

Little Aston Primary Academy

Behaviour and Anti-Bullying Policy 2024 to 2025

1. Policy Statement

Little Aston Primary Academy is committed to creating an environment where exemplary behaviour and safety is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We create a culture, 'the way we do things here', that is understood and subscribed to by the whole academy community.

Our policy guides staff to teach self-discipline, compliance is necessary to achieve but then pupils are supported into autonomy and independence. It echoes our core values with a heavy emphasis on respectful, safe behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils. It is the duty of every adult in school to help pupils master the habit of self-restraint and self-regulation.

Our behaviour policy fulfils the school's legal duties under the Equality Act 2010, Keeping Pupils Safe in Education September 2024 and in respect of pupils with special educational needs or disabilities (SEND). This policy is linked to our Child on Child Abuse Policy 2024 and Safeguarding Policies including online safety. Within our Academy, positive action is taken to promote the teaching and understanding of protected characteristics under the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) within our Relationships and Sex Education (RSE) and Health Education. The recommendations in the OFSTED report on Harmful Sexualised Behaviour 2021 have also been included within the development of this Policy.

2. Aims of the policy

- To create a culture of exceptionally good behaviour for learning, for community and for life.
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To refuse to give pupils attention and importance for poor conduct.
- To help pupils develop self-discipline, take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, sense of humour, good temperament, obedience and empathy for others.
- To promote community cohesion through improved relationships between all stakeholders.
- To ensure that excellent behaviour is a minimum expectation for all. To regulate the conduct of pupils who breach trust or fall below minimum expectations.
- To ensure pupils complete assigned work to the best of their ability and prevent disruption to the learning of others.
- To ensure that all pupils follow safety rules and procedures for the protection of all adults and children in school.

3. Purpose of the policy

To provide simple, practical procedures for staff and pupils that:

- Recognise and positively reinforce behavioural norms making praise easy and emotional acceleration difficult

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- Encourage professional judgement and enable positive professional relationships to flourish Promote self-esteem and self-discipline and create consistent problem solvers
- Teach appropriate behaviour through positive interventions.
- Consistently challenge and tackle any child on child abuse, including harmful sexualised behaviour and language.

