

# The Nethersole C of E Academy

## Positive Behaviour and Anti- Bullying Policy

Date Policy Ratified by the LAB	July 2024
Headteacher	Mrs S J Goode
Chair of Governors	Dr C Mansell
Review Date	July 2027

## The Nethersole CofE Academy – Vision and Values

**To be light (living in our community and reaching out beyond it) bringing out the God-colours in the world.'**

*Jesus said, 'You're here to be light, bringing out the God-colours in the world.'* **Matthew 5:16**

The Nethersole CofE Academy Primary School has a Christian foundation that inspires its life and work. Following the teaching of Jesus, we accept the challenge – *'to be light (living in our community and reaching out beyond it,) bringing out the God-colours in the world.'* **Matthew 5:16**




At the heart of our school is the belief that everyone is a child of God, fearfully and wonderfully made in his image. Our work therefore is to nurture and love every individual, child and adult, to find and develop their gifts, overcoming barriers and growing in confidence to **flourish** – to let their light shine as the very best God version of themselves. Effective teaching and learning underpin this – and this includes the teaching of behaviour.

Our Christ led vision is for a world of justice, respect and love, and of people who are not afraid to love and sacrifice themselves for others. Our inspiration is Jesus, who loves us in sacrifice, forgives us and reminds us that we each have something special to do to bring out the God colours of the world. We believe that there is space for everyone to shine brightly and differently and that this adds to the richness of our school family, our community and the wider world.

We wish to inspire everyone to take responsibility for creation, civilization and the well-being of each other, embracing and treasuring our differences.

Our Christian Vision – for everyone to be unique shining lights in God's world is illuminated by our biblically based **Christian Values** that we learn to radiate in our daily lives – in our attitudes, relationships, **behaviour**, choices and decisions.

<p><b>Hope</b></p> <p><b>Hope</b> in God. <b>Hope</b> in ourselves. <b>Hope</b> in our community. <b>Hope</b> in the world.</p>		<p>Trust in God's promise for our future. Aspiration to spiritual fulfilment and academic achievement for all.</p>	<p><i>God says, 'I know what I'm doing. I have it all planned out, plans to take care of you, not abandon you; plans to give you the future you hope for.'</i> <b>Jeremiah 29:11</b> (The Message)</p>
<p><b>Community</b></p> <p>God's <b>community</b>. Our school <b>community</b>. Our wider <b>community</b>. Our world <b>community</b>.</p>		<p>Enabling everyone to flourish together.</p>	<p><i>Live in harmony with one another</i> <b>Romans 12: 16</b></p>
<p><b>Dignity and Respect</b></p> <p><b>Respect</b> God. <b>Respect</b> our school. <b>Respect</b> our community. <b>Respect</b> our world. Treat everybody with <b>dignity</b>.</p>		<p>Everyone matters; everyone is loved; everyone shines.</p>	<p><i>Treat everyone you meet with dignity. Love your spiritual family. Revere God.</i> <b>1 Peter 2:17</b></p>

<p><b>Forgiveness</b></p> <p><b>Forgiveness</b> from God <b>Forgive</b> each other. <b>Forgive</b> others in our community. <b>Forgive</b> others in the world.</p>	<p></p>	<p>A chance to start again.</p>	<p><i>If you forgive people who sin against you, your heavenly Father will also forgive you.</i> <b>Matthew 6:14</b></p>
<p><b>Wisdom</b></p> <p><b>Wisdom</b> of God <b>Wisdom</b> of ourselves. <b>Wisdom</b> from others in our community. <b>Wisdom</b> from around the world.</p>	<p></p>	<p>Building knowledge, skills, understanding and doing the right thing.</p>	<p><i>Get wisdom—it's worth more than money; choose insight over income every time.</i> <b>Proverbs 16:16</b> (The Message)</p>
<p><b>Thankfulness</b></p> <p>Give <b>thanks</b> to God. Give <b>thanks</b> to each other. Give <b>thanks</b> to our community. Give <b>thanks</b> around the world</p>	<p></p>	<p>Appreciating God's goodness.</p>	<p><i>Always be thankful. Sing psalms, hymns, and spiritual songs with thankfulness in your hearts to God. In all you do, give thanks to God the Father through Jesus.</i> <b>Colossians 3:15-17</b></p>

***Our school vision and values underpin all we do in school and provide a fundamental foundation to our behaviour policies and practices.***

### **Purpose of the Policy -**

- To guide teachers, pupils and parents on our restorative and relationship-focused approach to behaviour management in a clear, fair and consistent way.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To use our Christian Values of Hope, Community, Forgiveness, Dignity & Respect, Wisdom and Thankfulness to underpin our nurturing and relationship-focused approach.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.

This will allow the pupils at the Nethersole CofE Academy to enjoy a calm and caring environment which will support every child and adult both emotionally and educationally to give them the best possible chance of success. Effective behaviour management requires a shared understanding of expectations between pupils and staff, and a consistent approach by adults who are **relentlessly bothered** about establishing excellent behaviour.

