Behaviour and Bullying Policy

2023-24

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1. **General Philosophy**

In line with the Cabot Learning Federation aims, vision and values, Begbrook Primary Academy strives to place the following at the HEART of all we do:

CLF CORE PURPOSE

H	E	A	R	T
Maintain **High expectations** in all we do, ambitious for ourselves, our communities, and our environment.	Create **Equity** of opportunity, promoting inclusion, removing disadvantage and rejecting discrimination.	Champion the success and life chances of **All children**.	Furnish pupils and staff with the **Resilience** to succeed as lifelong learners.	Harness our **Togetherness** to achieve more, collaborating proactively in seamless unity.

2. **Introduction**

Begbrook Primary Academy promotes the highest standards of behaviour and an atmosphere where all members of the school are valued as individuals. The school believes in the development of self-esteem, respect for others, self-discipline and personal responsibility.

Children are expected to be polite and to show respect for other people and property. They are expected to behave in ways which keep themselves and others safe at all times. In class, we expect children to join in lessons to the best of their ability by listening carefully, answering and asking questions and by taking part fully in activities and taking personal responsibility for their learning.

At Begbrook Primary Academy great emphasis is placed on positive reinforcement of behaviour through praise. Children's confidence, self-esteem and self-image are developed through encouragement, incentives and rewards, both verbal and written.

3.   **Aims of the Policy**
- To develop children's self-agency and executive control;
- To develop a moral framework within which initiative, responsibility and sound relationships can flourish;
- To create an ethos where everybody strives to achieve and understands how their behaviours actively promote their achievement;
- To enable children to develop a sense of self-worth and a respect and tolerance for others;
- To produce an environment in which children feel safe, secure and respected in which they can flourish as individuals and learners;
- To provide adults with a framework in which to provide a consistent approach to supporting the highest standards of behaviour.

4. **Children with behaviour support plans or pastoral support plans**

Occasionally there may be children who have individual plans to support behaviour. These children may have needs that are not covered by this policy and in these cases the children's individual plans take precedent over this policy.

5. **Ready to Learn**

We believe that the most important behaviour that our pupils can show is that of being ready to learn.

So that children understand that this is the expectation in classrooms we use the following phrases to incentivise and encourage children to take responsibility for being a learner in the classroom.

Ready to learn	Time to make a choice	Time to reflect
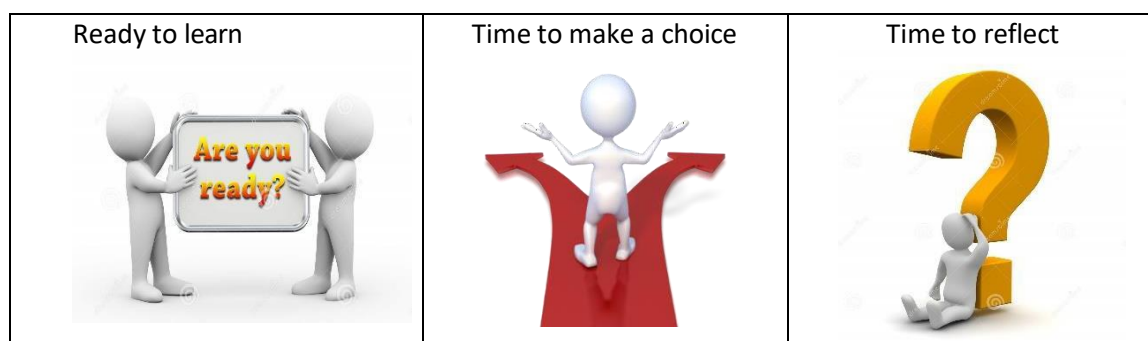
At the start of the day, all children will have their name label on 'Ready to learn.'

Children's names can be moved along the chart using common language. When a child is informed that it is 'time for them to make a choice,' their name will be moved to that zone. A discussion will then take place that describes the unwanted behaviour being observed and the choices they will have to make in order to be ready to learn again.
E.g. "You are talking. I need you use your sapphire power and focus;" or "I can see you are frustrated that you have made a mistake. Can I help you to bounce back and have another go?"