<div>Little Aston Primary Academy Rules</div> <div><div><div>1. Be Ready</div><div>2. Be Respectful</div><div>3. Be Safe</div></div></div>	<div>Ways to recognise conduct that is ‘over and above’</div> <div><div>1. Class Recognition Board / Proud Cloud</div><div>2. Positive note / wristband given to child and parent App</div><div>3. Pupils of the week positive recognition in assembly</div></div>
<div>Support beyond the classroom</div> <div><div><div>1. Refer to SENCO and implement an individual behaviour plan or a behaviour contract.</div><div>2. Complete an Earliest Help or an Early Help Assessment using outcome star tool</div><div>3. Involve appropriate support through Drawing and Talking, Behaviour Support Team, Local Support Team or SUAT wellbeing support - Amy Hatfield.</div><div>4. Use of NSPCC resources including The Hackett Continuum to respond appropriately and identify normal, inappropriate, problematic, abusive or violent sexualised behaviour.</div></div></div> <div><div><div><div>Responding to children who display sexualised behaviour</div><div><div><div>It's important to be able to distinguish developmentally typical sexual behaviour from that which may be problematic or harmful, and make sure children get appropriate support. Always consider the child's needs and safeguarding concerns alongside any reported behaviour and follow the procedures accordingly. This guide is not a replacement for professional judgement. It is for child or young person's sexual behaviour and does not replace professional judgement or policy and legislation. For more information, visit nspcc.org.uk/what-we-do/our-work/child-protection/</div><div><div><div>Need advice?</div><div>For children who need further support or for confidential enquiries, contact:</div><div><div>Childline helpline</div><div>0800 111 111</div><div>0800 111 111</div></div></div></div><div><div><div>Developmentally typical</div><div><div><div>Normal</div><div><div>Developmentally expected and socially acceptable</div><div>Consistent, mutual and reciprocal</div><div>Respectful and consensual</div></div><div><div>How to respond</div><div><div>Although sexual behaviours are not concerning, they do require a response</div><div>Listen to all children and young people have clearly expressed consent and understanding</div><div>Be clear about what is acceptable and unacceptable behaviour</div><div>Establish how parents can positively reinforce messages about appropriate sexual behaviour</div><div>Consider the child's needs and safeguarding concerns</div></div></div></div><div><div><div>Hackett Continuum</div><div><div><div>Problematic</div><div><div>Single instance of developmentally inappropriate sexual behaviour</div><div>Behaviour that may be socially acceptable but may cause concern for the child or young person</div><div>May involve an imbalance of power</div><div>May involve an imbalance of consent</div><div>May involve an imbalance of consent</div></div><div><div>How to respond</div><div><div>Problematic behaviours should not be ignored</div><div>Listen to what children and young people have to say and respond calmly and non-judgmentally</div><div>Consider the child's needs and safeguarding concerns alongside any reported behaviour</div><div>Follow your organisation's policy and procedures</div></div></div></div><div><div><div>Abusive</div><div><div>Developmentally inappropriate and socially unacceptable</div><div>May involve an imbalance of power</div><div>May involve an imbalance of consent</div><div>May involve an imbalance of consent</div><div>May involve an imbalance of consent</div></div><div><div>How to respond</div><div><div>Abusive behaviours indicate a need for immediate intervention and action</div><div>If there is an immediate danger, call the police on 999</div><div>Follow your organisation's policy and procedures</div><div>Consider the child's needs and safeguarding concerns alongside any reported behaviour</div><div>Follow your organisation's policy and procedures</div></div></div></div><div><div><div>Harmful</div><div><div>Developmentally inappropriate and socially unacceptable</div><div>May involve an imbalance of power</div><div>May involve an imbalance of consent</div><div>May involve an imbalance of consent</div><div>May involve an imbalance of consent</div></div><div><div>How to respond</div><div><div>Problematic behaviours indicate a need for immediate intervention and action</div><div>If there is an immediate danger, call the police on 999</div><div>Follow your organisation's policy and procedures</div><div>Consider the child's needs and safeguarding concerns alongside any reported behaviour</div><div>Follow your organisation's policy and procedures</div></div></div></div></div></div></div></div><div>5. The Harmful Sexual Behaviour Support Service, run by South West Grid for Learning (funded by the Home Office) in partnership with the Marie Collins Foundation, is available to safeguarding professionals and provides the tools to equip and</div></div></div></div></div></div></div></div></div></div>	<div>Alternatives to exclusion</div> <div><div>1. Referral to the District Inclusion Panel for intervention</div><div>2. Outreach support or alternative provision</div><div>3. Application for an EHCP</div></div>

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empower practitioners to address the normalisation of harmful sexual behaviour in children.	
<ul style="list-style-type: none">• Call: 0344 255 0623• Email: hsbs@swgfl.org.uk	

A consistent approach to behaviour management; Consistency in practice is essential.

- Consistent language; consistent response: Referring to the agreement made between staff and pupils, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' at the classroom and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent respect from the adults: Even in the face of disrespectful pupils!
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside pupils
- Consistently reinforced rituals and routines for behaviour around school.
- Consistent environment: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of pupils.

All staff

1. Meet and greet every morning and other transition times when appropriate.
2. Refer to 'Ready, Respectful, Safe' rules in every lesson.
3. Model positive behaviours, practice safety routines until they become understood by children and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all pupils.
5. Use a visible recognition mechanism throughout every lesson.

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6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with pupils.
8. Never ignore or walk past pupils who are behaving badly.

All teaching staff

Teaching staff are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

Teachers will:

1. Meet and greet pupils at the beginning of the day
2. Be a visible presence in school to encourage appropriate conduct
3. Support staff in returning pupils to learning by sitting in on restorative meetings and supporting staff in conversations
4. Regularly celebrate staff and pupils whose efforts go above and beyond expectations
5. Encourage use of Positive Notes and Positive Phone Calls / Achievement notes on Bromcom
6. Ensure staff training needs are identified and targeted
7. Use behaviour data to target and assess interventions

Senior leaders and SENCO

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

Senior leaders will:

1. Be a visible presence around the school and especially at transition times
2. Celebrate staff, leaders and pupils whose effort goes above and beyond expectations
3. Regularly share good practice
4. Support staff in managing pupils with more complex or entrenched negative behaviours
5. Use behaviour data to target and assess school wide behaviour policy and practice
6. Regularly review provision for any pupils who fall beyond the range of written policies.