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our policy sets out the relentless routines and visible consistencies that all children and staff will follow. It is based on our school Vision & Values, alongside the work of Paul Dix and his book 'When the Adults Change, Everything Changes'. Children are praised publicly and reminded in private

## Values Behaviours

### Christian Values lived out in our Community.

Jesus said, 'You're here to be light, bringing out the God-colours in the world.' Matthew 5:16 (*The Message*)

COMMUNITY	HOPE
<b><i>Enabling everyone to flourish together.</i></b>	<b><i>Trust in God's promise for our future. Aspiration to spiritual fulfilment and academic achievement for all.</i></b>
Live in harmony with one another. <b>Romans 12: 16</b>	God says, 'I know what I'm doing. I have it all planned out, plans to take care of you , not abandon you; plans to give you the future you hope for. <b>Jeremiah 29:11</b> ( <i>The Message</i> )
As a child of the <u>Nethersole</u> community: <ul style="list-style-type: none"> <li>• I want the best for every individual.</li> <li>• I play my part to make our school safe and happy.</li> <li>• I value the gifts and talents of others and ensure they are celebrated.</li> <li>• I am kind to everyone.</li> </ul>	As a child of the <u>Nethersole</u> community: <ul style="list-style-type: none"> <li>• I look forward to the future.</li> <li>• I believe I can succeed.</li> <li>• I try to be positive about myself and others.</li> <li>• Every day is a new start.</li> </ul>
As an adult in the <u>Nethersole</u> community: <ul style="list-style-type: none"> <li>• I value the gifts and talents of others.</li> <li>• I recognise my gifts and talents and use them for the common good.</li> <li>• I endeavour to be a team player.</li> <li>• I pay attention to the needs of others.</li> </ul>	As an adult in the <u>Nethersole</u> community: <ul style="list-style-type: none"> <li>• I am positive about myself and others in my attitudes and language.</li> <li>• I endeavour to have a 'cup half full' view.</li> <li>• I have a hope filled approach to challenges and difficulties.</li> <li>• I am aspirational for everyone.</li> <li>• I will act as a positive role model to my child and others in the community.</li> </ul>

### Christian Values lived out in our Community.

Jesus said, 'You're here to be light, bringing out the God-colours in the world.' Matthew 5:16 (*The Message*)

WISDOM	DIGNITY and RESPECT
<b><i>Knowledge, skills, understanding, doing the right thing.</i></b>	<b><i>Everyone matters; everyone is loved; everyone shines.</i></b>
<i>Get wisdom—it's worth more than money; choose insight over income every time.</i> <b>Proverbs 16:16</b> ( <i>The Message</i> )	Treat everyone you meet with dignity. Love your spiritual family. Revere God. 1 <b>Peter 2:17</b>
<b>As a child of the <u>Nethersole</u> community:</b> <ul style="list-style-type: none"> <li>• I try hard to learn well.</li> <li>• I am always willing to 'give it a go' and persevere.</li> <li>• I am determined to achieve beyond my goals.</li> <li>• I choose to speak and act for the good of everyone.</li> </ul>	<b>As a child of the <u>Nethersole</u> community:</b> <ul style="list-style-type: none"> <li>• I am proud of who I am.</li> <li>• I understand that I am accountable for my actions.</li> <li>• I can set a good example</li> <li>• I respect that we are all different and celebrate diversity.</li> <li>• I respect the views and beliefs of others.</li> </ul>
<b>As an adult in the <u>Nethersole</u> community:</b> <ul style="list-style-type: none"> <li>• I choose to speak and act for the good of everyone.</li> <li>• I listen to and respect the views of others.</li> <li>• I am committed to the further development of my own skills and knowledge.</li> <li>• I take time to make informed choices and decisions.</li> </ul>	<b>As an adult in the <u>Nethersole</u> community:</b> <ul style="list-style-type: none"> <li>• I am confident in who I am.</li> <li>• I value who others are in our interactions, even in difficult situations, being willing to disagree well.</li> <li>• I speak with politeness.</li> <li>• I treasure diversity and difference.</li> <li>• I trust in the professional judgement of staff who know my child when making choices and decisions.</li> </ul>

## Christian Values lived out in our Community.

Jesus said, 'You're here to be light, bringing out the God-colours in the world.' Matthew 5:16 (*The Message*)

THANKFULNESS	FORGIVENESS
<i>Appreciating God's goodness.</i>	<i>A chance to start again.</i>
Always be thankful. Sing psalms, hymns, and spiritual songs with thankfulness in your hearts to God. In all you do, give thanks to God the Father through Jesus. From <b>Colossians 3:15-17</b>	If you forgive people who sin against you, your heavenly Father will also forgive you. <b>Matthew 6:14</b>
<p><b>As a child of the Nethersole community:</b></p> <ul style="list-style-type: none"> <li>• I appreciate and take care of what I have.</li> <li>• I value and take care of the world and people around me.</li> <li>• I am grateful for the wide variety of opportunities provided for me.</li> </ul>	<p><b>As a child of The Nethersole community:</b></p> <ul style="list-style-type: none"> <li>• I say I am sorry and put it right if I make a wrong choice.</li> <li>• I know that I can turn it around when I make the wrong choice.</li> <li>• I give others a chance to start again if they hurt or upset me, showing dignity and respect.</li> <li>• I work with others to make the world a better place for everyone.</li> </ul>
<p><b>As an adult in the Nethersole community:</b></p> <ul style="list-style-type: none"> <li>• I appreciate the contribution of everyone in the Nethersole community.</li> <li>• I am grateful for the opportunity to serve this community, even in difficult times.</li> <li>• I am thankful for the small things in life.</li> </ul>	<p><b>As an adult in the Nethersole community:</b></p> <ul style="list-style-type: none"> <li>• I am ready to admit when I am wrong.</li> <li>• I know that it is ok to disagree respectfully.</li> <li>• I will seek further information to gain clarity about choices I disagree with.</li> <li>• I seek reconciliation when I have made the wrong choice.</li> <li>• I forgive – everyday is a new start.</li> </ul>

### Learning Behaviours

The Nethersole CofE Academy also has four learning behaviours that all staff and children consistently refer to as '**Be Resilient, Be Respectful, Be Responsible and Be Resourceful.**' These can be applied to a variety of situations and are taught and modelled explicitly.

