



HAMPRESTON CE (VA) FIRST SCHOOL

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To love God and to love one another

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Positive Behaviour & Anti-Bullying Policy 2023-24

Building Relationships and an Emotionally Healthy School



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1. Aims

Hampreston is committed to safeguarding and promoting the welfare of children and expects all staff to share in this commitment. This policy underpins the Statement of Behaviour Principles, which is shared with parents on the school website.

Our School Behaviour Policy is based on the school's underpinning value

To love God and to Love one another.

It is a primary aim of our school that every member of the school community feels valued, respected and loved and that each person is treated fairly and well. We are a caring community that promotes good relationships, so that people can work together with the common purpose of helping everyone to learn.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and consequences**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. We teach children about this in PSHE lessons, circle time and through our daily collective worships.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, (persistent) sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Signs and Symptoms:

There may be signs or behaviour that a child is being bullied. These may be evident at home or at school or in both locations. Any adult who notices such signs or symptoms should investigate further and take action if necessary. They may include:

At home:

- Fear of going to or from school
- Unwillingness to go to school
- Asking to move school
- Feigned illness or an increase in complaints about feeling unwell
- Crying at bedtime or disturbed sleep (including nightmares)

- Arrives home with damaged clothes or property (e.g. torn books)
- Possessions 'go missing'
- Asks for money or steals money
- Is afraid or reluctant to use the internet or mobile phone
- Is nervous or secretive when a text or e-mail is received.

At school:

- Deterioration of work
- Looks for excuses to stay in school instead of going out with other children
- Misses school.

In both locations:

- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, disruptive or unreasonable
- Begins to stammer
- Unexplained cuts or bruises
- Bullies other children or siblings
- Changes his or her eating pattern
- Gives improbable excuses for his or behaviour or to account for any of the above
- Is reluctant to talk about any of the above.

What Can a Child Do?

If it is happening to someone else:

- Tell an adult, teacher, teaching assistant or member of lunchtime staff
- Support the victim by showing that you disapprove of bullying.

If it is happening to you:

- Tell a trusted adult
- Tell a friend
- Do not agree to keep the bullying a secret
- If you can see that a situation could be dangerous, keep away
- Try to ignore the bully
- Tell the bully to stop
- Say, very firmly, 'No', and walk away
- Avoid fighting back – this often makes things worse.

Telephone Childline (freephone 0800 1111).

What Can a Parent Do?

If your child is being bullied:

- Ask him or her about it directly
- Remain calm
- Take the bullying seriously and find out the facts
- Talk to someone at school – this may be the Head Teacher, Class Teacher, Deputy Head Teacher, SENCO or another member of staff who knows your child well
- Help your child to develop self-assurance and confidence.

If your child is presenting bullying behaviours:

- Keep calm
- Try to find out the cause of your child's bullying
- Discuss your concerns with the Class Teacher, Deputy Head Teacher or Head Teacher
- Try to monitor where your child goes and who he or she plays with
- Set clear guidelines for the behaviour you expect
- Help your child to develop self-esteem
- Ensure that your child apologises to the victim of his or her bullying
- Monitor whether things improve or deteriorate.

What Will the School Do?

We take all instances of bullying very seriously:

- Action will be taken in all reported or observed instances
- Incidents are recorded on behaviour logs and using My Concern
- Both the victim and the bully will be made aware of the action taken
- Parents will be informed
- Persistent bullying will be closely monitored and supervised in line with our behaviour policy
- If appropriate, both children will receive counselling and/or support
- If appropriate, outside agencies will be involved, usually for persistent bullying.

Our commitment is to provide a caring, happy, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. We expect that every adult and child commit themselves to stamping out any bullying behaviour at Hampreston.

4. Roles and responsibilities

The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using behaviour logs and My Concern

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

5. Pupil code of conduct

Good behaviour is expected in every aspect of school life; in the classroom, in the playground, during extra-curricular activities, on visits and trips and in the way the children move around the school site.

We want our children to set an excellent example. In assembly, our expectation is that children will sit quietly and listen. On visits, our children are expected to be "ambassadors" for the school. They are taught that their behaviour matters, and that courtesy and good manners will be recognised and appreciated.

We have developed '5 Golden Rules' in conjunction with our pupils and student council that we feel all pupils must follow while in school. These are:

- *I will treat other people with respect and look after our school.*
- *I will move around the school calmly and sensibly.*
- *We are all here to learn and I will play my part.*
- *I will use good manners with everyone in school.*
- *I will help make the school a safe place and know who to talk to if I feel worried or upset.*

6. Rewards and consequences

At Hampreston, we believe that children need a consistent view of right and wrong. They need to learn to own their own behaviour and to develop self-discipline. Clear and consistent rules will provide them with the boundaries necessary for taking responsibility and for independence to develop a greater understanding of positive behaviour. Adults will provide positive role models by promoting respect for one another, the environment and the creatures that share our world.

Fundamentally, it is everyone's responsibility to ensure that positive behaviour and high expectations are achieved and exceed throughout the school.