Recognition and rewards for effort

We recognise and reward pupils who go 'over and above' our expected standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including those pupils are hardest to reach.

For rewards to be effective they should be:

- Immediate: Immediately reward behaviour you wish to increase.
- Consistent: Consistently reward to help maintain the desired behaviour.

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- Achievable: Ensure that the rewards are achievable to help maintain attention and motivation.
- Fair: Make sure all pupils are fairly rewarded during the school day.

Types of rewards:

- Social Praise and recognition, for example a positive phone call home.
- Tangible Material rewards, for example the use of tokens.
- Activity Physical rewards, for example extra play or allowing pupils to choose their own reward.

Academy Level 1. Awarded a position of responsibility eg. House Captain, Academy Council, Buddy etc. 2. Positive notes or postcards home or achievement recorded on Bromcom. 3. Certificates, children of the week, stickers and recognition in assembly.
Classroom Level 1. Name on recognition board / proud cloud 2. Positive note, phone-call home, wristband, raffle tickets or sticker 3. Class celebration / extra play or positive referral to senior staff

Managing behaviour in the classroom

Effective entry into class / group / academy

It is important to create a positive well-structured environment right from the start. Self-categorisation theory states that people strive to conform to their representation of the group norm. Hence, based on this theory, classroom behaviour can be established on the basis of what the majority of the pupils are doing and how they are behaving.

The teacher needs to immediately establish respect in a calm, assertive manner. Make clear that the classroom has set rules. This needs to be practised every time the pupils enter the classroom, i.e. beginning of school, after playtime.

Managing behaviour and expectations using remote learning / Google Classroom and staying safe online

Google classroom allows pupils to access staff support in learning and facilitate resource sharing and communication both in school and remotely. Each pupil is responsible for their behaviour online and has agreed to follow our acceptable use policy for online behaviour.

A classroom standard of behaviour is expected from pupils whether online and in school.

Pupils are not allowed to send any inappropriate messages that are likely to cause offence or use inappropriate or language / language slur that makes others uncomfortable (including sexualised language).

Pupils are only allowed to access the system with their own log in/ password.

Pupils are not allowed to access or alter anyone else's work or files.

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Pupils are not allowed to mute or remove access for another pupil during a school google meet - remember that excluding someone online is no different to refusing to talk or play with them in school.

Pupils are not allowed to alter school settings in any way.

If a pupil thinks another pupil is breaching these rules then they must report that to their parent or school staff.


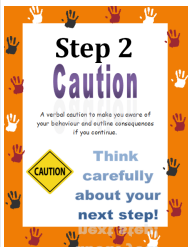
Any pupil who does not follow the rules may find their access restricted or removed and parents will be informed.

Dealing with poor conduct

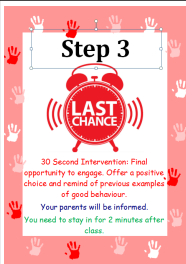


Engagement with learning is always the primary aim. For the vast majority of pupils a gentle reminder is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All pupils must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Pupils are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. At all times staff need to be aware that behaviour usually results from unmet needs. It is important that causes for behaviour are examined and the pupils supported.

Steps	Actions
1 The Reminder 	A reminder of the expectations for pupils Ready, Respectful, Safe delivered privately to the learner. The adult makes them aware of their behaviour. The learner has a choice to do the right thing.
2 The Caution 	A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Pupils will be reminded of their previous good conduct to prove that they can make good choices.
3 Last Chance	Scripted approaches at this stage are encouraged. 30 second intervention <ul style="list-style-type: none"> Gentle approach, personal, non-threatening, side on, eye level or lower.

