



A School Partnership In Rural England

Motto : ‘ **We Aspire to Inspire** ’

Our Values – using the initials of the names of the schools.

K – Kindness

U – Understanding

P – Patience

H – Honesty

L – Love

B – Boldness

Behaviour and Anti-Bullying Procedures

Document History

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Annual Review

The term ‘school’ refers to the schools in the ASPIRE Federation: Kingswood Primary, Ulcombe CE Primary, Platts Heath Primary and Leeds and Broomfield CE Primary. The term may refer to them jointly or individually.

At our two Church of England schools this policy will be delivered through strong links made to our Christian values:

Leeds & Broomfield Church of England Primary School

At Leeds & Broomfield we build strong foundations for all; to learn, flourish and fill their hearts with God's love. Everyone is important, valued and needed to make L&B grow. We give a quality all round nurturing education which develops the whole child; If the rain came we would not fall.

"As many hands build a house, so many hearts make a school."
(Matthew Ch 7 24-27)

RESPECT RESILIENCE EMPATHY CURIOSITY HONESTY

Our school Christian Values support the development of the children and all within the school and local community, giving the children and staff a positive outward looking view. The pupils and staff support and help each other and the local community enabling all to flourish.

We have explored the story of Matthew (Ch 7 24-27) showing curiosity, and the children felt empathy for the builder of the house on the sand, but said they must be resilient to try again. Jesus was honest with his followers and people followed and trusted him. The story continues showing how Jesus respected all and everyone who wanted to listen and learn could – no one was turned away. This high level of inclusion and respect is what makes Leeds and Broomfield a great school community to be part of 'many hearts make a school'.

Ulcombe Church of England Primary School

Ulcombe Church of England School is a nurturing, inclusive learning space, where our uniqueness inspires trust and welcomes diversity. Our children all flourish (for however long they are with us), in an environment where learning through making choices (good or bad) is not only embraced but discussed and, when needed, forgiven. This allows our learners to become positive role models in *their* wider communities. The whole school community works together in unity to ensure that our practice fully reflects the passage of Corinthians 12:12-14. The children and adults feel included and appreciated as one body with diverse cultures learning, working and flourishing together to accept everyone and nurture their aspirations for the future.

"One body, many members, learning together surrounded by God's inclusive love."
(Corinthians 12:12-14)

TRUST RESPECT HOPE ENDURANCE

**“You can be strict without being nasty, maintain boundaries without cruelty
and correct children without aggression” (Paul Dix)**

At Aspire, our vision is to develop the whole child to ensure that every child can achieve their personal best. We want to create an environment where exemplary behaviour allows children to learn productively, both emotionally and educationally, in all areas of the curriculum, so that they can achieve their personal best.

We are committed to creating this environment by having high expectations of personal conduct, both from the adults and the children. We achieve this by having three simple rules, clear and consistent steps for managing behaviour and consistent and fair consequences.

Aspire Federation has three simple rules:

- Be ready
- Be respectful
- Be safe

These rules echo our core values of Kindness, Love, Boldness, Patience, Honesty, Understanding and Resilience

We understand that for some children, following our behaviour expectations are beyond their developmental level. These children will have a bespoke positive behaviour plan.

Our Five Pillars of Pivotal Practice are based on ‘When the adults change, everything changes’ by

Paul Dix:

- Calm, consistent adult behaviour
- Build self-esteem
- Core expectations
- Certainty in routines
- Build relationships and resilience

Expectations of Senior Leaders

Senior leaders will:

- welcome children and families at the start of each day
- be a visible presence around the site and especially at transition times
- celebrate staff, leaders and learners whose effort goes ‘over and above’ expectations
- regularly share good practice
- support teachers in managing learners with more complex behaviours

Expectations of Adults

We expect every adult to:

- **meet and greet** every child at the classroom door every morning.
- refer to **‘Be Ready, Be Respectful, Be Safe’**
- **model** positive behaviours and build relationships
- give **first attention to best conduct**
- often **‘catch’** children doing the right thing and praise them
- be **calm** and give ‘take up’ time when going through behaviour steps.
- be **consistent** in expectations, strategies and routines
- **never ignore** or walk past learners who are making the wrong choice

Expectations of Parents

We expect parents to:

- work in partnership with the school to ensure consistent messages are given
- inform the school of any issues at home that might affect a child's learning or behaviour.
- model our behaviour rules of 'Be Ready, Be Respectful, Be Safe'.

