



## Behaviour and Anti-bullying Procedures

This guidance document is to be used in conjunction with the Spring Partnership Trust's Behaviour, Anti-Bullying and Exclusions Policy

	Name	Date	Signature
Written By	Samantha Howell	December 22	<i>S. M. Howell</i>
Review	Samantha Howell	September 23	<i>S. M. Howell</i>
Review	Samantha Howell	January 24	<i>S. M. Howell</i>
Review	Samantha Howell	February 24	<i>S. M. Howell</i>
Review			
Review			
Review			
Review			

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

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

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

Hayes Primary School has three simple rules:

- Be ready
- Be respectful
- Be safe

These rules echo our core values of respect, responsibility, resilience, community, compassion and excellence.

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

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

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

### **Expectations of Senior Leaders**

Senior leaders will:

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

### **Expectations of adults**

We expect every adult to:

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

## **Expectations of parents**

We expect parents to:

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

## **Expectations of Peer Mentors**

We expect peer mentors to:

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

## **Positive Strategies**

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

### Meet and greet

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

### Catch children doing the right thing

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

### Out of this World points

If the whole class are noticed for being 'Ready, Respectful and Safe' as a team, they will be awarded an 'Out of this World' point by a member of staff who is not working with that class at that time. When the class has collected 15 points, they are rewarded with an own clothes day.

### Celebration Assembly

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

### Fantastic Friday phone call home

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

### Over and above points

Over and above points will be given to children who have displayed a behaviour that goes over and above. Children will collect points on a reward postcard. All adults can give out over and above points. Once the child has collected 20 over and above points, they can have breakfast or hot chocolate with the Headteacher. They will also receive a certificate in Friday's celebration assembly.

### Breakfast/hot chocolate with the Headteacher

Children who consistently go 'over and above' will be invited to either have breakfast or hot chocolate with the Headteacher.

### Headteacher, Deputy Headteacher and Assistant Headteacher Award

Teachers will nominate children throughout the week to receive an Award sticker from a member of SLT for going over and above with their behaviour or learning.

### Awards for Excellence

Every half term, class teachers will choose children to receive an Award for Excellence in one of the following categories:

- Maths/English

- Connected Curriculum
- Sport
- Power of Learning

The awards are displayed in our 'Hall of Fame' in the link corridor.

### Behaviour steps/procedures

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

<b>Step 1 -</b> redirection/ de-escalation	<p>A gentle reminder, a 'nudge' in the right direction, small act of kindness. Whole class reminder. 'Catch' them making the right choice as soon as you can. Praise, praise, praise. Redirection and de-escalation strategies include:</p> <ul style="list-style-type: none"> <li>• Check the work</li> <li>• Give a direction, praise 3</li> <li>• Positive repetition</li> <li>• Catch them being good</li> <li>• When... then.../First... then</li> <li>• Partial agreement</li> <li>• Circulating</li> <li>• Proximity praise</li> <li>• Naming</li> <li>• Positive correction</li> <li>• Take up time</li> <li>• Broken record</li> <li>• Validate and redirect</li> <li>• Rule reminders</li> </ul>
<b>Step 2 - the</b> reminder	<p>A reminder of the expectations of learners to be <b>ready, respectful, safe</b> delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.</p> <p><i>'Name' remember our school rule is... When you.... That's not..... I need you to.... Thanks. Walk away and give 'take up' time.</i></p> <p>E.g <i>'Name,' remember our school rule is to be respectful. When you tap your pencil while I am talking, that's not respectful. I need you to put the pencil down, thanks'</i> Walk away to give 'take up' time.</p> <p>Repeat the reminder if reasonable adjustments are needed. 'Catch' them making the right choice as soon as you can. Praise, praise, praise.</p>