### The Consistency of the Approach –

**“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority.” Paul Dix**

### In implementing this Behaviour Policy, the Nethersole CofE Academy acknowledges the need for consistency -

- Consistent **language** and consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: ensuring “certainty” at the classroom and Senior Leadership level. Teachers taking responsibility for behaviour interventions, seeking support only where needed.
- Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging, and celebrating.
- Consistent **consequences**: defined, agreed, and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent **expectations** referencing promoting appropriate behaviour.
- Consistent **mutual respect**.
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning.
- Consistent **rituals and routines** for behaviour: reinforced in classrooms, and at the school reception.

## Language Around Behaviour –

At the Nethersole CofE Academy, we understand that common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. All adults should always remain professional and calm. Conversations should follow a script and behaviours (see Appendix 1) should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class / group. Staff should also follow the emotional coaching model to help children to understand how they are feeling and develop strategies to deal with them. **In doing this, staff will encourage pupils to reflect on how we as a school community demonstrate our Christian Values through our Values Behaviours and Learning Behaviours.**

## Roles and Responsibilities for All –

### Staff must –

- Model our Values Behaviours and Learning Behaviours at all times.
- Take time to welcome children at the start of the day and each session to ensure a calm and safe environment.
- Uphold whole school behaviour approaches to positive behaviour by leading and modelling expected behaviour and positive relationships.
- Clearly communicate schools' expectations; explicitly teaching and in every interaction with pupils.
- Set clear boundaries of acceptable behaviour.
- Be ready to connect with pupils before they correct them and encourage good behaviour and respect for others.
- Always support children who are struggling to meet expectations.
- Always redirect children by referring to the Nethersole CofE Academy Values Behaviours and Learning Behaviours.
- Take the children onto the playground at the start of breaktime / lunchtime and be ready to collect them from the playground at the end of breaktime / lunchtime. This will ensure a smooth handover from MSP.
- Prepare the children for home time, walk them out of school and send them home on a positive note and in a calm manner.
- Consistently use House Points as rewards.
- Follow up every time, retain ownership and engage in reflective dialogue with our learners.
- Verbally praise children for making the right choice.
- **Teachers** have a responsibility to uphold the standards as set out by the Headteacher. Teachers will support behaviour throughout the school regardless of their allocated year group.

### The Headteacher and The Senior Leadership Team must –

- Set the standards of behaviour, implement the school Positive Relationships and Behaviour Policy consistently throughout the school and support staff in their implementation of the policy.
- Be highly visible around the school (particularly at busy transition times), routinely engaging with pupils, staff, and parents, creating an environment where everyone feels safe and supported.
- Take time to welcome learners and their families at the start of the day.
- Promote, among pupils, self-discipline, and proper regard for authority.
- Ensure the health, safety, and welfare of all children in the school.

- Encourage use of positive praise, phone calls/texts/postcards home and certificates/ stickers / housepoints and routinely celebrate staff and children whose efforts go above and beyond expectations.
- Support teachers in managing children with more complex or distressed behaviours.
- Ensure staff training needs are identified and regularly share good practice.
- Use CPOMs to target and assess interventions and keep records of all reported serious incidents of behaviour.
- Praise children for demonstrating the Values Behaviours and the Learning Behaviours.
- Report to the governors, when requested, on the effectiveness of the policy.
- Consistently refer to the Nethersole CofE Academy Values Led Behaviours and Learning Behaviours.

### **Parents/carers should –**

- Model the Nethersole CofE Academy Values Behaviours at all times.
- Build positive relationships through mutual respect and collaborate with the school so that children receive consistent messages about how to behave at home and at school.
- Read and support the Learning Behaviours (Be Ready, Be Respectful, Be Responsible and Be Resourceful) and, where possible, take part in the life of the school and its culture.
- Sign a Home School Agreement to support their child's learning and co-operate with the school.
- Support the actions of the school if the school must use reasonable consequences to help a child follow the Christian Values Behaviours and Learning Behaviours.
- Attend all Parent Progress Meetings and relevant meetings throughout the year.
- Inform school as soon as possible if they have a concern about their child's behaviour, or the behaviour of another child towards their child.
- Celebrate their children's successes in school.

### **Children Must –**

- Exhibit behaviour that aligns to the Nethersole CofE Academy Values Behaviours.
- Be aware of the school behaviour expectations, rewards, and consequences.
- Learn to the best of their abilities and allow others to do the same.
- Treat others with respect and uphold the school's Learning Behaviours of 'Be Ready, Be Respectful, Be Responsible and Be Resourceful.'
- Follow the instructions from all staff first time.
- Co-operate with other children and adults.
- Take pride in themselves, school property and the environment in and out of school.
- Move around the school using 'WOW' walking.
- Use 'Marvellous Manners' at all times.
- Take responsibility for their actions in and out of school and make amends for any inappropriate choices they may make.
- We ask children to tell an adult if they are struggling (this may be with another pupil or with their own behaviour.)