Expectations of Pupil Council Members or Other Representatives

We expect peer mentors to:

- act as a role model for other pupils
- use their own experiences to help others

Positive Strategies

These positive strategies will be used consistently by all adults in the school. They are designed to ensure that 'first attention goes to best conduct' and to create clear, simple routines and expectations that make the children feel like valued members of our learning community and are motivated to reach their personal best.

Meet and Greet

Teachers/TAs will create a welcoming environment by greeting the children every morning through a formal meet and greet at the classroom door. This can be a simple 'good morning (name)' to provide a consistent check in and enthusiastic welcome to every child.

Catch Children Doing the Right Thing

Adults will give first attention to best conduct. They will praise children publicly or give them a quiet word of personal praise.

Celebration Assembly/Worship

On a Friday, one child is selected by their class teacher for being 'star of the week' and will receive a certificate.

Fantastic Friday Phone Call/Email Home

Every Friday afternoon, the parents of one child from each class will get a phone call home from the class teacher or TA to share an example of their fantastic behaviour that week.

Individual School Rewards

Each school also has their individual rewards systems on top of the above these include house points, raffle tickets, dojos etc

Behaviour Steps/Procedures

These steps should be followed consistently and fairly and will usually be followed in the order set out below. There may be occasions, however, where the teacher moves straight to the caution or consequence, depending on the severity of the behaviour.

Step 1 - redirection/ de-escalation	A gentle reminder, a 'nudge' in the right direction, small act of kindness. Whole class reminder. 'Catch' them making the right choice as soon as you can. Praise, praise, praise.
Step 2 - the reminder	<p>A reminder of the expectations of learners to be ready, respectful, safe delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.</p> <p>'Name' remember our school rule is... When you.... That's not.... I need you to.... Thanks.</p> <p>Walk away and give 'take up' time.</p> <p>For example -</p> <p>'Name,' remember our school rule is to be respectful. When you tap your pencil while I am talking, that's not respectful. I need you to put the pencil down, thanks'</p> <p>Walk away to give 'take up' time.</p> <p>Repeat the reminder if reasonable adjustments are needed.</p> <p>'Catch' them making the right choice as soon as you can. Praise, praise, praise.</p>
Step 3 - the caution	<p>A clear verbal caution is delivered privately to the learner, making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their previous good conduct to prove they can make good choices.</p> <p>This is done with a gentle approach, personal, non-threatening, side on, at eye level. Scripted 30 second intervention:</p> <ul style="list-style-type: none"> • 'name I have noticed that you are still... • At Aspire/ school name, we are always ... (refer to one of the 3 school rules – ready, respectful and safe) • Because of that, you need to... • If you continue to The consequence will be... • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is who I need to see today. • Thank you for listening... then give the child some 'take up' time. <p>For example -</p> <p>'Name' I have noticed that you are still calling out while I am speaking. At Aspire we are always respectful. Because of that I need to stop calling out. , Do you remember in maths when you put your hand up to ask a question? That's who I need to see today. Thanks for listening.</p> <p>Walk away and give 'take up' time.</p> <p>Do we want a consequence here? – time out at playtime?</p>