If a child makes an inappropriate choice they will be asked to take 'time to reflect' in a partner class. During this time, when they are ready they will have an opportunity to reflect on the choices they have made that have resulted in their lost learning time. This may include the children completing a reflection sheet to enable them to consider which choice they might make next time. This will take place with a designated space within the classroom. A discussion will take place regarding the reflection sheet and the teacher will decide whether the child is 'ready to learn,' again. If they are still not considered 'ready for learning' the child may be asked to return to the partner class with work. If necessary, a further discussion can then take place during an unstructured time with a member of SLT.

All school adults have responsibility for helping children to make the right choices and as a result we believe that consistency is key to helping children understand the boundaries that we expect at Begbrook. To aid this consistency we have outlined the typical consequences and sanctions that would be put in place should children's behaviour and choices fall below

our expectations. The school adults at Begbrook have decided that for our community, behaviour and choices that fall below our expectations can have impact on others and learning that is more or less severe. As a result, negative choices, behaviours and emotions need to have consequences that are commensurate with the impact that the behaviour, choice or emotion has caused. To help ensure that all school adults can deal with these issues in a consistent manner we have categorised the behaviours, choices and emotions broadly based on their impact. These are listed in Appendix 1. This list is a guide and individual circumstances are also taken into account.

We believe that consequences and sanctions, along with positive messages, rewards and an emotion coaching style (see below), help children to change their future actions develop their self-agency and promote executive control. Understanding that consequences have been implemented can be a support to the individuals negatively affected by the inappropriate behaviour. We believe in a proportionate response to negative behaviours, choices and emotions and have agreed the consequences outlined in Appendix 2. When deciding on a consequence we will take into account all the known factors leading to the unwanted behaviour.

6.   Recording negative behaviour, choices or emotions

If a child is asked to reflect, the completed reflection sheet is kept as a record by the class teacher.

On occasion we will contact parents and carers if a child is being asked to make a positive choice on a regular basis e.g. multiples times in a day or multiple days in a week. This is to ensure that all adults, both in and out of school, can support the child to be ready to learn. This contact with parents will be logged on CPOMS.

7.   Working with Parents and Carers

If an incident has been logged on CPOMS parents and carers will be informed face to face or by phone call whenever possible on the same day.

8. Meta-cognition at Begbrook Primary Academy

We believe that the best way for children to be ready to learn and to take responsibility for their own behaviour, as well as that of others, is to understand what successful learners do. This understanding creates a sense of self-responsibility: children are challenged to be high quality learners which in turn leads to excellent behaviour.

To promote this, we use a meta-cognitive approach primarily based on 'Think Like a Learner, Pardoe, D., and Robson, T. (2013).' This approach teaches and names the different learning behaviours that children need to be successful, as Gem Powers. These are outlined in the description below:

Diamond Power - the ability to solve your own problems

- Noticing that there is a problem to solve
- Taking responsibility
- Being organised and independent
- Identifying resources to help
- Seeking solutions
- Differentiating between problems that can be solved alone and those that need adult help

Sapphire Power - the ability to stay focussed and control monster distractions

- Manage distractions
- Listening
- Focus
- Avoid procrastination
- Know what is the most important thing in each moment

Emerald Power - the ability to manage emotions and bounce back

- Emotional intelligence
- Showing resilience
- Manage disappointment
- Bouncebackability
- Strategies to stay in control of emotions e.g. anger

Ruby Power – the ability to be aware of others and how what you do or say, might make them feel

- Listen
- Smile
- Supporting others
- Acts of kindness
- Kind talk
- Respectful and tolerant
- Having empathy

Amethyst Power – the ability to collaborate and cooperate

- Cooperate
- Collaborate
- Sharing ideas
- Taking turns

Pearl Power - the ability to find connections between areas of learning

- Find connections
- Make links
- See patterns
- Pearls of wisdom…

Grit Power - the ability to practise
- Practise
- Set a goal
- Put in effort
- Reflect
- Show commitment
- Show determination

Topaz Power – the ability to use talk to learn

- control of voice;
- speaking in full sentences;
- speaking with appropriate formality;
- use of excellent grammar when talking;
- using wide ranging and appropriate vocabulary;
- agreeing and disagreeing;
- asking a range of questions.