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	<ul style="list-style-type: none"> • State the behaviour that was observed and which rule/expectation/routine it contravenes. • Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour. • Walk away from the learner; allow him/her time to decide what to do next. If there are comments, as you walk away write them down and follow up later. <p>We resist endless discussions around behaviour and spend our energy returning pupils to their learning. Record on Bromcom behaviour which will alert parents through the parent app My Child at School (MCAS).</p> <p>Any learner reaching this stage owes the teacher / TA two minutes at the next break or end of day.</p>
<p>4 The Time-out</p> 	<p>The learner is asked to speak to the staff member when the other children are not in the room.</p> <ul style="list-style-type: none"> • Boundaries are reset • Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning. • Learner is given a final opportunity to re engage with the learning / follow instructions • Pupils should go into another classroom if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. • If the step above is unsuccessful, or if a learner refuses to follow instructions, staff can send a red card to the office for support. • Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger. <p>Learner's may have their behaviour monitored by teachers to show progress towards agreed targets. At Little Aston Primary Academy we make sure that this is done discreetly. We do not advertise poor behaviour to other pupils or give fame to those who choose not to meet our high standards of behaviour.</p>
<p>5 Repair</p> 	<p>Reparation meetings at Little Aston Primary Academy are a core part of repairing damage to trust between staff and pupils. We aim to connect with the child and be ready to listen, otherwise the child won't talk. The aim is to listen, deal with conflict / tensions, repair harm and sustain relationships. It's important to wait for the right time to have the restorative conversation ie. when the child and staff member is calm. Misbehaviour must be seen as impacting on people and relationships. Staff must adjust to the pupil's needs (guide and work with them).</p> <p>Restorative meetings: Choose up to five questions to focus on in the meeting, adapting for younger children.</p>

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	<p>What's happened? Give everyone the chance to share perspectives. What were you thinking at the time? What have you thought since? Who has been affected by your actions? How have they been affected? (Impact on people and relationships?) What should we do to put things right? (To repair) How can we do things differently in the future?</p> <p>Reaffirm your commitment to building a trusting relationship. Staff at Little Aston Primary Academy will take responsibility for leading Restorative meetings, Senior Leaders will support when appropriate. Meaningful learning takes place when we have meaningful relationships and it's important to make our high expectations of each child very clear (Don't make excuses!) Explicit expectations but nurture, compassion, kindness and empathy to enable children to meet high expectations. Authoritative staff work hard to support children to follow the rules and consequences issues are logical.</p> <p>Teachers will use their professional judgement to determine when a meeting with parents and the pupil is necessary.</p>
6 The Partnership Stage: Earliest Help and Early Help Tier 2	<p>The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The learner will be meet with the SENCO who will:</p> <ul style="list-style-type: none"> • Support and if necessary facilitate the Restorative Meeting between the member of staff and learner. • Develop an appropriate action plan / behaviour contract with the learner and parents • Monitor,review and mentor using the action plan. Consider any SEND needs. • Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves • If a learner does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by the SLT. • Pupils must be given a second chance to achieve the targets agreed on the action plan after the verbal warning • All of these matters will be confirmed in writing and recorded on our Behaviour Module in Bromcom.
7 The Assessment Meeting: Early Help Tier 3	<p>An assessment meeting that takes a 360 degree view of the learner will be convened. Outcomes Star , the Hackett Continuum or Boxall Profile may be used as part of the assessment. This meeting will include the SENCO, Teacher, Pupil, Parent/Guardian and a member of the Senior Team.</p> <ul style="list-style-type: none"> • The meeting will address the learner's: progress and achievement, learning needs, attitude, behavioural routines and personal organisation. • There may be an element of 'payback' in the action plan from this meeting. Pupils may be asked to positively contribute time back to school to repair the damage they have caused.

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	<ul style="list-style-type: none"> • Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions then the procedure will move to the next stage. • Every effort will be made to encourage and support a change in the learner's behaviour • Consideration will be given to whether a referral needs to be made for a Child in Need Plan or a referral for intervention from the District Inclusion Panel. • If the learner refuses to attend or engage with the Restorative Conference then the process moves to the final stage.
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Staff will use their professional judgement and use a range of disciplinary measures and consequences/ sanctions as appropriate which include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard. Pupils will be required to complete work at home if they don't meet class expectations. A cover letter will be sent which parents / carers are expected to sign. If this isn't done, pupils will be expected to complete the work in their own time during the school day.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in an activity.
- Internal exclusion - agreed with SLT.
- School based community service or imposition of a task.
- Missing a trip or other event, particularly for unsafe behaviour.
- Regular reporting to an identified member of staff, including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.
- Withdrawal of access to the school IT system (if the child misuses it by, for example, accessing an inappropriate website).
- Prevention from participating in non-curriculum activities, for example a school trip or sports event for unsafe behaviour.
- Removal of break or lunchtime privileges.
- Parental involvement.
- Loss of privileges.