<p>Step 4 - consequence</p>	<p>If the child continues to make the wrong choice, privately ask the questions below outside of class – usually sticking to 3 – 5 questions – allow the child time to reflect and think on their choices.</p> <p>What happened? Listen carefully and dispassionately, without interrupting or disagreeing. Then give your account from your perspective, without judgement.</p> <p>What were you thinking at the time?</p> <p>What have you thought since?</p> <p>How did this make people feel?</p> <p>Who else has been affected? They may think just them, here you can say ‘What about?’, ‘Who was...’. You are teaching them to use their conscience. You might end with ‘That’s quite a lot of people who have been affected, isn’t it? How have they been affected?’</p> <p>What should we do to put things right? This doesn’t have to an apology, especially if it isn’t going to be sincere.</p> <p>How can you do things differently in the future?</p> <p>The behaviour will be logged on My Concern.’</p>
<p>Step 5 - Time out</p>	<p>If the child continues to make the wrong choice after you have given the consequence, time out of class can be given. This can be in a parallel classroom, with a TA or with SLT.</p> <p>This message will be delivered privately to the child, with a gentle approach, in a personal, non-threatening way, side on and at eye level.</p> <p>Parents must be informed and the behaviour logged on My Concern.</p> <p>If the step above is unsuccessful, or if a learner refuses to go take a time out then the child will be asked to leave the room. If appropriate, a member of SLT will escort the learner to a workspace outside the teaching room.</p>
<p>Step 6 - repair/restorative conversation</p>	<p>Following the consequence or time out, a restorative conversation must happen with the adult who gave the consequence. This will be done at a time when the child is able to engage in the conversation and not if they are angry, upset or heightened.</p> <p>Choose 2-5 of the following questions, depending on the incident and the age of the child.</p> <ol style="list-style-type: none"> 1. What happened? Listen carefully and dispassionately, without interrupting or disagreeing. Then give your account from your perspective, without judgement. 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who else has been affected? They may think just them, here you can say ‘What about? who was ...’ You are teaching them to use their conscience. You might end with ‘That’s quite a lot of people who have been affected, isn’t it.’ 6. How have they been affected? 7. What should we do to put things right? This doesn’t have to be an apology, especially if it isn’t going to be sincere. 8. How can you do things differently in the future?

A member of SLT may be called if needed. If possible, the teacher should discreetly send a child to SLT. A member of SLT may be called if:

- The learner refuses to engage with the above process.
- The behaviour is a serious breach of the school rules or values e.g., violence/dangerous behaviour/discriminatory language or behaviour

Once the child is ready to discuss the incident, it is vital that the member of staff who first dealt with the incident carries out the restorative conversation. The head of school/ SENCO will support in facilitating this.

Consequences

We aim to be positive in our behaviour management, praising good behaviour and encouraging children to behave sensibly. At times, a pupil's behaviour may fall short of the Aspire Federation expectations, and it needs to be corrected swiftly. A simple reminder and expression of disapproval is often adequate in correcting a child's behaviour. At other times, a sanction may be necessary to encourage pupils to recognise that their behaviour has consequences.

The use of consequences should be characterised by certain features:

- A consequence involves the adult and pupil involved; staff should avoid bringing public attention to a reprimand or sanction
- It should be the behaviour rather than the person that is sanctioned.
- It must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are required to avoid future consequences.
- Group consequences are avoided
- There should be a clear distinction between minor and serious breaches of discipline
- Children are given the opportunity to reflect on their behaviour through a restorative conversation.

It is important that warnings and consequences are administered fairly and consistently. The behaviour chart below highlights which behaviours are considered minor, concerning and serious breaches of discipline, and the consequences of each. It is implemented consistently by all staff members.