### **The role of Governors:**

- The Local Academy Board is responsible for setting down these general guidelines on standards of behaviour and reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.



## Staff Should -

- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by children.
- Demonstrate unconditional care and compassion.
- Raise their hand for attention and not raise their voice.
- Use verbal / non-verbal cues to support a calm, non-shouting environment -

<b>1, 2, 3 Eyes on Me</b>	<b>All children stop. Children place hands calmly on the table, releasing any objects from their person, place feet on the floor and look at the teacher showing that they are ready to listen.</b>
<b>Lower Hands</b>	<b>Children sit down.</b>
<b>Fingers on Lips (staff)</b>	<b>Children to be quiet</b>

## Staff Should Communicate with Parent / Carer -

Informing a parent when concerned about a child's behaviour or emotional wellbeing is essential but the way in which it is done, often influences the way in which it is received.

- Mention objectively and privately to the parent / carer what was happening to disrupt learning.
- Followed up with positive feedback when the behaviour has improved.
- Record on CPOMS.
- A meeting with the parent / carer may be necessary if behaviour does not improve. A record of the meeting should be made on CPOMS and class teachers will be supported by SLT (EYFS / KS1 LS and KS2 AD.)
- A review meeting should be set up after the meeting to monitor progress.
- If there is no progress, SLT / SENDCO may become involved in relation to adding the meeting notes to the child's SEND record on CPOMS, referrals to outside agencies or with a view to devising an Individual Behaviour Plan if necessary.
- The SLT or Headteacher will contact parents in relation to all serious incidents.

## Managing Daily Behaviour in the Classroom -

Each classroom has a Values Behaviour board which contains the Christian Values / Values Behaviours / Learning Behaviours (4Rs.)







- Children will be encouraged to demonstrate the Values Behaviours and the Learning Behaviours.
- Children will also be encouraged to exhibit STAR behaviour.
- Children will be awarded House Points for all of these behaviours.





### Managing Voice Levels -

Staff will explicitly teach the children the appropriate voice levels for different activities.

VOICE LEVELS	
4	 OUTSIDE VOICE 
3	 STRONG SPEAKER 
2	TABLE TALK 
1	 WHISPER 
0	 NO TALKING 

## Behaviour Around School –

When moving around the school building children should demonstrate appropriate behaviour by following **WOW Walking and Marvellous Manners**:



## Recognition and Rewards –

We recognise and reward learners who consistently exhibit our Values Behaviours and our Learning Behaviours.

**'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there will be no limit to their excellent behaviour.'** Paul Dix

Children who meet our behaviour expectations and demonstrate our Christian values will be recognised through:

### Classroom Level:

1. **Verbal and non-verbal praise for choices** For example, a smile or thumbs up.
2. **Use of Housepoints to reward Values Behaviours and Learning Behaviours** (instant reward and recorded)
3. **Phone calls home to parents/carers.**

Where appropriate, adults will phone home to update parents and carers on positive behaviour.

4. **Praise Post Card from Class Teachers / Work Published on 'Let Your Light Shine' board.** The Praise Postcard is a high-level recognition for consistently going over and above with work. It can be given to any child for a superb piece of work.

## School Level –

- 1. Weekly Shine Worship** – during weekly Shine Worship there will be 2 nominations in each class – one for demonstrating our Christian Value Behaviours (Shine Award) and one for demonstrating our Learning Behaviours (Star Award.)
- 2. Half-Termly Headteacher Awards –**
  - A ‘Living Values’ award will be awarded to one child in each class who has lived out our Christian Value for the half-term.
- 3. House Points** – in recognition of children demonstrating Values Behaviours and Learning Behaviours (in and out of the classroom) – totals for each House are revealed each week in Shine Worship. The winning House each half term – rewarded.

***‘The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.’ Paul Dix***

## Playtimes And Lunchtimes -

During playtime and lunchtime, pupils are expected to:

- Show respect to each other and the adults around them.
- Move around and talk quietly in the dining hall.
- Play co-operatively in the playground.
- Refrain from fighting or play-fighting.

If children choose not to follow these procedures, the following consequences will apply:

- Walking with a member of staff.
- Supervised time-out.

If a child consistently demonstrates inappropriate behaviour, a senior member of staff on duty will be informed. Incidents should be recorded on CPOMs

## ‘Lunch Club’ -

The Lunch Club runs every lunchtime as a provision for children who find unstructured times of the day difficult to manage. It is a supportive and calm environment where children can develop their social and emotional skills in a smaller group. Access to ‘Lunch Club’ is decided by the Family Support Worker and SENDCo.