Opal Power – the ability to keep us all safe

- I keep a safe distance from others;
- I use catch it, kill it, bin it to stop germs from spreading;
- I clean my hands and surfaces carefully and often;
- I only play with the children in my bubble;
- I follow adult instructions on where I need to go.

9. **Rewards for use of positive learning behaviours**

Each class earns gems for using during Gem Time

Staff can reward individuals who show positive learning behaviours for learning with individual Gem Cards. These can be taken home to share with parents/carers.

Each week a child from each class is awarded a certificate for demonstrating Gem Power throughout the week. This will happen during a celebration assembly.

During lesson time, children might be asked to show learning to SLT which shows that they have been using the Gem Powers.

10. Use of learning powers during unstructured time (break and lunch)

There are three rules for children to adhere to during their unstructured times (break and lunch):

- **Be Kind**
- **Be Safe**
- **Show Respect**

We expect all pupils to display their learning powers during unstructured times of the day. Lunchtime staff can also issue gem cards to work towards the class collective pot. These are celebrated in class at the beginning of the afternoon.

Our key priorities, during unstructured times, are that children treat each other with respect and courtesy and that they consider the safety of themselves and others. If children are being disrespectful or unsafe they are removed from the playground and taken to a designated calm place where they can 'make choices' to change and or resolve a situation. Upon further investigation which may involve mediation, children may be asked to 'reflect' about how they will behave in future sessions**.**

11. Serious incidents

We consider the follow to be serious incidents:

- Violence towards school staff or children
- Promoting extremism
- Racist / homophobic / disablist / sexist comments or remarks.

12. Actions for Racist / homophobic / disablist / sexist comments or remarks:

Stage 1

Pupil is spoken with, the Principal is informed and a record of the incident is logged on CPOMS. Parents are informed through the reflection sheet described above.

Stage 2

For a repeated offence parents are invited to a meeting to discuss how to address these behaviours. Actions may include discussing the matter with the Principal or a school councillor in line with the school's equal opportunities policy. This may be followed by external agencies becoming involved e.g. Support Against Racial Incidents (SARI) and Educational Action Challenging Homophobia (EACH) community groups.

13. Emotion Coaching

At Begbrook we use an emotion coaching style when children are experiencing strong emotions. We believe this is an effective strategy in promoting emotional development in children. When we use an emotion coaching style we:
- Recognise the power and purpose of emotions
- Empathise with the feelings of the child
- Practise active listening in order to build rapport
- Are calm not anxious about the child's emotions, and see a way to problem solve
- Role model positive emotional states

We believe emotion coaching gives children positive life affirming messages that are:
- We all have feelings and need to recognise them in ourselves and others
- We are not alone and we are accepted, supported, cared about, understood, trustworthy and respected – this is then returned
- We are empowered and it is safe to engage in problem solving accepting we are part of the solution
- All feelings are normal and need to be regulated and expressed constructively
- Problems and conflicts can be solved peacefully

As the adults with responsibility for the children in our care, we need to feel empathy with them, even at times when they are most likely to have lost control; it is this that enables co-regulation.

To ensure that we are able to effectively emotion coach with children, adults at Begbrook will endeavour to build trusting, respectful relationships with children. This is best exemplified by the phrase 'connection before correction'. This recognises the fact that for some children we have to 'earn the right to push' when we are helping to manage their emotions.

See appendix 3 for the steps of emotion coaching at Begbrook.

14. Bullying (child on child harm)

Statement of Intent
We are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable and will not be tolerated at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell an adult.

DfE Guidance – Preventing and Tackling Bullying is used as a reference guide. Preventing bullying - GOV.UK (www.gov.uk)

What Is Bullying?

Bullying is repeated behaviour which makes other people feel uncomfortable or threatened. Bullying is often about power. Victims often feel powerless to stop it without support.