<p>Give back time for a restorative conversation</p> <p>This can happen at play or lunch time.</p> <p>The amount of time given back is</p> <ul style="list-style-type: none"> • EY – 5 minutes • KS1 – 10 minutes • KS2 – 15 minutes <p>This will usually happen in class with the teacher, but can happen with SLT.</p> <p>This time can be used to complete missed learning, tidy up any mess they have made, etc</p>	<p>Minor breaches of discipline include but are not limited to:</p> <ul style="list-style-type: none"> • Shouting out (disrespectful and unsafe) • Not listening (not ready and disrespectful) • Not following routines (unsafe and not ready) • Not carrying out the work during lessons (not ready) • Attempt to distract others (not ready and disrespectful) • Being noisy in the corridor (not ready and disrespectful)
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<p>If children 'give back' time parents will be called.</p> <p>The behaviour must be logged on My Concern</p>	<ul style="list-style-type: none"> • Talking during lessons (not ready and disrespectful) • Talking at the end of the play and lunch or during assembly/worship (unsafe, disrespectful, not ready) • Not following instructions first time (unsafe)
<p>Time Out</p> <p>A short time away from the classroom with another class, TA, SLT.</p> <p>Parents must be informed.</p> <p>The behaviour must be logged on My Concern.</p>	<p>Concerning breaches of discipline include, but are not limited to:</p> <ul style="list-style-type: none"> • Not following instructions first time (unsafe) • Turning away when being spoken to (disrespectful and unsafe) • Use of bad language (disrespectful) • Gossip about peers/adults (disrespectful) • Provoking peers (disrespectful) • Sneering, staring when being spoke to (disrespectful) • Answering adults back (disrespectful) • Ill treatment of equipment (disrespectful and unsafe)
<p>Internal Inclusion</p> <p>This can be half a day or a full day and will be decided in consultation with the Head of School.</p> <p>Parents must be informed.</p>	<p>Serious breaches of discipline include, but are not limited to:</p> <ul style="list-style-type: none"> • Persistent refusal to follow instructions to correct behaviour (unsafe) • Persistent defiance and answering back (unsafe)
<p>Exclusion – Temporary</p> <p>A suspension will be for shortest time necessary will usually be imposed when the school has offered and implemented a range of support and management strategies. However, there will be exceptional circumstances where it is appropriate to suspend for a first or 'one-off' offence.</p> <p>Parents must be informed.</p>	<ul style="list-style-type: none"> • Verbal abuse or physical assault resulting in a mark (punching, slapping, hitting, biting, kicking) (disrespectful and unsafe) • Threatening or aggressive behaviour (including spitting and shouting) (disrespectful and unsafe) • Bullying, verbal/physical or cyber-bullying (disrespectful and unsafe) • Theft (disrespectful) • Deliberate vandalism to school property (disrespectful and unsafe)
<p>Exclusion – Permanent</p> <p>A decision to permanently exclude is a serious one and will usually be the final step if the school has tried a range of consequences and other strategies to improve behaviour that is consistently falling below what is expected. However, there will be exceptional circumstances where it is appropriate to exclude for first or 'one-off' offence.</p> <p>Parents must be informed.</p>	<ul style="list-style-type: none"> • Possession of prohibited substance on site (including dangerous weapons) (unsafe) • Discrimination including racist, sexist, homophobic or transphobic abuse (disrespectful) • Leaving the building without permission (unsafe) • Sexual abuse or assault

SEN and Safeguarding

There may be a few children who, due to personal circumstances, additional incentives and sanctions may be needed. These children may need a consistent management plan and a referral to LIFT can be made. Individual behavioural targets will be made in conjunction with the SENCO and relevant professionals. Other outside agencies, such as a counsellor, access to CAMHS, Early Help or social care, may be used to support families and children where appropriate.

It is also important to note that any behaviour that raises a safeguarding concern should be reported to the Designated Safeguarding Lead according to the safeguarding policy.

Positive Handling

Some children can become overwhelmed and scared in different situations and or environments. If this happens and the child becomes unsafe or is at risk of harming others (adults or children) it may be that the child is taken out of this situation. This could be by picking up the child, taking the child by the hand or guiding the child by their shoulders to a safe space. At all times the adult should be talking to the child about what they are doing. For example, 'I can see that you are scared. I am going to pick you up and take you to a safe space such as the classroom or library'. 'I understand that it is very noisy, take my hand and let's find somewhere quieter'. 'I know it is very busy, let me guide you to some space'.

Guiding a child should be a light touch hand on shoulder or holding of their hand.

Anti-Bullying Procedures

Reporting

We encourage all members of our school community to report bullying concerns.

