



Positive Behaviour and Combatting Bullying Policy

Approved by Governors:

Our Approach

At Falcon Junior School, we provide a safe, encouraging and engaging learning environment that enables all children to develop the skills, knowledge and attitudes to make the most of their lives, now and in the future. Our approach focuses on developing children's intrinsic motivation and using relational strategies to support dysregulated behaviour.

This policy has been developed by senior leaders and approved by the governing body to support a happy, effective, and safe school community where children enjoy and understand their learning. It aims to ensure that children recognise the strong connection between behaviour and learning.

We believe in the power of positive relationships and healthy attachments. We understand that every interaction with a child is important. Guided by nurture principles and trauma-informed practice, we recognise that *all behaviour is communication*. We provide a secure base for children by remaining consistently attuned to their needs and responding appropriately to their behaviour.

Aims

- To ensure that all of our children are safe and happy;
- To ensure our school community has a consistent, fair approach to managing and encouraging learning behaviours;
- To ensure our agreed system promotes positive strategies for eliciting good behaviour;
- To set and communicate high expectations of children's behaviour;
- To give children strategies and processes to manage their own feelings and behaviour;
- To encourage children to see themselves as in control of and taking responsibility for their behaviour;
- To prepare children to become global citizens, ready to make a positive contribution to the world.

Consequences

It is important to note in this policy that the term consequence is understood by staff to mean *a conclusion derived through logic or something that logically or naturally follows from an action*. Therefore, any consequence for a negative behaviour will be a response that helps that child learn through explicit teaching, rehearsing of an action e.g. playing a game

fairly before returning to the playground or time spent reflecting and restoring an action. A consequence is not considered a punishment.

We aim to make any consequences we use relevant to each child's behaviour and needs. We endeavour to make consequences educationally valuable, reinforcing our aims towards good behaviour.

Maintaining a positive environment

We expect all members of our school community to understand and demonstrate the Falcon values of:

Aspiration; Creativity; Kindness; Positivity; Resilience and Respect.

We encourage this through our own good example, careful supervision and simple school reminders, which are there to make our school a happy and safe place for everyone. Our emphasis is very much one of encouraging self-discipline through positively reinforcing good behaviour, effort and achievement across the curriculum. Where appropriate, we involve parents/carers with behaviour incidences so that we can discuss how the child can be helped to overcome the problem. Staff praise children and give specific feedback, thus motivating continual improvement.

The Importance of Relationships

We have high aspirations for behaviour which will equip children for their next steps in education and adult life. At Falcon Junior, inclusivity isn't just about staff coping skilfully with behaviours that challenge, it's helping children and their families to develop the behaviours that the children will need to succeed at Falcon Junior and beyond.

When working with children, we believe that our staff genuinely care about them. This is shown through not just asking about their day as a courtesy, but truly listening to their response. It is about noticing when a child comes into the room unhappy or they are unusually quiet and struggling to focus. We believe that small acts of connection, make a big difference: it is a thoughtful remark at the door, an additional compliment on a piece of work or the simple act of remembering what the child had planned for the weekend and asking them about it.

Consistency of Approach

At Falcon Junior, we support the children with a consistent, predictable approach which develops with the children as they mature.

For this reason, we avoid:

- Inconsistency
- Negative comments – especially about a person or a group

- Labelling or dismissing children who have previously struggled with regulating their behaviour – instead, ‘we love the child for who they are now and who they could become’
- Punishing a whole group
- Imposing excessive sanctions
- Aggressive shouting, put downs and sarcasm, ridicule or humiliation
- Causing intentional embarrassment
- Labelling the child instead of challenging their action(s) and behaviour

Our Behaviour Management System

Promoting and rewarding positive behaviour

Credits are awarded for hard work and effort, sustained improvement or outstanding achievement in any aspect of school life. Credits are recorded on individual credit records. See appendix 1 and appendix 2.

Once a child has gained 3 credits they see the headteacher or deputy headteachers to have their credit sheet signed. A certificate is then presented in a Year group assembly. Every third certificate is a star certificate and is presented in the celebration assembly:

3 = Bronze star – award is hot chocolate with the head teacher.

6 = Silver star – award is a Falcon bookmark.

9 = Gold star – award is a Falcon pen.

12 = Platinum star – award is a Falcon pencil and ruler set.

15 = Diamond star – award is a Falcon mug.

18 = Falcon star – award is the Falcon teddy and permanent star on the Falcon Wall of Fame.

