

HARVILLS HAWTHORN PRIMARY SCHOOL



Positive Behaviour, Culture and Relationships Handbook

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Miss Soper

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Our Vision

"To be the very best we can be."

Mission

Our mission is to prepare all of our children for the next stage of their lives to enable them to contribute positively to their community.

Values

Our five key values are:

Respect:	Respect yourself, everything and everyone.
Love:	We show love by caring for everyone and keeping them safe.
Inclusiveness:	We include everybody in everything, no matter what.
Responsibility:	We own our choices and understand that everybody is responsible for their actions.
Quality:	We strive to do the very best that we can and accept nothing less.

Our Core Beliefs

At Harvills Hawthorn Primary School, we strive to take a holistic, whole school, inclusive approach to help our pupils to be the very best that they can be. This handbook aims to provide a framework for our collective beliefs and expectations which contribute to building positive behaviours and culture throughout our school. We feel these are fundamental to our commitment to continuously improve the quality of our provision and to provide an outstanding offer for our children, their families and our local community.

It is vital that our children experience, understand and value positive relationships between themselves, staff, parents and other members of the wider community. We believe that all children want to learn and are at their happiest when their needs are understood and being met. To support this, we always consider children's communication styles, social interaction skills, sensory and emotional skills as well as noting the importance of the role that adults play to develop these skills too.

This handbook and copies of the policies referred to within can be obtained from the main reception.

School Aims

Our aims are the same for all pupils. In a caring, disciplined, safe and happy environment, pupils are provided with many opportunities to develop spiritually, socially, physically and intellectually. This will enable and prepare pupils to take their place as responsible citizens in the culturally diverse society in which we live.

Specifically, we are aiming to:

- value all members of our school community as individuals and provide equal opportunities for all.
- create an environment which promotes high expectation, mutual respect, self confidence, self discipline, good manners and positive models of behaviour whilst focusing upon success for all within a culture that encourages self belief.
- encourage greater understanding of the world in which we live and to develop respectful attitudes towards this world.
- develop independent learners who have clear goals and play an active role in their own development
- enable all members of our school community to achieve their full potential.
- encourage positive mental health and well being.
- raise standards.
- nurture active collaborative learners.
- promote lifelong learning.
- promote the basic skills of English and mathematics.

We believe that:

- our learners want to embody our vision to be the best they can be.
- our learners want to behave well.
- behaviour is a means of communication- we must ensure that all learners are supported to communicate their needs safely and appropriately.
- with the right support and intervention learners can learn to self-regulate and manage their own behaviour.
- mistakes are part of the learning process and we recognise that our learners are at different stages of this developmental process. We don't make a judgement about it- instead we support our learners to get it right.

School staff can support our learners by:

- being mindful and reflecting on the quality of our relationships with each other.
- reflecting and being committed to continually improve the quality of our provision.
- building and maintaining positive links with parents, carers and other professionals so we are well informed.
- observing, gathering and analysing data on behaviour to ensure our interventions are personalised and planned according to the needs of the children .
- working in close partnership with other professionals such as Inclusion Support, Speech and Language Service, Occupational Therapy, CAMHS, drama therapy and alternative provisions such as The Albion Foundation or The Primrose Centre (pupil referral unit).
- reflecting on what may be the underlying issues that drive or trigger behaviour in learners and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way.
- actively teach the children positive learning behaviours.

The Quality of our Relationships

Relationships with pupils

Our relationships with the learners are crucial.

To foster enabling relationships we:

- actively build trust and a rapport with the children.
- have high expectations for all: when we demonstrate our belief in them, it supports them to succeed.
- apologise if we make a mistake- we are modelling this for the learners.
- name and manage our own emotional reactions to learners behaviours i.e. demonstrate emotionally intelligent behaviour at all times and seek support if necessary.
- are always respectful of the children. We never discuss them over their heads or in front of other learners.

