

Leedon Lower School

Behaviour and Bullying Policy



Policy written by:	Teaching staff	Date: January 2023
Approved by:	Governing Body	Date: January 2023
Reviewed by:	Richard Benson	Date: January 2025
Next review due by:	January 2026	

The purpose of our Behaviour and Bullying Policy is to ensure all our pupils, staff and anyone involved in our Leedon School Community are:

- treated fairly with value and respect
- able to learn, play and work in a safe environment
- protected from any form of harm and
- can thrive and achieve their own full potential

We believe all pupils and staff have rights and with those rights come responsibilities which we wish to support to enable both children and staff to work together. We encourage and expect all our children and staff to show care, courtesy and consideration at all times. Praise and encouragement are used to promote and maintain a positive and happy atmosphere in school. Behaviours that do not meet school expectations are dealt with firmly and fairly. Problems are shared and talked through to try and understand the reasons behind them. We aim to ensure all our children know that we are there to support and care for them, no matter what. Bullying is not tolerated in any form.

Our Aims

- ✓ Set high expectations of the children's learning and behaviour.
- ✓ Create and maintain a positive atmosphere where all children feel happy and safe and can learn and play.
- ✓ Build positive relationships between all children and staff.
- ✓ Teach children about their own emotions as well as those of others and how to cope with difficult situations.

Our Basic Expectations

These apply both in school and when representing the school within the community.

- ✓ Children and staff will always be polite and respectful to all. Children and staff will always show care and consideration.
- ✓ Children and staff will always be accommodating and cooperative, ensuring equality for all. Children, with support from parents, will always be ready to learn at the start of the school day and will be correctly resourced.
- ✓ Children will always try their best in lessons and complete work to an acceptable standard for the individual.

Values and Golden Rules

Leedon is a values based school and each month focuses on a value which we feel is important for the children to develop. These are:

September	-	Respect
October	-	Perseverance
November	-	Responsibility
December	-	Honesty
January	-	Caring
February	-	Love
March	-	Inspiration
April	-	Courage
May	--	Friendship
June	--	Co-operation
July	-	Excellence

To reflect our core values, our golden rules are:

- ✓ We are kind, considerate and honest.
- ✓ We respect ourselves, other people and property
- ✓ We always try our best.
- ✓ We have fun!

These have been shared with children and are displayed in all areas.

Rewards

Praise and rewards are used to promote and maintain a positive learning environment. Rewards used are as follows:

- ✓ Staff will always speak positively to children and praise positive examples of expected behaviour.
- ✓ Leedon Blues will be awarded as agreed (see attached appendix 1)
- ✓ Each month will focus on one of the school's values.
- ✓ Blues will be awarded if a child reads four times a week with an adult at home.
- ✓ A variety of class awards will be given out during a weekly celebration assembly including 'Star of the Week' and 'Tidiest Cloakroom' for an extra playtime. These will be shared on our weekly newsletter to parents.

De-Escalation and 'Critical Situations'

To help children make positive choices when their behaviour begins to take a negative turn, de-escalation strategies are used. These include:

- ✓ Positive phrasing, 'Come and join us for a story'
- ✓ Choices, 'Would you like to sit on the chair or bean bag for the story?'
- ✓ Disempowering the behaviour, 'You can listen to the story from there'
- ✓ Following the consequence scale.

Staff will also be mindful of body language in such situations. Escalating body language includes: being inside of an outstretched arm, too close, toe to toe, eye to eye, blocking the path, aggressive gestures, or being over bearing. De-escalating body language includes: being outside of an outstretched arm, sideways stance, leaving an open door, relaxed hands, managing height.

When a member of staff sees a child about to have a 'critical situation', they will use a de-escalation script that is as follows:

• David • I can see something has happened • I am here to help • Talk and I will listen • Come with me and.....

After a 'critical situation', children will be given the opportunity to reflect on their behaviour, repair any damage and restore any relationships. A restorative approach focuses on the harm that has been done and how it can be repaired, uses the conflict to reveal feelings and needs, and through discussion ensures conflict is not likely to happen again.

As such, children will still have a consequence for their behaviour but through the 'reflect, repair, restore technique' they will identify the consequence themselves and thus contribute to improving their internal discipline.

If 'critical situations' continue to be persistent, a Positive Behaviour Support Plan (PBSP) will be created by the Class Teacher in conjunction with Year Group Lead and/or SENCO and shared with parents to support the pupils positive behaviour taking into account:

- Triggers/challenges
- Likes/dislikes
- How to successfully communicate with the pupil
- Provisions including reasonable adjustments
- A reflective three step plan involving proactive, active and reactive strategies

Reactive strategies state planned intervention to be used when behaviour has become most impactful. For most pupils this will not require any physical intervention, however if a pupil is at risk of seriously harming themselves or others, reasonable force would be used.