In addition, a Falcon Flyer is awarded each week to a child from each class who has demonstrated one or more of the Falcon Values during the week. Certificates are presented during Friday celebration assembly.

The values are: Aspiration Creativity Kindness Positivity Resilience Respect

Supporting children to maintain positive behaviour

A process is in place to help children make the right choice about their behaviour, and understand the consequences if behaviour is persistently disruptive.

In class and on the playground, we follow these steps:

1. The child is given a clear reminder that their behaviour is not appropriate, with an explanation. This is the first warning.

2. If the child persists, verbally give the child a second and final warning. At this point we may also use strategies to distract and deescalated e.g. move seats, time out, etc.

3. If behaviours still persist, then a consequence is used to help alter or support that behavioural need.

An example of possible responses to incidents is laid out in Appendix 3 but this is not exhaustive and may not be appropriate to all children especially if they have an underlying need. In these cases, responses will be laid out in their positive behaviour plan.

Further support

If a child is known to have a special educational need or the above system is not working for them then extra procedures will be used to further understand the needs of that child.

Examples of what may be used:

- Discussion between class teacher-child to talk over why the behaviour is happening, what the teacher can do to help, what the child can do and then individual targets are agreed for a behaviour plan.
- Further discussion may be helpful with the year leader, nurture staff, deputy heads or headteacher depending on the needs and relationships that the child may have.
- Support from the school Nurture Provision.
- Strategies expected from PEASS (Provision Expected at SEN Support).
- Support through adjustments to routines e.g. earlier/later breaktimes, structured lunchtimes.
- Individualised behaviour plans, adjustment to curriculum expectations and risk assessments
- Support through external agencies such as SEND and Inclusion, Specialist Resource Bases, Educational Psychologists, Mental Health Support Team and School and Community Team.

Our aim will always be to find the best possible way to support a child whilst maintaining positive relationships.

Occasionally even these extra procedures will not yield positive results and the child needs to spend time away from class and normal teaching and learning, while advice is sought. Cases of total or persistent refusal to comply with school discipline and/or violence or verbal abuse will be grounds for temporary or permanent exclusion and the exclusions policy following the DFE guidelines will be implemented. Wherever possible a restorative approach will be used to try to avoid this action.

Staff Training

Norfolk STEPs Staff are trained in the Norfolk STEPs programme for dealing with challenging behaviour and are able to recognise and respond to behaviour. We aim to adopt the ethos of STEPs as responding not reacting to behaviour and to keep consistency throughout. Staff have been trained in ways to remove a child from situations and will follow the correct procedures at all times. If a child has had to be removed or their behaviour has become challenging, staff will use STEPs methods to reflect and discuss the child's actions with them after the incident has calmed (see physical intervention/touch policy for further details). Staff will sometimes have to remove other children away from an incident/classroom until an issue is resolved. Staff will actively seek advice and support from external services to support specific behaviour management. Staff will complete individual risk assessments for challenging pupils.

Staff have also received trauma informed training through the Virtual school and use these principles to build relationships and deepen their understanding of what may be happening for that child.

Roles and Responsibilities

Class Teacher

It is the responsibility of the class teacher to ensure that the school expectations are respected in their class, and that their class behaves in a responsible manner around the school. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly, establishing a calm and respectful learning environment. The class teacher keeps a record of all incidents on CPOMS. The class teacher will discuss any behaviour concerns or incidents with parents face to face or by phone. This can be after school or during the day if time permits.

Headteacher / Deputy Headteachers

It is the responsibility of the head teacher and the deputy head teachers in their absence, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher and deputy head teachers to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The head teacher keeps records of all reported serious incidents of misbehaviour. All staff record incidents through CPOMS and these are monitored by SMT/SLT/DSLs.

The head teacher and deputy headteachers have the responsibility for giving fixed-term exclusions to individual children in response to serious incidents. The head teacher or

deputy headteachers may permanently exclude a child. School governors are notified of actions taken.

Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable consequences, parents should support the actions of the school. If parents have any concern, they should initially contact the class teacher. If the concern remains, they should contact the year leader. If these discussions cannot resolve the problem, deputy head teachers then head teacher will be involved. The complaints procedure is available on the school website.

Governors

The governing body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The head teacher has the day-to-day authority to implement the positive behaviour policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

APPENDIX 1

Name: Class:.....

Value demonstrated:

Details:.....
.....
.....

Signed: Date:.....