Pupils

Pupils should report concerns to:

- A trusted adult in school
- A parent/carer
- A friend
- Childline – 08001111

Parents

Parents should report concerns to:

- A member of school staff
- The school office

Staff

Staff should record concerns using My Concern and follow the procedure below.

Staff will:

- Investigate reported bullying incidents thoroughly and talk to those involved, witnesses and appropriate staff.
- Record the incident on My Concern – which may have been reported orally, in writing or in picture form.
- Respond to the child concerned by:
 - Listening actively
 - Offering support and strategies to deal with unacceptable behaviour
 - Protecting the child and ensuring their safety as and when necessary
 - Involving parents, if necessary
 - Involving external agencies to support the child as appropriate
- Respond to the child who bullied by:
 - Ensuring he/she recognises his/her behaviour and how it affects others
 - Applying appropriate consequences as per our behaviour procedures
 - Guiding, supporting, advising and offering strategies to change behaviour
 - Encouraging him/her to take responsibility for actions and help them to make amends
 - Involving external agencies to support the child as appropriate
 - Involving parents
- Prevent further situations by providing opportunities for children/young people to explore the issues.
- Review the situation with the child or young person and parents and others, throughout the investigation and afterwards.
- Review policies and procedures - consider changes that can be made to the environment, groupings, rules and codes of conduct etc.
- Monitor the situation:
 - Provide opportunities for children and young people to say how safe they feel and if the policy is working.
 - Provide opportunities for staff to comment on their confidence and strategies for dealing with incidents

Monitoring by all staff is an essential element in the effectiveness of good behaviour and low incidences of bullying within our school. All children have an important role to play too. Regular class and Key Stage behaviour reminders and reviews, form an integral part of monitoring our policy.

Early intervention and preventative methods

We have a range of preventative methods in place such as:

- Personal, Social, Health and Economic (PSHE) education is one method used to raise awareness and promote mutual respect, self-discipline and social responsibility which underlie good behaviour. Opportunities are given in assembly and within PSHE lessons to discuss and understand the problem of bullying appropriate to the age of the child. Procedures to follow, who to tell and sanctions given are an important part of these discussions.
- School involvement in external initiatives such as, Anti-Bullying Week.
- The techniques used by the school to promote positive behaviour, peer support and the celebration of diversity.
- The whole school approach towards promoting the emotional wellbeing of all students.
- Where necessary personalised provision for students at risk of bullying.

Searches and Confiscation

Aspire Federation refer to the Trust Statutory policy re Prohibited items and searches.

Although extremely rare, searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Any such searches will be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

The heads of school and their named person in charge in their absence are authorised by the Aspire Federation to have the statutory power to search a pupil or their possessions when they have reasonable grounds to suspect

- They may have a prohibited item (see prohibited items list)
- They may have any other items that the school identify as an item which may be searched for

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette packets, vape paraphernalia
- Fireworks
- Pornographic Images
- Any article that the member of staff reasonably suspects has been, or is likely to be used -
 - To commit an offence, or
 - To cause personal injury to, or damage to property of; any person (including the pupil)

The Designated Safeguarding Lead (DSL) will be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed. The staff member will involve the DSL or DDSL without delay if they believe that a search has revealed a safeguarding risk.

The staff member conducting the search will follow the statutory policy procedure regarding consent, the search and confiscation of articles. An appropriate location for the search will be found, and where possible will be away from other pupils.

The law stated that the member of staff conducting the search must be of the same sex as the pupil being searched. There will be another member of staff present as a witness to the search. The exception to this is that a staff member can search a pupil of the opposite sex and/or without a witness present only:

- If the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to the person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practical for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practical for the search to be carried out in the presence of another member of staff.

Any search conducted without a witness will be immediately reported to another member of staff and a record of the search will be kept. All searches will be recorded within our internal safeguarding system.

Parents will always be informed of any search as soon as is practical, and the outcome. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Any complaints about searching and confiscation should be dealt with through the normal school complaints procedure.