Bullying (child on child) can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence Racist racial taunts, graffiti, gestures
- Sexual, unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber: All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls
- Misuse of associated technology, i.e. camera & video facilities

Why is it Important to Respond to Bullying (child on child)?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving and understand their responsibilities with regard to the choices they make.
Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All teaching and non-teaching staff, pupils and parents and members of the Academy Council should have an understanding of what bullying is.
- All teaching and non-teaching staff, pupils and parents and members of the Academy Council should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school procedure is on anti-bullying, and what they should do if bullying arises
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:
- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises

- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received
- attempts or threatens suicide or runs away

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. A child need not display all these signs or behaviours.

Procedures

1. Report concerns of bullying incidents to an adult
2. In cases of bullying, the incidents will be recorded by staff
3. In serious cases parents should be informed and will be asked to come into a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and a plan put in place with support from a member of the Senior Leadership Team to ensure the bullying is stopped quickly
6. Support will be given to help the child/ren who instigated the behaviour to change their behaviour

Outcomes

1. The child/ren who instigated the behaviour will be asked to apologise. Other consequences may take place e.g. circle times, meeting with families concerned.
2. In serious cases suspension may need to be considered
3. If possible, the pupils will be reconciled through a restorative solutions approach
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
5. Information will be shared with relevant staff and families to ensure careful monitoring.

Prevention

We will use a range of methods for helping children to prevent bullying, as and when appropriate, these may include:
- Writing charters – learning zone, play and lunchtime
- Signing a behaviour contract
- Positive reinforcement of appropriate behaviours
- Writing stories or poems or drawing pictures about bullying and friendship
- Reading stories about bullying or having them read to a class or assembly
- Having discussions about anti-bullying and why it matters
- Classroom practice to encourage and develop collaboration and co-operation through a and restorative solutions approach

