



Behaviour Policy

Approved by:	LMPS Full Governing Body	Date: 26 th January 2022
---------------------	--------------------------	--

Last reviewed on:	January 2022
--------------------------	--------------

Next review due by:	January 2023
----------------------------	--------------

At Lytchett Matravers Primary School, we recognise that understanding our emotions is a key aspect of understanding and regulating behaviour. We strive to embed Attachment Aware and Trauma Responsive interventions into our everyday practice. We, therefore, focus on building positive relationships between pupils and staff and between children with their peers so both children and adults are able to manage their behaviour and to create an environment that is conducive to learning.

Underpinning this policy is the belief that everyone can learn to regulate their own emotions and behaviour, through co-regulation, relational support and reflective thinking. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences which extends beyond school and into the wider world.

Context and Objectives

At Lytchett Matravers Primary School we make learning a happy and positive experience for all children. We are a school where there are expectations of excellence, where individuals are valued, achievements are celebrated and where children are happy, confident and secure.

This policy incorporates our policies on bullying and cyber-bullying.

The objectives of this policy are:

- ✦ To establish a set of principles and norms, supported and followed by the whole school community - parents, teachers, children and governors - based on a sense of community and shared values.
- ✦ To make clear that bullying and 'cyber-bullying' will not be tolerated whether within school boundaries or outside.
- ✦ To promote through communication, and within the school curriculum, the values, attitudes, knowledge and skills required to promote responsible behaviour, encourage self-discipline and foster in children a respect for themselves, for other people and for property.
- ✦ To establish positive procedures that support a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- ✦ To encourage good behaviour through a consistent system of rewards and consequences .

Principles and Norms

We believe that all children and adults should:

- ✦ show respect for others
- ✦ endeavour to behave and perform to the best of their ability
- ✦ be polite and kind to each other
- ✦ look after their own, and other people's property
- ✦ move around the school safely, calmly and quietly
- ✦ report any incident of bullying whether it happens to themselves or to another person

We operate behaviour systems based on mutual respect and trust but also recognise that:

- ⤴ the school has the right to screen and search pupils if deemed necessary, including review of any electronic data, images or files.
- ⤴ the school will take action where it becomes aware of incidents beyond the school's boundaries of bullying or inappropriate behaviour which brings the school into disrepute
- ⤴ the school has the right to use reasonable measures to restrain disruptive pupils where it is felt that they are at risk of causing harm to themselves or others. All restraints will be reasonable, necessary and proportionate. Parents and carers will be informed if their child has been restrained.
- ⤴ The school will consider whether it is appropriate to notify the police or other agencies. Criminal behaviour or behaviour which poses a serious threat to anyone will always be reported to the police.

Challenging Behaviour

Behaviour can be considered 'challenging' when it requires some form of action or response by staff in order to reduce its impact or consequences. The consequences arising from the behaviour may be to the individual themselves or others in the immediate area including staff, other pupils, volunteers or members of the public. Action by staff is typically required when the behaviour is causing some form of distress, loss, damage, disruption, pain or injury.

At Lytchett Matravers Primary School, we recognise that challenging behaviour comes in a variety of forms, including;

- **Non-directed behaviour;** such as ignoring someone, walking away or refusing to comply with reasonable requests.
- **Behaviour directed at the environment;** such as throwing things or causing damage to property.
- **Behaviour directed at others;** such as abuse, threats, biting, scratching, striking.
- **Behaviour directed at themselves;** such as striking a wall, engaging in self-injury.

Peer on peer abuse (child on child)

Children can abuse other children (often referred to as peer on peer abuse). It can happen both inside and outside of school or online. At Lytchett Matravers Primary School, staff recognise the indicators and signs of peer on peer abuse and work with all stakeholders to identify it. Any concerns regarding peer on peer abuse are reported to the designated safeguarding lead (DSL), or deputy DSL. This policy should be read in conjunction with the school's Safeguarding Policy.