Staff provide **challenge** with behaviours that set the rules and clearly set out the limits and expectations of how we behave at Little Aston Primary Academy. Make clear the consequences for actions outlining concerns openly and honestly. Encourage responsibility and accountability from all pupils.

Staff provide **support** through behaviours that are encouraging, show empathy, kindness and respect. We aim to spend most time in the 'with' box below, but there are times we operate in the other three boxes.

<p>To High challenge / low support eg. 'I want this done by....' Pupils have boundaries / high expectations but maybe staff don't get alongside to offer</p>	<p>With = key word High challenge / high support Aiming for this! eg. 'This is tricky, if you get stuck I can give you a few pointers but no more', 'Try</p>
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<p>support. Compliance but maybe not ownership - 'I'll do it because you make me,' 'I'll behave when you're around'. Authoritarian / punitive Strong and fair: Yes Some need for this approach with older children to get things done and build towards independence.</p>	<p>this....', Relationships built on trust and a real connection. Pupils learn to self manage, motivate themselves and take responsibility. Adjust to pupil needs - some need more support to achieve expectations. Authoritative but not authoritarian (control through power - because I said so!)</p>
<p>Not Low challenge / low support eg. 'your class were awful in PE / Forest school' 'they won't behave' No challenge, no support, just blame. Neglectful, lazy, not interested, passenger. We can all be here at times - feeling unwell, tired, lack confidence or training, but we need to recognise when we fall into this box and do something about it. When reactive behaviour is emotional and unconsidered.</p>	<p>For Low challenge / high support 'cuddle and muddle' More excuses than progress Unsafe environment - lack of boundaries/expectations Pupils supported but not held to account for actions. Spoon feeding learning.</p>

A **Serious Breach** is an incident that may lead to a suspension or permanent exclusion.
<https://www.gov.uk/government/publications/school-exclusion>

Examples of behaviour that we consider to be serious breaches include:

Child on Child abuse in-line with definitions in Keeping Children Safe in Education September 2024 and our Child on Child Abuse Policy 2024 or harmful sexualised behaviour that is problematic and repeated or meets the abusive or violent criteria. These include;

- Bullying-emotional/physical so **repeated** behaviour which is intended to hurt someone either emotionally or physically (hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm)
- Online/Cyber bullying
- Prejudiced relating bullying
- Sexual Violence, Sexual Harassment and Sexually Harmful behaviour.
- Sexting sharing of nude or indecent (youth produced sexual imagery).
- Initiation/hazing type violence and rituals.
- Hate crime
- Child Criminal Exploitation
- Child Sexual Exploitation
- Gang association and serious violence - County Lines
- Radicalisation
- A serious verbal or physical assault against pupils or staff.

Other serious breaches include;

- Malicious allegations.
- Persistent disruptive behaviour with no effort to improve.

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- Serious safety breach eg. Absconding from school.
- Persistent refusal to follow staff safety instructions of any kind .
- Bringing confiscated items into school.
- Breaching our Internet Acceptable Use Policy.

When to issue sanctions

Sanctions should be implemented if a child is engaging in any of the following:

- breaking any of the academy/class rules
- affecting the education, safety and well-being of other pupils
- preventing the teacher from teaching
- failing to follow instructions
- a serious incident, peer to peer abuse e.g. hitting; kicking; spitting; swearing; biting; bullying; stealing; damage to school property; leaving the classroom, school building, or school grounds without permission;
- refusing to listen to a member of staff

Pupils' conduct outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the academy premises "to such an extent as is reasonable". In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

In Little Aston Primary Academy teachers may discipline pupils for misbehaviour when the pupil is;

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing uniform or is in some other way identifiable as a pupil at our academy.

Misbehaviour at any time, whether or not the conditions above apply, that;

- Could have repercussions for the orderly running or affect the reputation of our academy.
- Poses a threat to another pupil or member of the public.