In school we have a number of additional support mechanisms that children, families and staff use on a daily basis. We have:

- nurture provision for both Key Stage 1 and Key Stage 2 children. These are led by qualified staff and held daily. This is known as Treetops.
- number of staff who offer therapeutic mentoring strategies. Children who are identified as in need of this support are seen weekly.
- Family Worker. Michelle Hellend is our family worker and works tirelessly to support our children and their families. Excellent relationships have been built up over time and this is evident in the amazing support that Michelle offers.
- lunchtime clubs for children who need additional support with building and maintaining relationships during 'unstructured time'. This is for a small number of identified children.
- teachers, support staff, lunchtime staff and administration staff are Trusted Adult trained. We use the language of 'trusted adults' for significant adults and our children are supported to recognise who their own trusted adults are within school.

Relationships with other adults and professionals

It is important that we are working collaboratively with other therapists and professionals to ensure their input into our planning and strategies. We have close working relationships with Inclusion Support, Speech and Language Service, Occupational Therapy, CAMHS, The Arts of Change Counselling and Therapy Service and alternative provisions such as The Primrose Centre (pupil referral unit).

In addition to these, we also have an in-school:

- Drama therapist one day a week to work with individual children. School staff identify the children and, following a consultation with the parents, a referral is made for a 6 week

programme of support. The drama therapist also offers additional 'drop in sessions' at lunchtime for those children who may need it.

- Family Therapy offer. Families who we recognise as needing additional support are offered family therapy, where appropriate. This is a 6 week programme and is for the entire household to benefit from. This is held off the school site to allow families privacy.
- Individual staff therapy once a month with a drama therapist. This offer is available to all staff.

Relationships with Parents and Carers

The quality of our relationships with parents and carers is key. We feel it is such an important relationship to get right and this can have a huge impact on the level of success our children achieve. We have an open door policy where anyone is more than welcome to ask to speak to a member of the staff team, including the head and deputy. If the staff member cannot see a parent straight away, a mutually convenient time will be arranged or another staff member will offer to help. In addition, our family worker, Michelle Hellend is always available (either through face to face or via email or telephone) and will respond in a timely manner during her working hours.

Families are informed of behaviour incidents to foster good relationships between the school and pupils' home life. We work closely together to ensure the best outcomes possible for the children.

More information can be found in our Parent Code of Conduct Policy.

The Quality of our Curriculum

Our curriculum is enhanced by our core values which are 'lived' daily through our relationships and school ethos. The children are encouraged to believe in themselves through our school motto 'I Believe I Can Fly'. We have the same ambitions for all learners: to be the very best they can be. Individual needs are carefully considered and, where appropriate, individual programmes of study are developed which are based around these specific needs. These may be more able, gifted and talented or a special educational need or disability. All learners study the full curriculum, which is broad, balanced and ambitious, and which aims to provide our children with a wide range of experiences.

Through careful planning and appropriate challenge, we provide opportunities for all children to access the curriculum and give **all pupils** the opportunity to achieve. A mixture of verbal and written feedback in lessons will be purposeful and appropriate: it celebrates success and achievement and then moves learning on.

Our stimulating school environment also supports and enables learners to succeed whilst fostering a safe, welcoming atmosphere in which to take risks.

See our Teaching and Learning Policy for further information.

Values Education

For many of us, values are put in place in the family home from the moment we are born.

Values are:

- Main principles that guide you in your thoughts and actions.
- Ethical DNA - as a set of instructions hard-wired into your brain that will determine your behaviours without you even realising much of the time.
- Sense of right and wrong, how and how not to behave.

For those children who may not experience them within the home, it is vital that they learn values from the adult role models within our school. Values are at the heart of who we are, driving what we do and how we do it!

Our Values Education runs on a two-year cycle and incorporates a number of key skills. Our main five values are taken from this larger set. Here is a full set of the Values we cover.

List of Values	
Cycle 1	Cycle 2
Respect	Friendship
Honesty	Optimism
Love	Motivation
Appreciation	Kindness
Responsibility	Dedication
Co-operation	Independence
Equality	Happiness
Patience	Trust
Courage	Confidence
Determination	Forgiveness
Tolerance	Imagination

As each value is explored, children will develop a 'language of values' that will help them in their personal relationships both in and out of school. All Values Education lessons should provide children with an opportunity for reflection and include appropriate activities that promote the month's value.

Additionally, all staff are expected to use the language of Values when discussing behaviour and choices. This is part of helping our learners take responsibility for their behaviour. We actively encourage them to choose the right thing to do and explain the consequences of their choices, both positive and negative.