At Lytchett Matravers Primary School, we recognise that downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an

unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Communication and the Curriculum

Shared ownership of this behaviour policy is critical. To sustain this:

- ✦ We review the behaviour policy and practices with staff every year to ensure that the practices are consistent, up to date and effective.
- ✦ We hold assemblies and classroom activities that embed and discuss how our pupils expect each other to behave.
- ✦ We maintain an active E-Safety Policy and curriculum which aims to make pupils and parents aware of how to use the internet and similar electronic systems safely and responsibly.
- ✦ We consult with parents through a bi-annual survey to assess how they perceive the school's performance in terms of behaviour and bullying.
- ✦ We embed within the curriculum the values and norms that we expect and we have sessions which develop empathy and emotional intelligence.

Key Procedures

Key procedures exist for:

- ⤴ Recording and reporting incidents of behaviour.
- ⤴ recognising and responding to reported incidents of bullying or cyber-bullying
- ⤴ management of behaviour across the school.

These procedures are shared with all staff on an annual basis.

If deemed appropriate, professional behaviour support and/or parental involvement may be encouraged through the creation of one of the following;

Record of concerns or referrals for further support	Record of concern completed with support of the SENDCO, co-produced with parents. Early Help/Pastoral intervention explored.
Behaviour Analysis	Behaviour Analysis is completed within school. This can include, but is not limited to; lesson observations; pupil interviews; Early help/Pastoral intervention; Weighted Behaviour Analysis.
Individual Behaviour Plan (IBP)	A child with identified Social and Emotional Mental Health (SEMH) needs, may have an individual IBP, containing targets to help support their social and emotional mental health and behaviour. Plan, Do, Review cycle implemented alongside SENDCO.
Behaviour Management Plan (BMP)/ Behaviour Response Plan (BRP)	A child displaying challenging behaviours over a period of time, may be placed on a BMP/BRP. A BMP/BRP will identify behaviour triggers, describe what the behaviour looks like for that child during dysregulation/crisis and list preferred support and intervention strategies. This will be written carefully in conjunction with the parents, following a clear behaviour analysis.
Positive Handling Behaviour Plan (PHBP) & Risk Assessments	In some cases, staff may need to carry out positive handling techniques when managing behaviour within school. There are 5 members of staff that are SecuriCare Positive Handling trained. If a positive handling technique is used within school, parents will be informed. In some instances, risk assessments and Positive Handling Behaviour Plans may be implemented for individual pupils.

Bullying, including Cyber-Bullying

Bullying is behaviour which deliberately makes another person feel uncomfortable, distressed or threatened. Bullying is repeated over time. Bullying makes those being bullied feel powerless to defend themselves. Bullying may take place face to face or may be effected from a distance, on paper, or via electronic communication means (*Cyberbullying*).

Irrespective of the means by which bullying is perpetrated, the school will take rapid and considered action to stop such behaviour and to make pupils aware of the impact and consequences of their behaviour.

The school has a clear process for dealing with bullying, including cyber-bullying. A flow chart that illustrates the process is provided in Annex A of this policy. The key elements of this process are:

- ✦ We urge everyone, including pupils and parents/carers to make us aware of any concerns that may be related to bullying. Recognising the symptoms of bullying is critical.
- ✦ We seek to ensure prompt recognition of any incidents, whether recognised within or outside the school boundaries.
- ✦ We will always assess any report of bullying rapidly and fairly. Where behaviour is deemed unacceptable but does not, in the school's opinion, amount to bullying, then normal behaviour processes will apply.
- ✦ Where incidents are deemed to be bullying, the school will communicate with the parents of both the pupil being bullied and the parents of those pupil(s) who are bullying.
- ✦ The school aims to provide effective support and advice to all parties involved in any incidence of bullying.
- ✦ The school will ensure a measured response to all incidents and will properly escalate serious and/or repeated bullying.
- ✦ All incidents of bullying will be reviewed with parties concerned, and reported to the School's Governing Body.
- ✦ Curriculum and Pastoral/ELSA intervention may be implemented if deemed appropriate.