<b>Steps to Success - Managing and Modifying Behaviours.</b> <b>At the Nethersole CofE Academy, learners are held responsible for their behaviour. Steps will be used to manage poor behaviour. We aim to reprimand in private.</b>	
<b>Step 1: Redirection</b>	Gentle encouragement/guidance based on your relationship with that child.
<b>Step 2: Reminder</b>	A reminder of the expectations – Values Behaviours / Learning behaviours - Be Ready, Be Respectful, Be Responsible and Be Resourceful - delivered privately wherever possible. The teacher makes learner aware of their behaviour. The learner has a choice to do the right thing. Give take up time, repeating reminders if necessary (2 or 3 times dependent on the child.) De-escalate where reasonable and possible at this stage.
<b>Step 3: Reflection</b> - children will be given a blue reflection card.	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Explain to the child that this is their time to reflect. This does not mean taking the child out of the room, but they could sit somewhere more private in the classroom if needed for individual children. Scripted approaches at this stage are encouraged (see Appendix)
<b>Step 4: Time Owed</b> - children will be given a red card and consequence given. This should always be recorded on CPOMS, and their adults made aware. Children move to this step if Step 3 – Reflection does not lead to a positive change in their behaviour.	If the pupil still does not engage, use the 30-second script. 'You now owe me ___ minutes during breaktime/lunchtime.' to this step. This time cannot be removed or reduced. If this happens in the afternoon, this time is paid back the next day. Learner is given final opportunity to engage with the learning/follow instructions. Time will be owed to class teacher.
<b>Step 5: Time Out</b> – if Step 4 does not have a positive impact on behaviour. At this point children will move to an alternative classroom for the remainder of the lesson.	Work completed in an alternative location supported by another class teacher. Parents will be informed by the class teacher if this occurs. Time will still be owed to the class teacher during break / lunchtime. If a child repeatedly gets to Step 5 – <b>Behaviour Plan (Stage 1)</b> agreed with parents / carer.
<b>Step 6: Formal Meeting</b> – discussions with class teachers / SLT if decline in behaviour or cause for concern.	If behaviour is consistently poor as shown by <b>TIME OUT</b> and several <b>Parent / Carer Meetings</b> or a <b>cause for concern</b> , there will be a formal meeting with the Headteacher / SENDCo. There will then be agreed targets ( <b>Behaviour Plan Stage 2</b> ) that will be monitored over the course of two weeks. Parents will be involved. Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners. A serious breach is an incident that may lead to a suspension.

<p>A Restorative Conversation should take place with all children who reach <b>Step 4 and over</b>. This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. (See restorative questions in Appendix</p>	<ol style="list-style-type: none"> <li>1. What happened? (Neutral, dispassionate language.)</li> <li>2. What were you feeling at the time?</li> <li>3. What have you felt since?</li> <li>4. How did this make people feel?</li> <li>5. Who has been affected? What should we do to put things right? How can we do things differently?</li> </ol>
<ul style="list-style-type: none"> <li>• <b>Remember it is not the severity of the consequence, it's the certainty that this follow up will take place that is important.</b></li> <li>• <b>Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.</b></li> </ul>	

***If staff feel that they need additional adults to support with behaviour, they will send a red hand so that a member of the SLT can attend. This will only be used when the Steps to Success have not been successful (the class teacher has worked through the five stages) or in extreme circumstances.***

## **CPOMS –**

Children who are regularly being recorded on CPOMs will be referred to SLT where action will be taken. In these instances, parents / carers will be informed and invited into school to discuss strategies.

### **The Following Behaviour Will Not Be Tolerated:**

- BULLYING (see separate policy) - the accepted definition of bullying is one or more children subjecting a child to repeated physical, emotional, or verbal abuse over a period of time.'
- HARMING OTHERS - this includes 'hitting back.' Children are told never to retaliate but always to talk to an adult. We ask parents to co-operate with the school in encouraging their child/ren to never hit back but to seek adult help. The school will investigate all reported incidents and will ensure a full and fair approach.
- RACISM
- SWEARING
- SPITTING
- NAME-CALLING
- REFUSING TO FOLLOW INSTRUCTIONS
- ANSWERING BACK TO ADULTS
- DISRUPTION OF LESSONS
- VANDALISM TO THE SCHOOL OR OTHER'S PROPERTY
- DISRESPECT TO SCHOOL VALUES
- CHILD ON CHILD ABUSE

This is not an exhaustive list. All children are expected to be excellent role models.

## **Child on child abuse (including sexual violence and sexual harassment) –**

Child on Child abuse is behaviour by an individual or group, intending to physically, sexually, emotionally hurts others. Whilst we are aware that incidents of child-on-child abuse can take place, it will not be tolerated at the Nethersole CofE Academy.

**(KCSIE 2023, Pg 104)** states *'there must be a culture of zero-tolerance to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It will never be passed off as "banter," "just having a laugh," "a part of growing up" or "boys being boys." Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalizes abuse, leading to children accepting it as normal and not coming forward to report it.'*

To pro-actively discourage child on child abuse, we will explicitly teach how to treat each other with respect through some or all of the following:

- PSHE curriculum (Jigsaw.)
- Circle time.
- Collective/class worship time.
- Social skills games / interventions.
- Lunch Club – structured lunchtime provision.