<b>Step 3 - the caution</b>	<p>A clear verbal caution is delivered privately to the learner, making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their previous good conduct to prove they can make good choices.</p> <p>This is done with a gentle approach, personal, non-threatening, side on, at eye level.</p> <p>Scripted 30 second intervention:</p> <ul style="list-style-type: none"> <li>• <i>'name I have noticed that you are still...</i></li> <li>• <i>At Hayes , we are always ... (refer to one of the 3 school rules – ready, respectful and safe)</i></li> <li>• <i>Because of that, you need to...</i></li> <li>• <i>If you continue to .... The consequence will be...</i></li> <li>• <i>Do you remember yesterday/last week when you... (refer to previous positive behaviour)?</i></li> <li>• <i>That is who I need to see today.</i></li> <li>• <i>Thank you for listening... then give the child some 'take up' time.</i></li> </ul> <p>E.g  <i>'Name' I have noticed that you are still calling out while I am speaking. At Hayes we are always respectful. Because of that I need to stop calling out. If you continue to call out, you will have to give back 3/5/10 minutes at playtime. Do you remember in maths when you put your hand up to ask a question? That's who I need to see today. Thanks for listening. Walk away and give 'take up' time.</i></p> <p>The amount of 'give back' time is at the adult's discretion. Giving back time may increase in small increments if reasonable adjustments are needed.</p>
<b>Step 4 - consequence</b>	<p>If the child continues to make the wrong choice, privately tell them what the consequence will be.  <i>'Name', you have continued to .... Now you will have to ....</i></p>
<b>Step 5 - Time out</b>	<p>If the child continues to make the wrong choice after you have given the consequence, time out of class can be given. This can be in a parallel classroom, with a TA or with SLT. This message will be delivered privately to the child, with a gentle approach, in a personal, non-threatening way, side on and at eye level.</p> <p>Parents must be informed.</p> <p>If the step above is unsuccessful, or if a learner refuses to go take a time out then the child will be asked to leave the room. If appropriate, a member of SLT will escort the learner to a workspace outside the teaching room.</p>
<b>Step 6 - repair/restorative conversation</b>	<p>Following the consequence or time out, a restorative conversation <b>must happen with the adult who gave the consequence</b>. This will be done at a time when the child is able to engage in the conversation and not if they are angry, upset or heightened.</p> <p>Choose 2-5 of the following questions, depending on the incident and the age of the child.</p> <ol style="list-style-type: none"> <li>1. <b>What happened?</b> <i>Listen carefully and dispassionately, without interrupting or disagreeing. Then give your account from your perspective, without judgement.</i></li> <li>2. <b>What were you thinking at the time?</b></li> <li>3. <b>What have you thought since?</b></li> <li>4. <b>How did this make people feel?</b></li> <li>5. <b>Who else has been affected?</b> <i>They may think just them, here you can say 'What</i></li> </ol>

	<p><i>about ??? who was ...' You are teaching them to use their conscience. You might end with 'That's quite a lot of people who have been affected, isn't it.'</i></p> <ol style="list-style-type: none"> <li>6. <b>How have they been affected?</b></li> <li>7. <b>What should we do to put things right?</b> <i>This doesn't have to be an apology, especially if it isn't going to be sincere.</i></li> <li>8. <b>How can you do things differently in the future?</b></li> </ol>
--	---

A member of SLT may be called if needed. If possible, the teacher should discreetly send a message on google chat, call SLT from the classroom phone, or discreetly send a child to SLT. A member of SLT may be called if:

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

Once the child is ready to discuss the incident, it is vital that the member of staff who first dealt with the incident carries out the restorative conversation. A member of the Senior Leadership team will provide support/cover to facilitate this.

## Consequences

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

The use of consequences should be characterised by certain features:

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

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

<p><b><u>Give back time</u></b></p> <p>This can happen at play or lunch time.</p> <p>The amount of time given back is at the adult's discretion and will depend on how serious the behaviour is.</p>	<p><b>Minor breaches of discipline (low level behaviours) include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• Shouting out (disrespectful and unsafe)</li> <li>• Not listening (not ready and disrespectful)</li> <li>• Not following routines (unsafe and not ready)</li> <li>• Not carrying out the work during the lesson (not ready)</li> <li>• Attempts to distract others (not ready and disrespectful)</li> <li>• Being noisy in the corridor (not ready and disrespectful)</li> <li>• Talking during lessons (not ready and disrespectful)</li> </ul>
--	---