What the law allows:

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Corporal punishment is illegal in all circumstances.

We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff follow the schools' safeguarding policy.

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We also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we consider whether a multiagency assessment is necessary (Tier 2 or Tier 3 EHA)

Discipline in schools – teachers’ powers

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.
2. Power to search without consent for “prohibited items” including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property;
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation - advice for head teachers, staff and governing bodies’.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Power to use reasonable force

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Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head-teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items (see above).

Schools can also identify additional items in their school rules which may be searched for without consent however force cannot be used to search for these items. Separate advice is followed from 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Examples of situations that may call for reasonable force include when:

- a child attacks a member of staff or another child
- pupils are fighting, causing risk of injury to themselves or others
- a child is committing, or on the verge of committing, deliberate damage to property
- a child is causing, or at risk of causing, injury or damage through accident, rough play or misuse of dangerous materials or objects
- a child absconds from a class or tries to leave school other than at an authorised time
- refusal of a child to remain in a particular place is not enough on its own to justify use of force. It would be justifiable where allowing a child to leave would entail serious risks to the child's safety (taking into account age and understanding), to the safety of other pupils or staff, or of damage to property or lead to behaviour that prejudices good order and discipline, such as disrupting other classes
- a child persistently refuses to follow an instruction to leave a classroom
- a child is behaving in a way that seriously disrupts a lesson
- a child is behaving in a way that seriously disrupts a school sporting event or school visit.

Malicious Allegations

We follow advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers. A member of staff would not automatically be suspended pending an investigation. The LADO and legal team will be contacted for advice if allegations are made against staff.

Any pupil found to have made malicious allegations against staff will be dealt with as a severe breach of the behaviour policy, which could result in a temporary or permanent exclusion as well as a referral to the police if there are concerns that a criminal offence may have been committed.

Equal Opportunities

At Little Aston we expect high standards of behaviour from all pupils. Our procedures for managing behaviour are fair and are applied equally to all regardless of gender, race and disability.

Sanctions or punishments must not breach any other legislation in respect of disability, special needs, race or other equalities and human rights. A sanction must be proportionate and reasonable in the circumstances and taking account of the pupil's age, SEND or any religious requirements affecting them.

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Pupils, staff, governors and parents know that any language or behaviour that is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable. Racial incidents are recorded on a racial incident form and reported to the authority.

See also our academy equal opportunities policy.

Responsibilities

The governing body, Head-teacher and SLT will ensure that the school complies with all relevant equalities legislation.

The Local Academy Council, Head-teacher and SLT, will ensure that the policy and related procedures and strategies are implemented and complied with consistently. All staff, pupils and parents have an active part in the evolution, development and maintenance of this policy.

Anti-Bullying Policy

Principles and Values

We take any kind of bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will always be responded to.

Bullying will not be tolerated. We will seek ways to counter the effects of bullying that may occur within school, online or in the local community. The ethos of our academy fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

Aims

- All governors, staff, pupils and parents should have an understanding of what bullying is.
- All governors and staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- To work together to ensure that our school is a safe place for children and adults to be.

What Is Bullying?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying at Little Aston Primary Academy is considered to be, “unacceptable behaviour which occurs ‘lots of times, on purpose’.” Bullying-emotional/physical so **repeated** behaviour which is intended to hurt someone either emotionally or physically (hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm) in line with the peer on peer abuse policy definition.

- Online/Cyber bullying
- Prejudiced relating bullying

Bullying can be short term or continuous over long periods of time.

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Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, biting, hitting, punching or any use of violence
Racial	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Direct or indirect Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of internet ,such as email and internet chat Twitter, Facebook misuse Mobile threats by text messaging and calls Misuse of associated technology , i.e. camera and video facilities, Ipad, games consoles,

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, incl Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

Perpetrator (Child who has bullied) and Victims (Child who has been bullied)

Bullying takes place where there is an imbalance of power of one person or persons over another.

