuous Improvement

Training

Training is essential for all staff to learn how to manage emotional and behavioural difficulties. Whole staff training initiatives ensure a consistent whole school approach. Where necessary, specialist training is accessed particularly in relation to the control and restraint of disruptive pupils.