Any allegations, disclosures or incidents will be reported immediately to the Designated Safeguarding Lead / SLT who will conduct a thorough investigation of the incident. This will include some or all of the actions below:

- Contact with both sets of parents through face-to-face meeting or by telephone.
- Speaking to the children with another member of senior staff/DSL and/or parents present, and notes of the meeting taken.
- Notes taken will be shared with the child and parent prior to ending the meeting.
- Any witnesses (children or staff) to the incident will be asked to provide a written account or the conversation will be scribed – emotional support will be offered to the child in the form of a safe adult.
- All accounts/witness statements and actions taken will be recorded on CPOMS.
- If necessary, Michele Fullwood (BDMAT Safeguarding Support) will be contacted for advice.
- If necessary, police and/or The Children's Advice and Support Service (CASS) will be contacted for advice and/or support who may investigate the incident further.
- Both sets of parents will be informed of the outcome.

## **Actions / Consequences –**

Following the investigation, it is important that support and consequences are actioned in order to stop further incidents of abuse. The following outlines examples of actions that might be taken by school:

For the victim:

- Restorative Justice.
- Emotional support – emotional check ins / FSW support.
- Emotional assessment – Three Houses.
- Explicit teaching of strategies / awareness of how to keep yourself safe.
- Outside agency support – signposts for parents.
- Referrals to outside agencies for direct work.

For the perpetrator:

- Restorative Justice – the child can make amends with the injured party.
- Small group interventions – friendships / dispute resolution / understanding differences.
- Emotional assessment – Three Houses.
- Emotional support – check-ins / FSW support.
- Explicit teaching around emotional literacy.
- Outside agency support – signposts for parents.
- Referrals to outside agencies for support.

Consequences will depend on the outcome of the investigation and will be decided on a case-by-case basis. Consequences given will be at the discretion of the Headteacher and parents will be informed.

### **Extreme Behaviours –**

Some children exhibit behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke 'Positive Behaviour Plans'.

### **Physical Attacks on Adults –**

At the Nethersole CofE Academy, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our *Care and Control and* should call for support if needed. Only staff who have been trained in Team Teach should hold a child.

All staff should report incidents directly to the headteacher or member of SLT and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved. Therefore, all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

While incidences of violence towards staff are unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons, but we still need to show compassion and care for the child. A suspension will only happen once we have explored several options and have created a plan around a child.

### **Beyond the School Gate –**

While this Behaviour Policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- In some way identifiable as a pupil from our school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

In the incidences above, the Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes a threat to a public member, the police will always be informed.

### **Out of School Behaviour –**

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:



- Good behaviour to and from school, on educational visits or during learning opportunities in other schools.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers, or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

## Stages Of Support For Children Who Require Additional Support –

At the Nethersole CofE Academy, we adopt a three-stage approach for children who require additional support with their behavioural needs. As the staged approach commences, children will, in consultation with parents/carers, be placed on a formal positive behaviour plan.

The aim of each stage is outlined below:

- **Stage 1: Behaviour Plan – parent and class teacher.** An attempt to get children back on track when they are not meeting the standards expected by school. At stage 1, support should be viable within the classroom setting as an integral part of quality first teaching. The child will have two clear targets to support them within the learning environment.
- **Stage 2: Behaviour Plan – parent, class teacher and SLT.** This is often an escalation of stage 1 when the targets are not sufficiently supporting the child. A pupil can however move straight to stage 2 if there has been a significantly serious incident. At stage 2, a child will be set three clear targets to support them in the learning environment. Additional support may be sought from external agencies and interventions will be introduced.
- **Stage 3: Stage 3 Behaviour Plan – parent, class teacher, SLT and external agencies.** The final escalation of the behaviour support package prior to a child's permanent exclusion from school. There are times when it is necessary and correct to permanently exclude. Stage 3 requires intensive support and an awareness and consistency of approach by all adults known to the child. A multiagency approach will take place and a written plan will be produced to set out the support and impact measures. The aim and aspiration of this stage is always for the child to make improvements in their behaviour and to be able to move back down the stages. It is likely that children who are moved to Stage 3 will have already been subject to suspensions.

## Suspensions And Permanent Exclusion –

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a suspension (fixed period) the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked.
- Allow the pupils to give their version of events.
- Consider if the pupil has special educational needs (SEND.)

For the purposes of exclusions, a school day is defined as any day on which there is a school session. Only

the Head Teacher can make the decision to exclude.

For further information regarding suspensions and exclusions, please see our Exclusions Policy which can be found on our website.

### **Permanent Exclusion or Managed Move –**

A permanent exclusion will be the last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting. In all instances, what is best for the child will be at the heart of all decisions. The Headteacher will keep a Permanent Exclusion Register to monitor exclusions.

### **Behaviour Expectations For Pupils With Special Educational Needs And Disabilities (SEND) –**

Schools should consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

The law also requires schools to balance a number of duties which will have a bearing on their behaviour policy and practice, particularly where a pupil has SEND, that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices.
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND.
- if a pupil has an Education, Health and Care Plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting any of these duties, school should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long.
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- training for staff in understanding conditions such as autism. Any preventative measure should consider the specific circumstances and requirements of the pupil concerned.

### **Positive Handling –**

There are circumstances when it is appropriate for staff in schools to use reasonable force when a child is at risk of harm or causing risk of significant harm to others. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to care for and control children. 'Reasonable' in these circumstances means 'using no more force than is needed for the shortest possible time' and will only be used as a very **last resort**.