This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

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Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Signs and Symptoms for Parents and Staff

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school / feels ill in the morning (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stuttering
- attempts or threatens self-harm or suicide or runs away
- cries themselves to sleep at night or has nightmares
- makes less effort with school work than previously
- comes home with clothes, possessions or books missing or damaged (non-accidental / more than once)
- asks for money or starts stealing money
- has unexplained cuts or bruises
- becomes aggressive, short tempered, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone, nervous or jumpy when a message is received
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated

Outcomes

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff.

Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

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The child displaying unacceptable behaviour, will be asked to genuinely apologise (as appropriate to the child's age and level of understanding) Other consequences / sanctions will also take place.

Parents will always be informed about their child's behaviour via Sims Parent App or a letter from the school inviting them to a meeting and a request that the parents support the school with any sanctions that it takes (See Behaviour Policy). Wherever possible, the pupils will be reconciled.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. eg District Inclusion Partnership, Outreach from The Bridge, Queenscroft or Rocklands, Behaviour Support Team, Autism Outreach, CAMHS.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, reduced timetables, or even fixed or permanent exclusion will be considered.

During and after the incident(s) have been investigated and dealt with, each case will be recorded on the Sims system under whichever category of bullying has taken place.

This is monitored and reported to Governors termly, to ensure repeated bullying does not take place. The Safeguarding Governor will be informed of any incidents recorded along with incidents, sanctions and reconciliation.

Prevention

We use a variety of methods to support children in preventing and understanding the consequences of bullying through class and school assemblies, PSHE and Citizenship lessons, SMSC Curriculum, the school vision and assembly themes, Anti-bullying week and continued focus through school and class council.

Play leaders support and buddies provide and monitor activities at lunchtimes to promote physical activity and engagement and other strategies are used like a friendship stop, E-Safety Day, worry box.

Children are also consulted through in-school pupil questionnaires and face to face discussions with pupils.

Our ethos and working philosophy means that all staff actively encourage pupils to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded.

Staff to follow the equality policy; supporting every child in our school.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- Writing a personal pledge or promise against bullying

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- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
- Creating an item for the school website or Google Drive.

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell your School Council rep
- Tell an adult in school whom you feel you can trust
- Go to the Friendship stop
- Write your concern and post it in the 'worry box
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline/ NSPCC and follow the advice given

Recording of Bullying Incidents

When an incident of bullying has taken place, staff must be prepared to record and report each incident. In the case of racist bullying, this must be reported to the Head-teacher.

General incidences of bullying should be recorded in the Behaviour Log on Sims under the specific category of bullying identified. This would include incidents where staff have had to become involved and speak with pupils, and/or where parents have raised concerns regarding bullying. Confirmed cases of bullying must be recorded on Smoothwall Safeguarding and reported to the Designated or Deputy Designated Safeguarding Lead as with any case of Child Protection (Refer to Safeguarding Policy September 2023)

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future.

Incidents of bullying will be reported to the Local Academy Council (Safeguarding Gov) each term.

Advice to Parents

As the parent of a child whom you suspect is being bullied:

- Report bullying incidents to the class teacher in the first instance.
- In cases of serious bullying, the incidents will be recorded by staff and the Head-teacher and Senior Leadership Team notified.
- Parents will be informed and asked to come into a meeting to discuss the problem.
- If necessary and appropriate, police will be consulted
- The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly
- An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.

Do Not:

- Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.

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- Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE) 020 7354 8321

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support , links and advice.

For a copy of Kidscape's free booklets "Stop Bullying", "Preventing Bullying" and "You Can Beat Bullying", send a large (A4) self-addressed envelope (marked "Bully Pack") with 6 first class stamps to:

Kidscape

2 Grosvenor Gardens

London SW1W 0DH

Appendix 1.

Welcoming the pupils into class

When greeting the pupils outside the classroom, stand at the door and welcome them in.

It is highly likely that one or two pupils will 'test' boundaries, and will not enter the classroom in the desired way, e.g. they may start talking or shouting out, trying to jump the queue, etc. If this happens, very promptly and assertively inform the child 'You're not ready to come into our classroom...please wait there until you are ready to come in', (direct the child to wait outside the classroom in clear view of the teacher).

When all the pupils have entered the classroom and they are engaged on the set task, praise and reward the desired behaviour.

This way the pupils are more motivated to carry out the task in order to receive the reward.