Reasonable Force

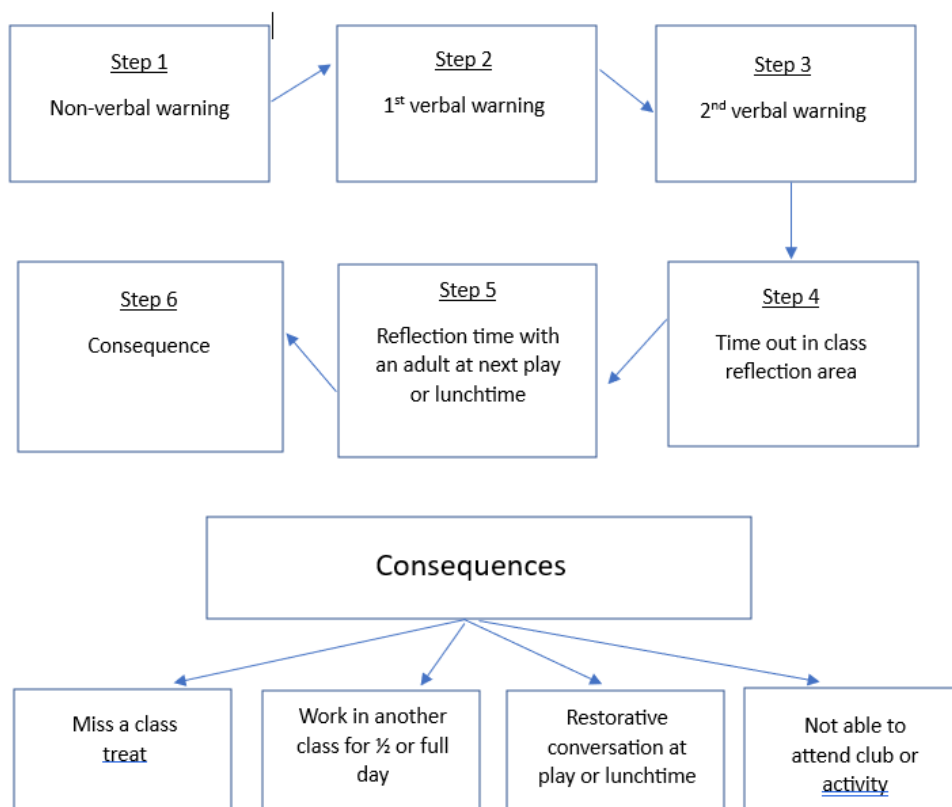
The Government Policy: 'Use of Reasonable Force' is read by all staff annually and if a child at any time presents as being in immediate danger to themselves, any other child, or a member of staff, then reasonable force may be used if proportionate and necessary to remove the child from the situation for safety. Some members of staff have been trained in 'Team Teach' to support children with escalating behaviour. 'Team Teach' is using positive behaviour management strategies emphasising de-escalation and positive handling in conflict management.

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 necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe.

Consequences

If children's behaviour does not meet our basic expectations, the following consequences will occur as an escalation scale. Staff will always speak calmly to children and will use the restorative approach to discuss behaviour.

Leedon Lower School Consequence Scale



Each of these consequences will be accompanied by the parent being informed, either via phone call, text or a face to face conversation and the behaviour being logged on CPOMS; notifying any other relevant staff member.

If negative behaviour continues the following will occur.

1. Internal Exclusion

This will involve the child working in a different area of the school for a set period. Parents / carers will be informed by the Head Teacher and a record will be added to CPOMS and attendance record. (These must be indicated on CPOMS)

2. External Suspension

This will involve the child being supervised by an adult at home for a set period. Parents / carers will be informed by the Head Teacher and a record will be added to CPOMS and the child's attendance record. On return to school, the child and parents / carers will have a meeting with the Head Teacher. This may also result in a referral to an outside agency for further support. (These must be indicated on CPOMS.)

See School's Suspension and Exclusion policy.

Serious incidents including personal physical and verbal attacks on someone, threatening behaviour, sharing of inappropriate language or deliberately invading personal spaces by touching or showing private parts will immediately result in escalation to step 6, 7 or 8 depending on severity.

A fresh start will begin once a consequence has been completed.

Bullying

Our school has a strict anti-bullying standards and zero tolerance towards bullying of any form.

Definition:

Bullying is any repeated behaviour or action towards a group or individual with intent to hurt whether this is physical or emotional. This can be in person or via cyber bullying.

Bullying can be aggressive and violent, but it may also be quiet and planned. Bullying can be in person or cyber bullying (bullying via mobile phones or online through gaming or social media networks).

Bullying is a repeated behaviour or action; not all disagreements between children is bullying.

All members of staff are vigilant and alert to the signs of bullying to be preventative in the first instance. All staff take incidents of bullying very seriously and they investigate disclosures from children and or parents/carers thoroughly. Incidents will be followed through establishing all the facts and are recorded accordingly. Any allegation of bullying will be recorded on CPOMS, linking in all persons involved and a member of the senior leadership team will be notified.

Children are encouraged to talk about it. They are given time and support and strategies are talked through with the child in a safe and confidential setting.

PSHE lessons also provide allocated group discussion time where children are encouraged to share and talk openly about their own experiences and/or share strategies of how issues of bullying and conflict could be overcome. Children are encouraged to talk within school and to their support at home but if this is not possible, children on the receiving end of any bullying should call child line on 0800 1111 for support and advice.

If there is an established case of bullying, regular support will be put in to place for the affected child where they can talk through their concerns and/or fears in a comfortable and nurturing environment and gain reassurance and confidence from a key adult working with them. The child demonstrating bullying behaviours will also be given time to establish the underlying cause and will be helped by being given strategies to adjust their behaviour.

Parents of all children concerned will be involved and will be provided with a senior staff member as a point of contact for all communications. The governing body will be informed of any established cases of bullying.

Once all the facts and details have been established and depending on the seriousness of the bullying the following action will be taken:

1. Formal Warning
2. Internal Exclusion
3. Suspension

Bullying is an anti-social behaviour which affects everyone.