<p>This will usually happen in class with the teacher, but can happen with SLT.</p> <p>This time can be used to complete missed learning, tidy up any mess they have made, etc.</p> <p>If children are persistently having to 'give back' time, parents will be called.</p> <p>The behaviour must be logged on Arbor</p>	<ul style="list-style-type: none"> <li>• Talking at the end of play, lunch or during assembly (unsafe, disrespectful, not ready)</li> <li>• Not following instructions first time (unsafe)</li> </ul> <p><b>Concerning breaches of discipline include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• Not following instructions after being asked more than once (unsafe)</li> <li>• Turning away when being spoken to (disrespectful and unsafe)</li> <li>• Gossip about peers/adults (disrespectful)</li> <li>• Provoking peers (disrespectful)</li> <li>• Sneering, staring when being spoken to (disrespectful)</li> <li>• Answering adults back (disrespectful and unsafe)</li> <li>• Ill treatment of equipment (disrespectful and unsafe)</li> <li>• Discriminatory comments including racist, sexist, homophobic or transphobic comments (disrespectful)</li> <li>• Hurting another child on purpose</li> </ul>
<p><b><u>Time out</u></b></p> <p>A short time away from the classroom with another class, TA, SLT.</p> <p>Parents must be informed.</p> <p>The behaviour must be logged on Arbor</p>	
<p><b><u>Internal suspension</u></b></p> <p>This can be half a day or a full day and will be decided in consultation with the Headteacher.</p> <p>Parents must be informed.</p>	<p><b>Serious breaches of discipline include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• Persistent refusal to follow instructions to correct behaviour (unsafe)</li> <li>• Persistent defiance and answering back (unsafe)</li> <li>• Use of bad language (disrespectful)</li> <li>• Physical assault resulting in a mark. (punching, slapping, hitting, biting, kicking) (disrespectful and unsafe)</li> <li>• Threatening or aggressive behaviour (including spitting and shouting) (disrespectful and unsafe)</li> <li>• Bullying, verbal/physical or cyber-bullying (disrespectful)</li> <li>• Theft (disrespectful)</li> <li>• Deliberate vandalism to school property (disrespectful and unsafe)</li> <li>• Possession of prohibited substances on site (including dangerous weapons)</li> <li>• Discriminatory abuse directed at an individual or group including racist, sexist, homophobic or transphobic abuse (disrespectful)</li> <li>• Leaving the building without permission (unsafe)</li> <li>• Sexual abuse or assault (disrespectful, unsafe)</li> </ul>
<p><b><u>Suspension</u></b></p> <p>A suspension will be for the shortest time necessary will usually be imposed when the school has offered and implemented a range of support and management strategies. However, there will be exceptional circumstances where it is appropriate to suspend for a first or 'one off' offence.</p> <p>Parents must be informed.</p>	
<p><b><u>Exclusion</u></b></p> <p>A decision to permanently exclude is a serious one and will usually be the final step if the school has tried a range of consequences and other strategies to improve behaviour that is consistently falling below what is expected. However, there will be exceptional circumstances where it is appropriate to exclude for a first or 'one off' offence.</p> <p>Parents must be informed.</p>	

### **Persistent low level behaviour**

Children who persistently display low level behaviours, and who do not seem to respond to 'give back time', may need some or all of these additional steps in the behaviour procedures. These steps do not have to be carried out in the order set out below, but will be decided on case by case.

- **Phone call home**  
The class teacher will call home to discuss persistent low level behaviour and recent 'give back' time.
- **Reward chart**  
A reward chart will be set up. This will look different depending on the child, but will essentially be made up of boxes to correspond to different parts of the day over the course of a week. The child may collect stickers, ticks, tallies etc throughout the day. The chart is shared with parents at the end of each day so that the child can see that school and parents are working together and have the same expectations
- **Parent meeting with class teacher**  
Parents will be called into school to discuss their child's persistent low level behaviour.
- **Parent meeting with Year Group Lead**  
Parents will be called to a meeting with the class teacher and year group lead to discuss their child's persistent low level behaviour.
- **Parent meeting with SLT**  
Parents will be called to a meeting with the class teacher and a member of SLT to discuss their child's persistent low level behaviour.
- **Parent meeting with headteacher**  
Parents will be called to a meeting with the class teacher and the headteacher to discuss their child's persistent low level behaviour.

### **SEN and Safeguarding**

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

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

### **Reasonable Force**

The school will follow the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies'

(<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

It enables teachers and other members of staff in the school, authorised by the Headteacher, to use such force as is reasonable in the circumstances to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or amongst its pupils, whether during a teaching session or otherwise.



## **Anti-Bullying Procedures**

### **Reporting**

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

### **Pupils**

Pupils should report concerns to:

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

### **Parents**

Parents should report concerns to:

- A member of school staff
- The school office

### **Staff**

Staff should record concerns using Arbor and follow the procedure below.

Staff will:

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

Monitoring by all staff is an essential element in the effectiveness of good behaviour and low incidences of bullying within our school. All children have an important role to play too. Regular

class and Key Stage behaviour reminders and reviews, form an integral part of monitoring our policy.

### **Early intervention and preventative methods**

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

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

### **Searches and Confiscation**

Hayes Primary school refer to the Trust Statutory policy re Prohibited items and searches.

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

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

The Head Teacher, Mrs Sam Howell has authorised the following staff members within Hayes Primary School the statutory power to search a pupil or their possessions when they have reasonable grounds to suspect

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

The authorised staff members are:

- Mrs Sam Howell
- Miss Liz Hughes
- Mrs Nathalie Snelgrove
- Mrs Louise Fields
- Mrs Tracy Griffin
- Mr Alex Sieber

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette packets, vape paraphernalia
- Fireworks

- Pornographic Images
- Any article that the member of staff reasonably suspects has been, or is likely to be used
  - To commit an offence, or
  - To cause personal injury to, or damage to property of; any person (including the pupil)

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

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

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

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

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

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

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