This communication:

- helps learners to take responsibility.
- increases their sense of responsibility.
- regards mistakes as part of the learning.
- removes the struggle for power.
- is positive.
- helps them to manage their own behaviour.
- increases their independence.

We have a "No Shout" policy here at Harvills and everyone is expected to abide by it. While in school, we want our children to hear calm and supportive voices rather than loud and, potentially, upsetting voices.

Our Values are kept at the forefront of everyone's minds through an on-going commitment to maintaining their high profile. A whole school Values Assembly is held by Miss Sheen on the first Monday of every month where a Value is revisited and focused upon. Throughout the month, children are also encouraged to nominate someone in the school community who has gone above and beyond in displaying the Value. The winning nominee is rewarded with a Values certificate and a Harvills Values Bear. Values Education is also strongly linked to the PSHE curriculum within our school. Extended curriculum opportunities are provided to share our Values with our parents such as Inspire sessions.

The curriculum and learning environment promotes our Values and every classroom has a Values display board that is updated each month. The display must include information on British Values as well as our school's values. The links between our school Values and the British Values of democracy, rule of law, individual liberty and mutual respect and tolerance are also made clear and explicitly shared.

For further information on this, please read our [Our Values Education Policy](#).

[Our Expectations for Rules, Rewards, Consequences and Reparations](#)

We believe the following are important:

- Create a safe, respectful and inclusive environment for pupils, staff and parents
- Model appropriate behaviour for our pupils at all times
- Work in partnership with parents to support their child's learning

To help us do this, we set clear expectations and guidelines on appropriate behaviour for all members of our community. This includes staff, pupils, parents and visitors.

Our expectations are high and based around our five key values: respect, equality, love, responsibility and inclusivity. Children should be secure in the knowledge that they are appreciated and valued. Clear boundaries should be set, and adhered to. Lessons should be broad and balanced, well-paced and the work set should be appropriate, interesting and progressive; children should be actively involved.

Support, in its many forms, should be available for those children who need it and resources should be accessible. When grouping children, not only should their ability be taken into account, but also their willingness to co-operate with others. Desired behaviours should be modelled, praised and rewarded.

All children should be given the opportunity to develop the following:

Knowledge

Skills for learning

Thinking skills

Self-awareness and confidence

Social skills

Self-control and management of behaviour

Appropriate values and attitudes.

Assemblies, PSHE lessons, Circle Time, and Inspire workshops for parents and other such additionality can be used to teach, encourage and reinforce these.

Through the help, advice and leadership of *all* staff, pupils are expected to be aware of the following in order to encourage good behaviour within school and beyond.

Consideration and Respect

These are essential throughout the school day and are the basis for life in the community. Pupils must be taught, through example, to respect themselves, everyone and all items and resources within the school. They must learn to take pride in their surroundings, including the playground areas.

Responsible Behaviour

Individuals are responsible for their own behaviour. They should be aware that any actions they take will affect others. Examples must be made of any extremes, in order to point out to others how accidents/events can occur.

Self Discipline

Each child is responsible for his/her actions and the control of their emotions.

Honesty

Everyone must be encouraged to own up to any wrong which they may have done and, although there will be consequences, they should be commended when they do so.

Good Manners

These are essential for both school and working life.

Inappropriate Language

Need to understand the impact that inappropriate language has on moral values.

Attendance and Punctuality

This is an important part of self-discipline, which leads to becoming a responsible person. See Attendance Policy.

Rules

Everyone has a right to be treated with respect, to be safe, to learn, to make mistakes and to be listened to. Rules should be positively stated and appropriately displayed.

In the classroom and around school

1. Each class will have a maximum of 5 rules agreed between teacher and children.
2. The wording will depend on the age of the children, but should be stated in the positive and based on the following:
 - Stop, look and listen when an agreed signal is given.
 - Raise hands to speak or answer a question
 - Keep hands, feet and other objects to yourself
 - Treat others with respect
 - Respect property belonging to school and other people
3. Rules will be displayed in the classroom.
4. Children must understand the consequences of ignoring the class rules.

At Lunchtimes

- I. Show politeness and good manners to everyone
- II. Show politeness and good manners when eating lunch, whether in the dining hall, the classroom or on the picnic benches
- III. Speak politely and respectfully to everyone
- IV. Follow all instructions
- V. Stop playing when asked and enter school quietly.