Rewards are given following positive behaviour; they act as an incentive and reinforce positive behaviour helping to ensure it is repeated. They may be given to an individual and a small or large group.

Consequences are used to discourage behaviours that do not support the '5 Golden Rules'. Children are taught that if they decide to ignore their responsibilities there will be consequences to their action. They are used by staff in an escalating manner in response to problem behaviours.

The rewards and consequences are given by staff following the Behaviour Ladder laid out below:

Reward and Consequences Behaviour Ladder

Lunch and break time		In the classroom
Lunchtime rewards e.g. special table	Awesome	Head Teacher stickers Phone call home
Class Dojo awards Lunchtime reward e.g. Friday trophy	Fantastic	Class Dojo Awards Good Work Awards Special Mentions
Lunchtime reward e.g. Stickers	Great	Verbal praise In class rewards (e.g. House Points, Table Points, stickers etc.)
<p style="text-align: center;">Ready to Play I am welcoming. I am calm, focused and listening. I have kind hands and feet.</p>		<p style="text-align: center;">Ready to Learn I am calm, focused and listening. I have everything that I need to learn. I am ready to take on a challenge.</p>
Non-verbal reminder Reminder of correct behaviour Verbal warning	Level 1 Low-level disruption, calling out, fiddling, off-task behaviour	Non-verbal reminder Reminder of correct behaviour Verbal warning
Restorative practice Consequence (e.g. time-out etc.) Moved to another play-space	Level 2 Persistent continuation of Level 1 behaviours after warning, rude or disrespectful behaviour	Restorative practice Consequence (e.g. loss of playtime, loss of golden time etc.) Moved to work at another table
Substantial loss of playtime and/or privilege Removed from play-space and class teacher / SLT informed Communication to parents	Level 3 Continuation of Level 2 behaviours, unsafe behaviour, refusal to follow instructions, swearing	Substantial loss of playtime and/or privilege Removed from class and member of SLT informed Communication to parents
Internal exclusion Meeting with parents Behaviour and Pastoral Support Plan Fixed term exclusion Permanent exclusion	Level 4 Physical or verbal abuse to other children or a member of staff, bullying, racist behaviour, absconding, repeated intentional malicious behaviour	Internal exclusion Meeting with parents Behaviour and Pastoral Support Plan Fixed term exclusion Permanent exclusion

Break and Lunch Time Supervision

Procedures for lunchtime are carefully recorded to provide a consistent and stable structure for all staff and children. *(See Midday Supervisors Handbook).*

Our playground rules have been written by staff and pupils. Procedures and the Playground Rules are attached to the lunchtime notice board in the hall way.

Should a matter arise that a Lunch Time Supervisor needs support with, the supervisor can radio for support from another member of staff who will decide the necessary course of action e.g. taken to SLT inc. Headteacher, etc.

Playground Rules
1. I will care, share, be friendly and try to include others in my games.
2. I will go out to play with everything that I need and not go back inside unless told to by an adult.
3. I will ask an adult to use the toilet if I am playing outside.
4. I will follow the playground timetable when using the climbing frame and the football pitches.
5. I will only use lunchtime play equipment in a safe and sensible way and put it away tidily when the whistle blows or when I am finished using it.
6. I will not play rough games that could hurt others or myself. Hurting others is never okay and I will not retaliate.
7. When the bell rings I will walk quietly back into school and be sensible in the cloakroom.

Off-site behaviour

When off-site children are representing Hampreston and we expect them to behave in an appropriate manner. School rules, rewards and consequences will be followed as in school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will deal with the pupil in accordance with this policy.

Please refer to our safeguarding policy/allegations against staff policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

7. Behaviour management

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 2 for a behaviour log)

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

9. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full governing board every annually. Following review any amendments will be made to the policy and all stakeholders informed.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every annually.

10. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- E Safety
- Staff Conduct
- Safeguarding
- Child Protection



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Hampreston First School Statement of Behaviour Principles

The school is committed to safeguarding and promoting the welfare of children and expects all members of the school community to share in this commitment.

We have therefore established the following principles upon which the Positive Behaviour and Anti-Bullying policy at Hampreston First School is based:

1. All pupils, staff and visitors are free from any form of discrimination
2. Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
3. A range of effective strategies are used to respond to different behavioural issues and which are proportionate to the level of misbehaviour that occurs.
4. An effective Anti-Bullying policy is in place giving specific guidance and support to prevent and deal with cases of bullying.
5. A clear Home School Agreement setting out the expectations for all members of the school community is agreed by all.
6. It is a requirement for the Headteacher and staff to monitor and track key behavioural issues and maintain a continuous review of behaviour management procedures.
7. The behaviour policy (copy on website) is understood by pupils and staff
8. The exclusions policy (copy on website) explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
9. Pupils are helped to take responsibility for their actions
10. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

More details of the Positive Behaviour and Anti Bullying Policy can be obtained from the school website.

This statement of principles is reviewed annually alongside the Positive Behaviour and Anti Bullying Policy behaviour policy.