HELP ORGANISATIONS:
Advisory Centre for Education (ACE) 0808 800 5793

Children's Legal Centre 0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204
Parentline Plus 0808 800 2222
Youth Access 020 8772 9900
Bullying Online www.bullying.co.uk
Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Appendix 1 Behaviour Categories
The following is a table of some of the undesirable behaviours that children may display. We have categorised them into behaviours we consider to have similar levels of impact and negativity. Sanctions and consequences for any behaviour are always considered in the context of how the behaviour was exhibited.
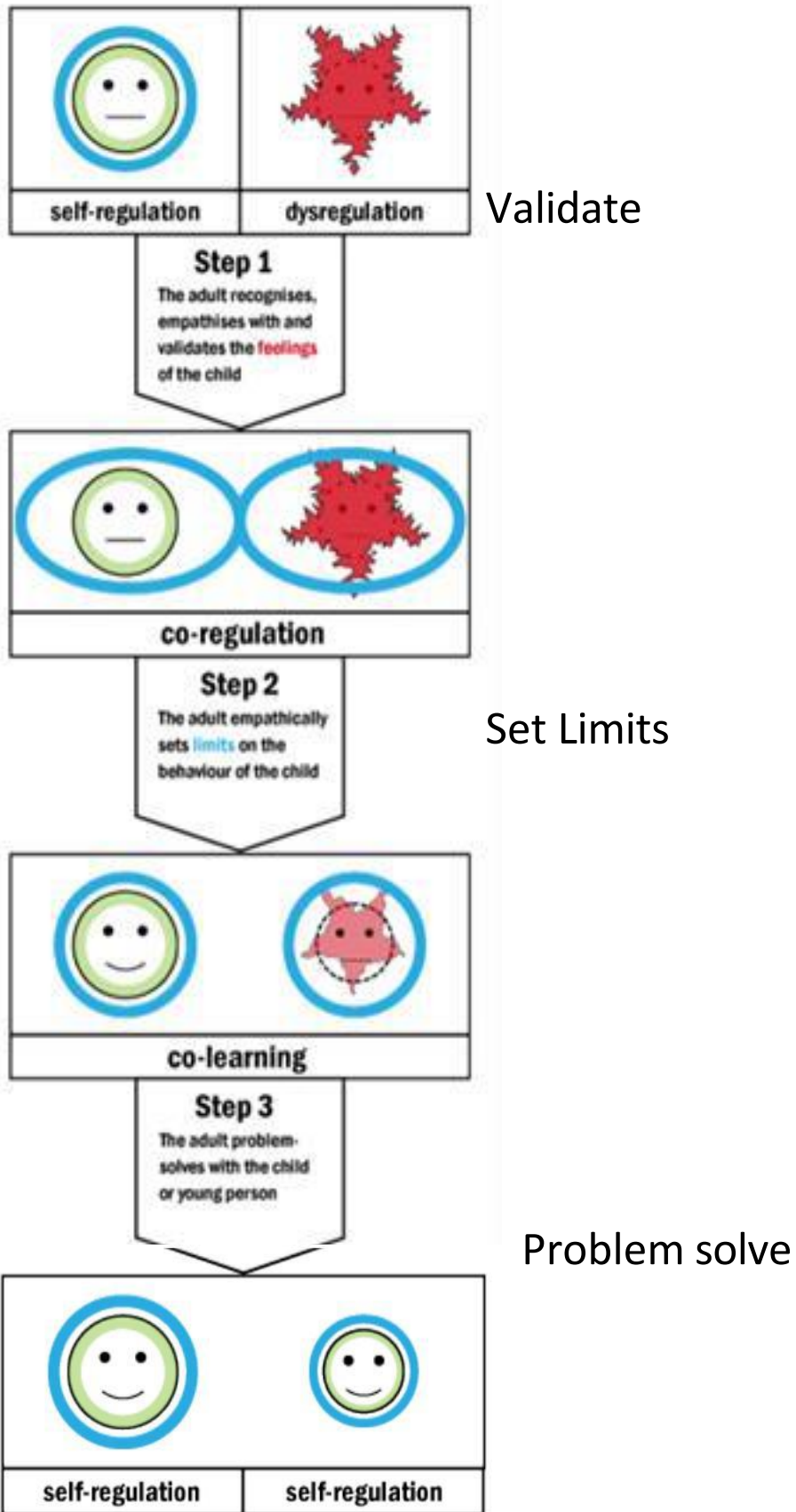
Category 1	Category 2	Category 3	Category 4	Category 5
Not focusing on learning	Talking over others	Not looking after equipment	Spitting (not at someone)	Running off site
Rocking on chairs	Refusing partner/group work	Not following instructions	Running away	Weeing on floor on purpose
Drawing on whiteboards	Refusal to join in	Walking around during input	Throwing chairs/objects	Spitting at someone
Distracting others	Running inside school	Disrespectful language	Leaving the classroom	Violence to adults
Not lining up 'properly'	building	Weeing not in toilet	without permission	Racism
Patting to get attention	Chatting/fidgeting/poking in	(consider age)	Lying (depending on context)	Deliberately hurting
Talking when they shouldn't	assembly	Throwing objects	Climbing (to avoid	themselves
be	Disrespectful behaviour e.g.	Swearing	adult/escape)	Deliberate damage to school
Not listening	rolling eyes/tutting	Carrying on playing when bell	Verbal aggression/abusive	property
Fiddling	Running in corridors	has gone/not returning to	language	Violence to other children
Misuse of	Not looking after equipment	class	Swearing	Throwing objects at others
manipulatives/equipment	e.g. broken stationery	Hiding	Answering adults back	Bullying
Shouting/calling out	Making distracting noises	Not accepting responsibility	Direct defiance of a clear	
Eye rolling/flippancy	Not following agreed noise	for bad choices	instruction	
	levels as instructed	Disregard for others e.g.	Not treating all adults with	
	Lack of respect through body	laughing at	the same level of respect	
	language/ rolling	Play fighting		
	eyes/shrugging	Defacing school property		