At Playtimes

- I. Stay in the playground or on the field

- II. Play together sensibly and look after one another
- III. Speak politely and respectfully to everyone
- IV. Follow all instructions
- V. Stop playing when asked and enter school quietly.

Rewards

Rewards should:

- encourage positive self-esteem.
- be a recognition of achievement (learning and behaviour, verbal and non-verbal).
- emphasise wanted behaviours.
- provide positive feedback.

Any member of staff who comes into contact with pupils can give rewards. They include house points, merit stickers, certificates, extra playtimes and other incentives.

House Points

All children are allocated a house on entering our school. The houses are: Eagles, Ospreys, Falcons and Hawks. The children are awarded coloured tokens to represent the house points they earn. During the Friday Awards' Assembly, these house points are collated and displayed in the hall. The house that earns the most house points for that week will receive an extra 10 minutes playtime on a Friday. The overall winner for the half term, and ultimately the full year, will be awarded the house cup, which is displayed in the school library.

Merit Certificates

Each class teacher will award a merit certificate to one child each week. This will be handed out during the Friday Awards and Celebration assembly.

Head Teacher Awards

At the end of every term, each class teacher will choose one child from their class to receive the Head Teacher's Award. This child will receive a certificate and a reward which is presented during the final Awards assembly.

'Staying on Green' Merit Certificates

The children who remain green on the school's Behaviour Recovery for a full week receive a 'Good to be Green' sticker. Green time is also awarded and children are given a choice of different activities to do. Merit certificates are awarded at the end of the half term if a child has stayed Green throughout.

'Harvills' Green Time.

Those children who remain 'on green' for the full year, receive a special reward to celebrate their achievements.

Consequences

When problems arise, the adult supervising the pupils should deal with them first and foremost. A non-confrontational solution should be sought and the matter brought to a conclusion with the minimal amount of disruption. The Behaviour Recovery System will be used if necessary. If this is not possible, then the matter should be referred to the appropriate adult. Any undesirable items e.g. weapons and harmful substances will be confiscated immediately.

All incidents of racist or homophobic behaviour will automatically be reported to the head teacher.

Classrooms and Playtimes

Learning Support Practitioners
Teaching Staff
Other members of SLT
Assistant Head Teachers
Deputy Head Teacher
Head Teacher

Lunchtimes

Dining Supervisor
Senior Dining Supervisor
Assistant Head Teachers
Deputy Head Teacher
Head Teacher

NOTE: If, at any point, Behaviour Recovery does not work, or a serious incident occurs, then school leaders will consider external exclusion following Local Authority procedures.

Handy tips for managing behaviour in the classroom:

Set, and share, clear and appropriate expectations with the children in the class e.g. required noise level and atmosphere for the task, time targets and quality and amount of work expected.

When considering strategies to use, analyse the cause. Is it something that could be solved by classroom management? Areas to consider:

- Differentiation/challenge for all
- Clarity of instruction
- Pace of lesson
- Motivation/interest
- Understanding of the task
- Appropriate groupings and seating plans
- Communication (including eye contact, body language, voice)
- Use of de-escalation techniques
- Accessibility of resources
- Layout of furniture and positioning of adults at key times
- Routines

- Problems/issues with peers

Respond to the behaviour assertively, using the language of Values while making reference to the pupil's responsibility to his/her learning and behaviour. Ensure you use a non-confrontational approach and that the pupil understands which rule he/she is breaking. Explain that the behaviour is unacceptable and why. If necessary, use Behaviour Recovery.

Managing Behaviour Using the Behaviour Recovery Programme

Behaviour Recovery is an educational alternative to suspensions and permanent exclusions. It provides a positive and structured support framework for pupils, staff and parents. Its primary aim is to get children's behaviour back on track as quickly as possible to enable them to return to their learning.

It incorporates the clear use of boundaries that lead to consistent consequences if breached. Its ultimate purpose is to support the development of positive and healthy pupils who have a strong sense of self-efficacy when managing situations they find challenging. The net result is a stronger sense of empathy and care for others, combining positive feelings with high self-esteem and psychological wellbeing.