Our staff are 'Team Teach' trained (see Care and Control policy):

*Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen as a failure of technique, but a regrettable and infrequent 'side effect' of ensuring that the service user remains safe.'*

## **Banned Items -**

The following items are banned from the school premises and will be confiscated if a child is found to be in possession of any of the following items (this is not an exhaustive list):

- Knives/Guns (real or toy)
- Lighters/matches
- Cigarettes/vapes
- Drugs/medication

The sanctions imposed for bringing these items into school will be at the discretion of the Headteacher and parents will be informed.

## **Anti-Bullying -**

We will not tolerate bullying. We recognise that bullying will occur on occasions but we seek to minimise these occurrences and deal with bullying effectively.

## **Bullying -**

We define the act of bullying as consistent or premeditated, physical or verbal behaviour, which is physically or mentally threatening or harmful to other children. This includes HBT bullying (homophobic, biphobic, transphobic). For our response advice please see appendix A.

Children do break friendships, and have differences of opinion during the course of the school day/week. It is important to recognise that these differences, and the subsequent solution, constitute a large part of improving social skills and is rarely labelled as bullying.

The school staff and Governors will not tolerate bullying in any form.

It is the collective responsibility of the whole school population (i.e. pupils, staff, parents and Governors) to promote the school's aims for good behaviour and to take immediate and appropriate action when any pupil breaches behaves inappropriately.

## **Cyberbullying -**

Cyberbullying is the use of ICT, particularly mobile phones and the internet, deliberately to upset someone else. These technologies are key within education to support learning and school systems but they can also be misused. Cyberbullying may consist of threats, harassment, embarrassment, humiliation, defamation or impersonation. It may take the form of general insults, or prejudice-based bullying, for example homophobic, sexist, racist or other forms of discrimination. There have been cases of school employees being cyberbullied by current or ex-pupils; by colleagues, parents and other adults; and by people who attempt to remain anonymous.

There are reported cases of cyberbullying involving:

- email
- Virtual Learning Environments
- chat rooms
- websites
- social networking sites
- mobile and fixed-point phones
- digital cameras
- games and virtual world sites.

## Features of Cyberbullying that are different -

- Cyberbullying can take place 24/7. Incidents can take place in the victim's own home, intruding into spaces that have previously been regarded as safe and private.
- The audience can be very large and reached rapidly. The difficulty in controlling electronically circulated messages means the scale and scope of cyberbullying can be greater than for other forms of bullying. Electronically-forwarded content is hard to control, and the worry of content resurfacing can make it difficult for the person being bullied to move on.
- The profile of the person being bullied and bully may not rely on traditional power imbalances — a cyberbully may not be older, or physically stronger, or hold a position of greater authority than their victim.
- Unlike other forms of bullying, the target of the bullying will have evidence of its occurrence. The bully will leave a 'digital footprint' that can potentially be used as evidence against them.
- In some cases, incidents of cyberbullying may be unintentional. The person responsible may not realise that remarks are publicly accessible and persistent, or understand the amplified effect that technologies produce. They may not be fully aware of the potential seriousness or impact of their actions. Therefore, prevention activities are key to ensuring the whole-school community clearly understands the serious consequences of cyberbullying, including sanctions.

## Staff Responsibilities -

- \* Continue to reaffirm and demonstrate clearly that any degree of bullying will not be tolerated.
- \* Provide regular whole class and individual opportunities for children to explore any potential behaviour, which could cause distress; and to reaffirm the Values Behaviours and Learning Behaviours through the use of PSHE (Personal, Social and Health Education), and Collective Worship.
- \* Be aware of gradual or sudden changes in a pupil's behaviour, attitude to work and to play, and changes in attendance.
- \* Note incidents, and the pupils involved, on CPOMS.
- \* Investigate suspected or reported incidents and inform the SLT.
- \* Inform parents and work with parents and pupils involved to resolve the situation as quickly as possible.
- \* Monitor the situation thereafter for further incidents and keep the Headteacher and Deputy Headteacher informed.

## MSP Responsibilities -

- \* Listen seriously to all pupils reporting a problem and act to resolve the situation fairly and immediately.
- \* Watch for signs of isolation, distress, unfair play activities or arguments and seek to resolve the situation.
- \* Report minor incidents to the class teacher at the end of lunchtime.

- \* Report any major incident to the SLT immediately during lunchtime.
- \* Work with teachers to monitor any known situation.

### **Pupil Responsibilities on the Playground -**

- \* A pupil who feels threatened or hurt in any way must tell the supervising adult or play leader as soon as possible.
- \* If a pupil sees another child being threatened or hurt, they must tell the supervising adult or immediately. Children should not intervene themselves but seek help of adults immediately.

### **Pupil Responsibilities within the School Building -**

- \* Pupils must tell the class teacher, or an adult with whom they feel comfortable, immediately if they feel threatened, hurt or unhappy.
- \* If a pupil sees another child being threatened or hurt, they must tell the class teacher or the first staff adult that they encounter.

### **Pupil Responsibilities at Home -**

- \* Pupils who have felt threatened/hurt at school are encouraged to discuss the problem, and the action taken, with their parents on the same day the incident occurred. It is important that they give an accurate account of their own and other pupils' actions.

### **Parent Responsibilities -**

- \* Support the school positive behaviour and anti-bullying policy.
- \* Reaffirm with their son/daughter the difference between appropriate and inappropriate behaviour and the importance of reporting any incident to the class teacher.
- \* Discuss issue with your child as fairly as possible - many small incidents do not constitute bullying.
- \* Alert the class teacher or immediately to any suspected incidents of unacceptable behaviour that have upset their child.
- \* Work in partnership with the school, following the policy guideline to resolve the incident affecting their child.