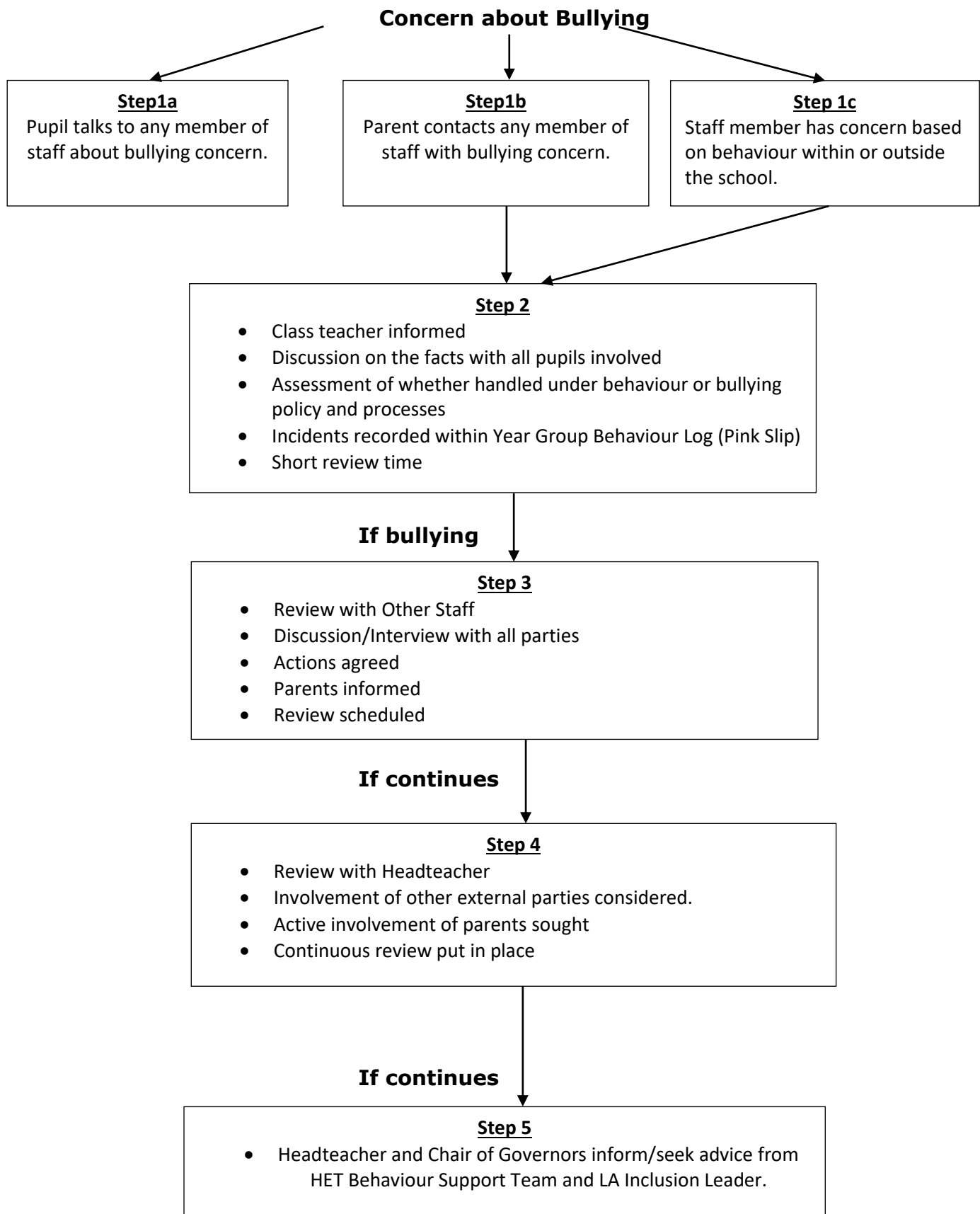
In addition, through classroom practice and assemblies, the school communicates a consistent message to all pupils; "Bullying will not be tolerated". Further guidance on bullying and cyber-bullying, and on how to recognise such unacceptable behaviour is included within the school's Acceptable Use of IT Policy (*which should be read alongside this policy*) and in Annex B of this policy.

Rewards and Consequences

Being 'fair' is not about everyone getting the same but about everyone getting what they need. **Staff will be flexible** in how they respond to behaviours to avoid escalating behaviour. When pupils are in crisis, focus will be on regulation strategies initially, followed reflection and repair, all within a supportive relationship. Reasonable adjustments will be made to ensure all our pupils can be successful.

The school encourages good behaviour through a structured system of rewards and consequences . This system is kept under review and may be updated by the school. The current system at the time of the review of this policy is described in Annex C.

Should it be necessary, the exclusion procedures set out by the Hamwic Education Trust (HET) and Dorset Council will be followed at all times. **Please refer to the school's Exclusion policy alongside this policy.**

Annex A: Flow Chart for Handling Reports of Bullying

Annex B: Further Guidance on Bullying and Cyber-Bullying

What is bullying?