Behaviour Recovery during Lesson time

Some examples of unacceptable behaviour that will result in movement through the Behaviour Recovery chart:

- Constant interruptions
- Refusal to work
- Refusal to follow instructions
- Inappropriate noises
- Work avoidance tactics
- Distracting others
- Lying
- Minor name calling.

These are the stages and are recorded on a chart displayed in the classroom.

1. The Look - A non-verbal signal to be given as a reminder for positive behaviour
2. The Warning - A quiet word, warning of future sanctions if the right choice is not made. Children can 'recover' back to Green from this point.
3. Thinking Zone - Child moves to sit within the 'Thinking Zone' within the classroom. It is a time to reflect and for the pupil to calm down. If a child gets to Thinking, they will automatically receive a playtime sanction. This will be recorded on the Sanctions calendar. Children cannot recover from this point on the programme.
4. Blue Sky - Blue Sky is not part of the sanction process and is merely the language we use to offer children time to recover their behaviour and be ready for learning. This is an opportunity

for the child to calm down and regain control over their behaviour. Simple activities such as colouring or puzzles could be provided as this may assist the child in calming down. A pupil should only need to remain in blue sky for no longer than 45 minutes. The class teacher or member of the SLT must then carry out a Behaviour Recovery conversation. This is an opportunity to discuss the behaviour with the pupil and assess their readiness to return to the classroom.

5. Red Sky - If a pupil continues to be non-compliant, they will be excluded internally for a short period of time. This means they will miss the next playtime and lunchtime after the Red Sky being issued. Pupils are allowed 6 Red Skies each half term and then the 7th Red Sky may result in a suspension.

The following will also happen:

- 3 x Red Sky = a Behaviour Plan will be issued by the member of SLT manning the Red Sky sanction. Class teachers will be expected to share this with parents. It will last two weeks and should inform conversations between parents and class teachers. At the end of the week, copies will be given to the parents and SLT.
- 5 x Red Sky = Phase Leaders to contact parents for a meeting (either in person or via telephone) to discuss school's concerns and offer support to the child and parents.

If the Senior Leadership Team deems it appropriate, the child may be placed on the SEND register and an IPM will be issued.

The playtime and lunchtime Red Sky will be manned by a class teacher or a member of SLT. Adult attention should only be given to reinforce wanted behaviours. Parents will be informed of the internal seclusion via a text message. If necessary, they will be invited to a meeting to discuss the matter further.

6. The Bottom Line - For incidents of a serious nature, children will be accelerated straight to Red Sky. This will be known as 'The Bottom Line'.

Examples include, but are limited to:

- Threatening or violent behaviour towards pupils or staff (carried out with malice). This includes swearing.
- Continual defiance
- Racist, homophobic, transphobic or sexist behaviour or language.
- Stealing

It is important to note that we have certain children for whom multiple Red Skies are issued over time but the undesirable behaviours continue to persist. The red skies do not seem to act as a deterrent and so we must consider alternative approaches. In these circumstances, a graduated response is used to offer something different that can support the child to make better choices, be successful and remain in school.

Behaviour Recovery steps at playtime and lunchtime.

These are the steps we follow during these times:

1. The Look
2. The Warning
3. Time Out- this is only used at lunchtime and lasts for 10 minutes. A child who receives a Time Out card from a lunchtime supervisor should go to the Red Sky area where the staff in charge will have a recovery conversation. After 10 minutes, the child can return to the playground.

4. If a child continually does not make the right choice, or if it is a bottom line offence, children will be given a Red Sky.

Re-integration and Reparation

A key principle behind the Behaviour Recovery Programme is to allow pupils to recover their behaviour. In other words, to calm down and think about their behaviour so they can return to their learning as soon as possible.

When reintegrating a child, we expect staff to consider these points:

- Seating plan
- Welcoming the pupil
- Allowing time for the pupils and their classmates to adjust
- Speaking calmly and sincerely
- Stating what the pupil needs to do rather than referring to previous misbehaviour
- Not insisting on a public apology
- Praising positive behaviours in a non-counterproductive way
- Re-establishing rapport and continuing to build relationships.
- Re-introducing the curriculum and accounting for missed learning steps.

Reparation means repairing relationships or 'making good' in some way. We believe that our learners should always be given the opportunity to repair and that they want to do this. Where appropriate, we support learners to take responsibility for what they have done and to repair it with the other person(s) involved.