**FALCON JUNIOR SCHOOL
CREDIT**



Soaring to Success

APPENDIX 3

	Examples of behaviour	Examples of responses
<p>Green Level Positive behaviours we see from the children most of the time.</p>	<ul style="list-style-type: none"> • Showing kindness towards others • Lovely manners, including please and thank you / holding doors • Socialising and working well with others • Including others in play Following instructions and school routines • Managing and regulating feelings well • Contributing appropriately in class • Showing good listening skills Showing resilience • Taking responsibility • Telling the truth • Offering help or support Moving sensibly around the school 	<ul style="list-style-type: none"> • Praising and thanking • Credits • Dojo points / stickers • Team points • Recognition in Assemblies • Awards such Falcon Flyer • Sharing with parents
<p>Amber Level Low-level or one-off behaviours that can impact learning or relationships.</p>	<ul style="list-style-type: none"> • Not speaking or listening politely • Calling out • Avoiding starting/completing set tasks • Distracting others when working • Ignoring basic instructions Talking when adults are talking • Inconsiderate behaviour which impacts others • Not taking care of school equipment or other people's belongings. • Swearing (first instance) • Use of discriminatory language (first instance) • Hurting another child through play or through not being thoughtful • Rudeness to staff 	<ul style="list-style-type: none"> • Positive behavioural plan • Parents contacted • Adjustments made to routines or environment if 'pinch' points are identified • Consequence that will teach the child a skill needed • Time to reflect with class teacher (this can be at the beginning of a breaktime) • Working in a different classroom • Risk Assessment
<p>Red Level Behaviours that are repeated, are disruptive, discriminatory and cause harm to learning for others. Behaviours that are disrespectful or violent and show</p>	<ul style="list-style-type: none"> • Repeated disruption to others learning • Repeatedly not being on task despite appropriate support • Verbal or physical aggression towards others • Use of continued discriminatory language Repeatedly being unkind to another child or others (see bullying) • Deliberately hurting another child • Swearing or violence towards staff 	<ul style="list-style-type: none"> • Recording incident on CPOMs • Informing parents • Informing the senior leadership team • Implementing a protective consequence for a set time duration • Implementing an educational consequence

<p>little regard for safety</p>	<ul style="list-style-type: none">• Red zone 'out of control' behaviour that impacts others or property• Hiding or running away within the school premises / leaving the school grounds	<ul style="list-style-type: none">• Pastoral intervention• Use of STEPS physical intervention to support, guide and escort• Risk of exclusion
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Combatting Bullying Policy

Introduction

Falcon Junior School is a happy school with a reputation for caring and supportive interpersonal relationships. We are, however, aware that bullying exists in all schools. We do our very best to maintain an ethos which prevents it from happening. Issues which do arise are taken seriously and dealt with promptly and thoroughly.

Definition

Anti-Bullying Alliance (ABA) defines bullying as:

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

<http://www.antibullyingalliance.org.uk/about-us.aspx>.'

In accordance to the Equality Act (2010) Falcon Junior School is committed to preventing and responding effectively to the bullying of vulnerable groups of children including disabled children / children with SEN, those who are or perceived to be LGBT, race and religion targeted, sexist and sexual bullying.

Behaviour often associated with bullying

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'. Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter:

- Friendly Banter- There's no intention to hurt and everyone knows its limits.
- Ignorant Banter- Crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public.

Child on Child Abuse

All staff should be aware that children can abuse other children (often referred to as child on child abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery); and initiation/hazing type violence and rituals. We will challenge and respond to any concerns related to the above.

Sexist and sexual bullying

Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline. This behaviour is considered to violate a child's dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment. The initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way. Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying, cyberbullying and child on child abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral.

What does bullying look like?

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching, etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.

- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals such as false friendships, criminal exploitation, sexual exploitation, disablist remarks and radicalization.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'. Bullying is common with both boys and girls.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a trans person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin, including Gypsy, Roma, Traveller heritage
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics.'

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident.

Where does bullying take place?

Bullying is not confined to the school premises and may persist outside school, in the local community, on the journey to and from school and may continue into Further Education. The school acknowledges its responsibilities to provide advice to families if bullying occurs off the premises.