Bullying is behaviour which deliberately makes another person feel uncomfortable, distressed or threatened. Bullying is repeated over time. Bullying makes those being bullied feel powerless to defend themselves.

What types of bullying are there?

- ✦ Emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- ✦ Verbal (name calling, sarcasm, spreading rumours, teasing)
- ✦ Physical (pushing, kicking, hitting, punching or any use of violence)
- ✦ Extortion (demanding money/goods with threats)
- ✦ Racist (racial taunts, graffiti, gestures)
- ✦ Sexual (unwanted physical contact, sexually abusive comments)
- ✦ Homophobic (because of, or focussing on the issue of sexuality)
- ✦ Peer on Peer Abuse

What is cyber-bullying?

Cyber-bullying is behaviour that uses electronic communication as the vehicle for making another person feel uncomfortable, distressed or threatened. There are many ways that cyber-bullying can occur and although there may be some of which we are unaware, here are the more common:

- ✦ Text messages —that are threatening or cause discomfort – this includes "Bluejacking" (the sending of anonymous text messages over short distances using "Bluetooth" wireless technology)
- ✦ Picture/video-clips via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed.
- ✦ Mobile phone calls — silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.
- ✦ Emails — threatening or bullying emails, often sent using a pseudonym or somebody else's name.
- ✦ Chatroom bullying — menacing or upsetting responses to children or young people when they are in web-based Chatroom.
- ✦ Instant messaging (IM) — unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger) or Yahoo Chat – although there are others.
- ✦ Bullying via websites — use of defamatory blogs (web logs), personal websites and online personal "own web space" sites such as Bebo, Facebook and Myspace – although there are others.

Please also refer to the Acceptable Use of IT Policy.

What are the signs and symptoms of bullying?

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- ⤴ Is frightened of walking to or from school or changes route
- ⤴ Doesn't want to go on the school / public bus
- ⤴ Begs to be driven to school
- ⤴ Changes their usual routine
- ⤴ Is unwilling to go to school (school phobic)
- ⤴ Begins to truant
- ⤴ Becomes withdrawn, anxious or lacking in confidence
- ⤴ Becomes aggressive, abusive, disruptive or unreasonable
- ⤴ Starts stammering
- ⤴ Threatens or attempts suicide
- ⤴ Threatens or attempts self-harm
- ⤴ Threatens or attempts to run away
- ⤴ Cries themselves to sleep at night or has nightmares
- ⤴ Feels ill in the morning
- ⤴ Performance in school work begins to drop
- ⤴ Comes home with clothes torn, property damaged or 'missing'
- ⤴ Asks for money or starts stealing money
- ⤴ Has dinner or other monies continually 'lost'
- ⤴ Has unexplained cuts or bruises
- ⤴ Comes home 'starving'
- ⤴ Bullying others
- ⤴ Changes in eating habits
- ⤴ Is frightened to say what is wrong
- ⤴ Afraid to use the internet or mobile phone
- ⤴ Nervous or jumpy when a cyber message is received
- ⤴ Gives improbable excuses for their behaviour.

What causes Bullying?

People bully for different reasons. The reasons could be:

- ⤴ to feel powerful
- ⤴ jealousy
- ⤴ to feel good about themselves
- ⤴ to be in control
- ⤴ because they want something (attention, possession or friends)
- ⤴ to look good in front of other people
- ⤴ to feel popular
- ⤴ because of peer pressure
- ⤴ to be big/clever
- ⤴ for fun
- ⤴ because they are being bullied themselves
- ⤴ because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way)

How can we prevent Bullying?

The school fosters a clear understanding that bullying, in any form, is not acceptable. This is done by:

- ✦ Implementing a consistent and effective behaviour policy and practice. Our constant aim is to make sure the school is a safe and happy environment, with consequent benefits in terms of attitudes, behaviour, and relationships and with a positive impact on learning and achievement.
- ✦ Regular praise of positive and supportive behaviour by all staff.
- ✦ Work in school which develops empathy and emotional intelligence (SEAL).
- ✦ Any incidents treated seriously and dealt with immediately.