Appendix 2

Possible consequences and sanctions to help promote positive behaviour choices
Non-verbal communication
Spoken to by adult
A positive prompt by teacher
Moved within the class
Moved to another class in year group for reflection
Moved to a different year group for reflection
Conversation with year group lead
Conversation with Assistant Principal/Vice Principal
Conversation with Principal
Completing a classroom job
Miss part or all of break time
Miss part or all of Lunchtime
Phone call to parent
Meeting with parent/carer
Letter to parent
In school isolation e.g. completing learning without peers and in company of an adult
Suspension to a partner school
In school suspension supported by parent/carer
Suspension or exclusion from school

self-regulation | dysregulation

Validate

Step 1
The adult recognises, empathises with and validates the feelings of the child

co-regulation

Set Limits

Step 2
The adult empathically sets limits on the behaviour of the child

co-learning

Step 3
The adult problem-solves with the child or young person

Problem solve

self-regulation | self-regulation

Step 1: Know, notice and plan

Knowing the individuals in a class is the basis of excellent emotion coaching.

In this step we will:
- Continually develop our knowledge of every child in the class
- Continually notice and understand changes in behaviour or emotions
- Continually reflect, adapt and develop understanding and approaches to meet the changing needs of every child
- Continually plan for every child to be successful, particularly when there are changes to the usual routines and expectations

Step 2: Empathise, validate and label

In this step we will
- Recognise all emotions as natural and normal and not a matter of choice
- Become aware of the child's emotional state and recognise the opportunity for co-learning

- Accept the emotion and find words to name the feelings
- Recognise behaviour as communication
- Look for physical and verbal signs of the emotion being felt
- Take on the child's perspective
- Use words to reflect back the emotion the child is feeling in order to help them label the emotion
- Affirm and empathise, to allow for calming to occur
- Provide a narrative for the emotional experience to create cognitive links through co-learning with the child.

We might say:

'I can see that you are angry when that happens. I would feel angry if that happened to me. It's normal to feel like that'

'I can see you're frowning and you're kicking the wall and expressing a lot of energy. I would be feeling like that too if I didn't want to do something'

'I noticed you looking around at the others who are working on their writing. I think you might be feeling nervous about whether your work will be OK. Have I got that right?'

Step 3: Rapport before reasoning: setting limits

Establishing that there are clear limits about what behaviour can be allowed to continue is a critical step in the emotion coaching process.

To achieve this we will:

First – co-regulation, establishing rapport by:

- Building on the attunement
- Create engagement with the social and emotional brain; mirror neurons
- Act empathically to set the emotional tone
  - In this step it is important that the adult is not reflecting back the angry or distressed face of the child - this enables the child to reflect back the calm and empathic face of the adult

Then – co-learning, discovering what the child needs in order to move forward:

- Co-learning informs the teaching of the child
- Separating the emotion which is acceptable from the emotion which may well be unacceptable
- Stating the boundary limits for what is acceptable behaviour
- Making it clear that some behaviours cannot be accepted

We might say:

'These are the rules in the classroom. Doing that is not OK.'

'We can't behave like that even though you are feeling annoyed, because it is not safe.'

'You didn't do the task as we agreed. You're probably angry that you can't join in with the practical session with the others now because you have to complete your writing first.'

Step 4: Problem solve with the child

When the child is calm and in a relaxed and rational state we will:

Explore the feelings that gave rise to the behaviour, problem, or incident
- Remembering that all feelings are acceptable
- We manage our feelings by making choices about how we respond

Encourage alternative ideas and actions that could build on the positives and lead to more appropriate and productive outcomes.

Empowering the child or young person to believe they can overcome difficulties and manage their own behaviour

We might say:

'This is not a safe place to be angry. Let's go to a safe place and then we can talk.'

'Next time you're feeling like this, what could you do? How do you think you will react next time or if this happens again?'