### **Dealing with observed or reported incidents of bullying -**

The SLT will decide which stage to initiate, depending on the nature of the incident.

#### **Stage 1 -**

When bullying is suspected/reported the class teacher will:

1. Take the reported incidents seriously and gather information from the victim(s)/witnesses and the antagonists.

2. Report the incident to SLT and agree action to be taken, which will always include telling the identified bully/bullies to stop the offending behaviour immediately.
3. Refer the bully/bullies to the Values Behaviours.
4. Adopt the appropriate sanction and inform the parents of all parties.
5. Record pupils' name/incident/sanction on CPOMS.
6. Alert staff/lunchtime supervisors to watch for and report any further incidents to class teacher immediately and note incidents on CPOMS.
7. Continue to monitor the situation for further incidents and reaffirm arrangements for children to report incidents.

### **Stage 2 -**

1. Recurring behaviour will necessitate parents of all parties being asked to meet individually with SLT and class teacher.
2. The main points discussed will be minuted, an action plan agreed and signed by all parties, and a review date agreed.
3. All parties will be fully informed of behaviour targets.

### **Stage 3 -**

1. Recurring disregard for the imposed sanctions and action plan/targets which results in continued bullying will necessitate a forum meeting of school staff and parents of both victim(s) and bully/bullies.
2. Advice from LA pupil support/behaviour agencies will be sought and serious sanctions, including the option of suspension, will be imposed as appropriate.
3. The main points will be minuted and sent to all interested parties.

### **Sanctions -**

1. The bully/bullies apologise meaningfully to the victim(s) and undertake to stop the hurtful behaviour.
2. The bully/bullies work(s) in isolation until the class teacher is confident that group participation will be co-operative.
3. Favoured activities/responsibilities are withdrawn until the bully/bullies improve(s) the anti-social behaviour.
4. The bully/bullies have playtime/lunchtime play opportunities withdrawn and supervised by SLT.
5. Behaviour Support Agencies will be consulted for school and family advice.
6. Suspension of pupil(s) at lunchtime.
7. Permanent Exclusion from school after consultation with Governors.

## **Advice to Parents -**

1. Take an active interest in your child's social life and talk about friends and their enjoyable activities in and out of school. As well as learning about your child's friendships, you may pick up information about disagreements or difficulties.
2. Please bear in mind that children do break friendships and have arguments and disagreements with others in school. Although this can be distressing, it rarely involves bullying. Usually matters resolve themselves in a few days. If your child continues to feel alone and unhappy, please do not hesitate to contact the school.
3. Watch out for signs of distress, unwillingness to go to school, headaches, stomach aches, toys or equipment going missing, or requests for extra pocket money etc.
4. There are many reasons why your child may be unsettled at school; bullying may be a possibility.
5. If you think your child is being bullied, please inform the school IMMEDIATELY and ask for an appointment with the class teacher. If you are dissatisfied with the outcome, ask to see the Headteacher. If you are still dissatisfied, speak to a Governor about the problem. All reports of incidents will be investigated immediately.
6. Parents wishing to explore this issue further may like to contact organisations such as Childline for advice.

## **Staff Induction, Development and Support –**

All staff will receive positive behaviour training, which may include:

- Training on the school behaviour systems and routines.
- Updates to policy and procedures in school.
- Updates to government policy and expectations.
- Training in specific strategies and interventions.
- Training in how to identify causes of behaviour choices in children.

Training will be at least annually with ongoing updates and training for new staff in-year. Training needs will be responsive to the needs of our children to provide early intervention and ensure positive outcomes for our young people.

## **Links With Other Policies –**

This Positive Behaviour Policy is linked to our:

- Exclusions Policy
- SEND policy and SEND Information Report
- Safeguarding and Child Protection Policy
- Care and Control Policy

## **Supporting Documents –**



- Behaviour in Schools - advice for Headteachers and school staff - July 2022
- Keeping Children Safe in Education 2023 (Legislation)
- Suspension and Permanent Exclusion Guidance – July 2022

At the Nethersole CofE Academy, we recognise protected characteristics from The Equality Act 2010. The following characteristics are protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

## Appendix 1

### Examples of thirty second scripts

Privately where possible, this should be a calm approach using the child's name, taking place at the child's level giving eye contact and delivering a clear message before moving away to give take up time.

Remember that Step 1 is redirection, and you should use this before moving to Step 2.

#### Step 2: Reminder:

I noticed you chose to.... (noticed behaviour). This is a REMINDER that we need to be (Ready, Respectful, Responsible). You now have the chance to make a better choice Thank you for listening.

#### Step 3: Last Chance:

I noticed you chose to..... (noticed behaviour). This is the \_\_\_\_time I have spoken to you. Think carefully about your next step. I know that you can make good choices. Thank you for listening/I am glad we had this conversation.

#### Step 4: Time Owed

I noticed you chose to ..... (noticed behaviour). You had at least four opportunities to make better choices. You now owe me 2 minutes at (Break/Lunch/End of Day).

#### Step 5: Internal referral

I noticed you chose to..... (noticed behaviour) You need to go to \_\_\_\_\_.



