Support Agencies

There are a wide variety of organisations that can offer support:

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations that can help with bullying issues

www.anti-bullyingalliance.org.uk

Kidscape - www.kidscape.org.uk

Childline – www.childline.org.uk - 0800 1111

Bullying on line - www.bullying.co.uk – 0808 800 2222

Other Useful sources of information

Cyberbullying.org - for young people, providing advice around preventing and taking action against cyberbullying. www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. www.childnet.com

Annex C: Rewards and Consequences for Pupils

The schools encourage good behaviour through a structured system of rewards and consequences . This system is kept under review and may be updated by the school.

House Points & Credits

The aim of the House Points system is to encourage positive attitudes to work, high standards, good manners and behaviour, initiative, and a sense of responsibility. Points should be awarded to reward pupils for good work and positive behaviour. Every child should be encouraged, regardless of ability. Effort, perseverance, personal achievement, consistency, attentiveness, involvement, keen interest, care and courtesy are all worthy of house points. House points are also used to encourage positive behaviour and co-operation in group situations.

A record is kept in class of the individual points scored by each child. This will enable awards to be given at the end of the school term and year. It is up to the discretion of the teachers as to how this is displayed.

House point totals are regularly updated by Senior Leadership Team, and shared in assemblies. House Captains make sure totals are displayed across the school. Small trophies are awarded each term to children in each year groups who have made significant contributions to their House.

Merit Certificates

When a child has received 10 house points a merit certificate is awarded. These are presented in assemblies and house badge (of the appropriate colour) is collected from the school office.

Upon receipt of 2 merit certificates children gain a 'Non-uniform Day Token'.

These can be used at any time (perhaps for a birthday) to allow a child to come to school in clothes of his or her own choosing. This system effectively rewards children for many different actions.

Class Rewards

Other small rewards may be given to children by staff. These include verbal praise and positive body language, stickers and collective 'class rewards' (e.g. pasta in a jar).

Consequences

Children who do not follow the school rules may receive one of the following consequences :

- ✦ **Reprimand:** It will be made clear that it is the behaviour displayed, and not the children, that is unacceptable. The consequences of the actions taken and its affect on others will be discussed with them.
- ✦ **Teacher consequences :** such as move pupil to another seat, this will be individualised based on each child.
- ✦ **All incidents recorded;** in Behaviour Log.
- ✦ **Time-in class in another classroom or designated location**
- ✦ **See Headteacher or Deputy Headteacher.**
- ✦ **Contact parents**
- ✦ **Behaviour Report:** In some cases, prolonged dysregulated behaviour may result in a child being ‘put on report’ to give them 1:1 support with a trusted adult (usually a member of the SLT), to discuss and closely monitor their behaviour. If this happens the child, is closely monitored by the Senior Leadership Team and the child in question is presented with a report card. A mark meaningful to the child is recorded on this card by the child’s teacher(s) for each session, including break times if appropriate. The child remains on report until the identified target is achieved.
- ✦ **One of the Plans below may be implemented to provide support;**

Record of concerns or referrals for further support	Record of concern completed with support of the SENDCO, co-produced with parents. Early Help/Pastoral intervention explored.
Behaviour Analysis	Behaviour Analysis is completed within school. This can include, but is not limited to; lesson observations; pupil interviews; Early help/Pastoral intervention; Weighted Behaviour Analysis.
Individual Behaviour Plan (IBP)	A child with identified Social and Emotional Mental Health (SEMH) needs, may have an individual IBP, containing targets to help support their social and emotional mental health and behaviour. Plan, Do, Review cycle implemented alongside SENDCO.
Behaviour Management Plan (BMP)/ Behaviour Response Plan (BRP)	A child displaying challenging behaviours over a period of time, may be placed on a BMP/BRP. A BMP/BRP will identify behaviour triggers, describe what the behaviour looks like for that child during dysregulation/crisis and list preferred support and intervention strategies. This will be written carefully in conjunction with the parents, following a clear behaviour analysis.
Positive Handling Behaviour Plan (PHBP) & Risk Assessments	In some cases, staff may need to carry out positive handling techniques when managing behaviour within school. There are 5 members of staff that are SecuriCare Positive Handling trained. If a positive handling technique is used within school, parents will be informed. In some instances, risk assessments and Positive Handling Behaviour Plans may be implemented for individual pupils.