Signs of Bullying

Looking out for signs of bullying is a collective responsibility. The following 'out of character' behaviours may be an indication that a child is being bullied:

- school refusal
- frequent illness
- not wishing to go out at break times
- easily upset
- trying to avoid certain situations (e.g. getting changed for PE)
- books or possessions go missing
- seeming frightened of walking to or from school
- beginning to do badly in school work
- clothes or possessions becoming damaged or destroyed
- becoming depressed or withdrawn and starting to stammer
- becoming distressed and eating significantly less
- attempting self-harm
- crying easily
- having unexplained bruises, scratches or cuts
- asking for money or starting to steal (to give to bully)
- 'losing' pocket money
- solitary at playtime
- refusing to say what is wrong
- giving an improbable excuse to explain any of the above

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school. Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include: -

- hacking into someone's accounts/sites
- posting prejudice /hate messages
- impersonating someone on line
- public posting of images
- exclusion
- threats and manipulation
- stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

Dealing with a bullying incident

When dealing with a bullying incident it is important to keep calm, take it seriously, act promptly and reassure the victim. It is also important to investigate fully all incidents that are reported to the satisfaction of all parties and inform parents.

Reporting and responding to bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

- Parents/Carers: Concerns should be reported to any adult in school who will notify the Head of Year and other relevant members of SLT. This communication may be verbal or written.
- Children are encouraged to: speak to an adult in school/their parents/use the class worry box.
- All staff and visitors are aware of the need to take all concerns seriously and to ensure that nurturing relationships encourage information sharing

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures:

- staff members complete an incident log, using CPOMs
- interviewing all parties
- informing parents
- implementing, appropriate disciplinary sanctions in accordance with the school's Positive Behaviour Policy. These are graded according to the seriousness of the incident and send out a message that bullying is unacceptable, being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate

- following up - We will keep in touch with the person who reported the situation, which may be parents/carers or other adults. We have a clear complaints procedure for parents who are not satisfied with the school's actions. This is available online or from the school office
- we will use a range of responses and support appropriate to the situation. These may include solution-focused approaches, restorative approach, circle of friends, individual work with victim, perpetrator and bystanders or referral to outside agencies if appropriate
- liaising with the wider community if the bullying is taking place off the school premises
i.e. in the case of cyberbullying or hate crime
- liaise with the DSL if there are any safeguarding issues to consider- who may refer on to CADS

Strategies for Supporting Children identified as being the victims of bullying

- reassure the victim
- help the victim overcome the 'afraid to say' hurdle
- initiate an education programme, a RSHE activity or chose a relevant theme for a Year Group assembly if bullying is about a particular issue without focusing it on the child concerned
- help the victim to help him/herself by being more assertive or less sensitive
- ask for help from SENDCO/external agencies if required • regular sessions with a member of our nurture team
- tell the victim to:
 - remember that she/he doesn't deserve to be bullied
 - say "no" to the bully
 - stay with groups of people even if they are not friends (safety in numbers)
 - avoid being alone in places where bullying happens
 - get away if in danger (don't fight to keep your possessions)
 - remember that fighting back might make it worse
 - ignore the bully
 - hide your feelings if you are upset
 - walk quickly and confidently even if you don't feel that way inside
 - be proud if you are different in some way (it is good to be an individual)

Strategies for Dealing with Bullying

- help children to solve their own problems through discussion
- help children to understand the link between their behaviour and the consequences of their actions
- a safe place is available for children affected by bullying
- members of the wider community visit school to educate children on bullying and how to access support outside of school eg. Childline

Responsibilities

Every member of staff is responsible for being familiar with this policy and its strategies and acting in accordance with it. Any incidents and subsequent actions should be recorded on CPOMs and any serious incidents should be referred to a member of SLT.

Monitoring

Staff will evaluate the success of this policy at least annually. The number of serious incidents of bullying will be monitored and shared with the governing body.

Related Documents

- The Aims and Values of the School
- RSHE Policy
- Playground Rules
- Safeguarding Procedures
- Staff Code of Conduct

Further Information

- Equality Act 2010
- Norfolk Schools Children's Services support for schools and parents:
[Bullying - Norfolk County Council](#)
- School professionals:
[Schools - Norfolk Schools and Learning Providers - Norfolk County Council](#)
[Anti-Bullying Alliance](#)
- Parents:
[Childline | NSPCC](#)
[Help With Bullying | Bullying Advice | Kidscape](#)

Many available resources: examples

- ✦ *Don't Bully Me! Advice for Primary Age Children*
 - ✦ *Preventing Bullying! A Parents' Guide*
 - ✦ *You Can Beat Bullying: A Guide for Young People*
- Various Posters for Cloakroom