'You need to work in the group with our TA or work with me – which do you want to do?'
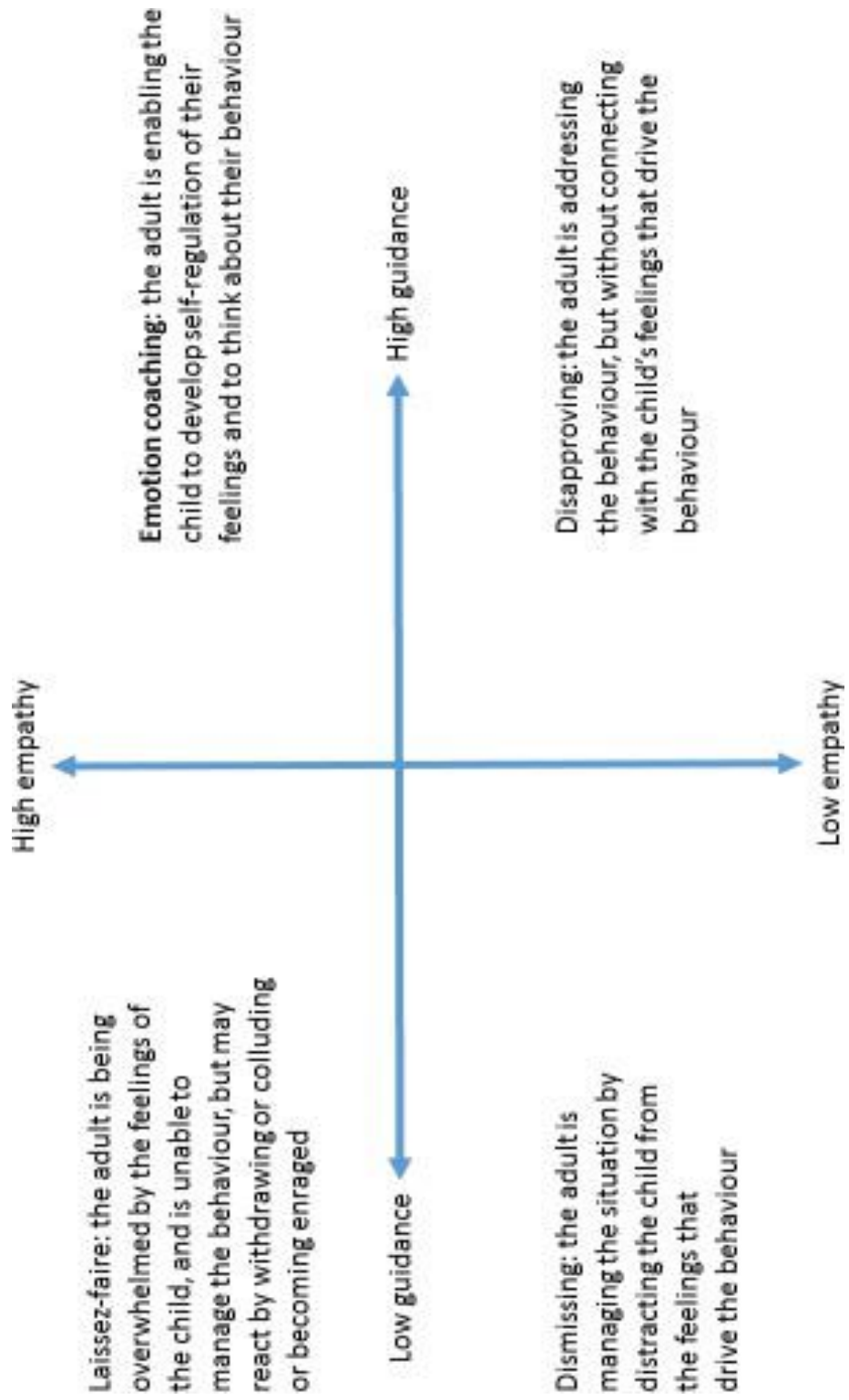
Step 5: Reflect, adapt and develop

In this step we will
- Reflect on the emotions and actions at each previous step
- Use knowledge gained to adapt future strategies
- Develop understanding of individuals' needs so they can be planned for

The guidance on emotion coaching uses materials developed by Kate Cairns Associates.

Emotion coaching: the adult is enabling the child to develop self-regulation of their feelings and to think about their behaviour

Disapproving: the adult is addressing the behaviour, but without connecting with the child's feelings that drive the behaviour

High guidance

High empathy

Low empathy

Laissez-faire: the adult is being overwhelmed by the feelings of the child, and is unable to manage the behaviour, but may react by withdrawing or colluding or becoming enraged

Low guidance

Dismissing: the adult is managing the situation by distracting the child from the feelings that drive the behaviour

References:

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