Language of Behaviour Recovery:

- State what you need to see happening (be explicit)
- Use de-escalation techniques to support the conversation
- Offer time, if appropriate, to make the correct choices e.g. "I'm going to give you one minute to follow my instruction. If you make the right choice and do as I've asked, that will be fantastic. If you choose not to, then you will have to move on Behaviour Recovery."
- Refer to school rules and depersonalise the situation
- ALWAYS use the displayed Behaviour Recovery steps when implementing checks, boundaries and sanctions.
- Discuss choices- both the positive and negative behaviour choices
- Never shout. We have a 'No Shout Policy' that must be adhered to at all times.
- Never ask 'behavioural questions e.g. "why are you...?"

NOTE: If, at any point, Behaviour Recovery does not work, or a serious incident occurs, then school leaders will consider external suspension/exclusion following Local Authority procedures.

A meeting with the parents will be arranged and an exclusion or reduced timetable may be necessary. Respite places at KS2 PRU, involvement of the Preventing Primary Exclusions Team (PPET) or a managed transfer to an alternative school may also be considered.

Please ask for a copy of our Code of Conduct Policy and Suspensions and Permanent Exclusions Policy for more information.

Restrictive Physical Intervention and the Use of Reasonable Force

We believe that pupils need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently.

In the vast majority of incidents, de-escalation strategies are the appropriate methods of dealing with any situation which may result in a threat to the health and safety of any individual.

For a very small minority of pupils, the use of restrictive physical intervention may be needed, and, on such occasions, acceptable forms of intervention will be used.

Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use. During intervention, there needs to be a limited amount of staff participation. Intervention is not required if the child is damaging property as long as no harm is being caused to themselves or others.

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

A copy of our Positive Handling and Restrictive Physical Intervention Policy can be obtained on request from the main reception.

Discriminatory Language /Incidents

Incidents which include elements of racism, homophobia, transphobia, sexism or those which are related to disability, gender or religion are not acceptable in our school community. They are dealt with by senior staff members in line with our policies. They are recorded on our electronic system, including any follow up action. Some users use discriminatory language without understanding the impact and this must be viewed as an opportunity to teach children how to be respectful to each other.

Depending on the nature of the incident, a PREVENT referral to MASH might be necessary.

Further guidance is available in our Equality and Diversity Policy which can be obtained on request from the school.

Anti-Bullying

We are committed to providing a warm, caring and safe environment for all our children. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts and no-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. We acknowledge that bullying does happen from time to time - indeed, it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

We have a positive, caring ethos where bullying is regarded as unacceptable so that a safe and secure environment is created where everyone can work, play and express themselves, free from the fear of being bullied. Whole school initiatives (staff training, celebration assemblies etc.) and proactive teaching strategies (PHSE curriculum, circle time, Values Education etc) will be used throughout the school to reduce the opportunities for bullying to occur.

All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school Anti Bullying Policy.

Please see our Anti-Bullying Policy for further information.

Zero-tolerance Approach to Child on Child Abuse, Sexual Harassment and Sexual Violence

We will ensure that all incidents are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for responding to a report and carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

Off-site behaviour

Where a pupil has misbehaved off-site when representing the school, sanctions may be applied. This means misbehaviour when the pupil is:

taking part in any school-organised or school-related activity (e.g. school trips).

travelling to or from school.

wearing our school uniform.

in any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- could have repercussions for the orderly running of the school.
- poses a threat to another pupil or member of the public.
- could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious allegations

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy and our Allegations Against Staff policies for more information on responding to allegations of abuse against staff or other pupils.

Pupil transition

To ensure a smooth transition to the next academic year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to discuss any key information that is relevant to the individual child. .

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff in preparation for the start of the term or year.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policies.

Links with other policies and documents

This Behaviour and Culture Handbook is linked to the following policies and documents:

Code of Conduct and Exclusions policy

Child Protection and Safeguarding Policy

Keeping Children Safe in Education 2023

Anti- Bullying Policy

Equality and Diversity Policy

Parental Code of Conduct Policy

Staff Code of Conduct Policy

Allegations against Staff Policy

If you have any questions or comments about anything in this handbook, please make an appointment with Miss J Sheen or Miss M Soper to discuss this further.