Return to the child whom you have asked to wait outside the classroom and ask them if they are ready to come into the classroom. It is highly likely that the child will now be ready and will enter the classroom in a calm and focused manner. If the child is not ready, then give them a further few minutes (ensuring they are in clear view of the teacher or a teaching assistant) then return to them and repeat the process.

The teacher and the child

The teacher's skills in managing their class depend upon the quality of their relationship with the pupils. It is essential to start with a new class in the right way by building positive and respectful relationships from the outset as this establishes the basis for behavioural management and change as well as creating a caring, loyal and respectful bond. Through

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displaying acceptance and care for all the pupils in the class, the pupils will gain respect for their teacher.

There are a number of ways to build a strong and respectful relationship with the class. These include the following.

- Be a positive role model for the pupils; for them to be respectful to others they must be treated with respect.
- Create a caring, relaxed, supportive and fair environment where each child feels accepted and that they belong.
- Recognise every child's strengths and believe that every child has the ability to learn (especially pupils with SEN and disabilities).
- Acknowledge, reinforce and share all successes with the class.
- Take time to speak to each child individually to find out about their interests, talents, goals, likes and dislikes.
- Discuss classroom rules and consequences so that all pupils understand clearly what is expected of them.
- When using reprimands, never embarrass or ridicule the pupils.
- Interact with the pupils during playtime (e.g. joining in a game of football or hopscotch) or by just having a chat. Pupils naturally enjoy this kind of interaction and it helps to give them

Routines that we teach our pupils.

Entering the building, hall or room: Enter quietly and politely; remove your hat if you're wearing one; walk in single file to the left of the corridor or stairs; follow the appropriate procedures for each time of day (e.g., morning, after lunch, assembly)

Lining up: Respond to countdown in the classroom or bell on the playground. Stand up quietly; push in your chair; take any necessary items; line up in a single file without touching others or talking; face the front of the line; watch where you are going and wait quietly.

Leaving the room: Ask permission and sign to go to the toilet; do not run or play in the corridors or toilets.

Beginning the day: Enter the room politely; put away your bag, lunch, and coat; hand in your homework; sit at your table and do before-school work silently.

Ending the day: Clean off your table; pick up any equipment or rubbish close to your desk; stack your chair; follow the lining up routine and wait quietly to be dismissed.

Taking out/putting away/caring for resources: Share group resources; recap markers and glue; if something belongs to another group, return it to them quietly. Remember to treat all property with respect and leave resources ready for the next group / activity.

Participating in group lessons/discussions on the carpet: Do not bring anything with you unless I ask you to; politely find a place to sit where you can do your best learning; sit flat, not on your knees; listen carefully for new information; raise your hand to speak; do not speak when someone else is speaking.

Obtaining help if you are stuck: Quietly ask the pupils at your table for help with instructions if you need it; if you are working alone, raise your hand to get help from me; if you are working with a group, ask them for help in understanding how you do the task. Refer to success criteria on the board or in your book.

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Visitors in the classroom: When visitors enter the room, let the classroom teacher greet them, if you're are invited to, get ready to listen to and look at the visitor — a smile is great!; when the teacher introduces the visitor, say, "Welcome to our class, _____"; remember, most visitors are here to watch you learn, so be ready to explain what you are working on; treat visitors respectfully.

Fire drill: Stop everything; stand up and line-up quickly and quietly, but without running or pushing; do not cover your ears; the adult in the class leads the line outside; wait patiently, calmly, and quietly in line outside until we are allowed to go back to what we were doing.

Signals for attention: When I need your attention, I will countdown and ask for 'eyes on me'; as soon as you hear the signal, stop what you are doing, look at me, and listen for instructions.

Teach the pupils self-talk

- I can choose to walk away
- I can stop myself
- I am OK
- I am in control of myself
- I can choose to be calm
- I have a bigger goal than this

Be alert to power play – divert / avoid / redirect

'Do this'

'No'

'DO IT'

'NO'Escalation

Try to re-route a power play. Use pause and silence in delivery. Slow down to encourage a slower, calmer response. Maintain obvious patience along with determination to keep high standards.

1. I understand that(you are angry / upset)
2. I need you to.....(come with me so we can resolve this properly)
3. Maybe you are right....(maybe I need to speak to them too)
4. Be that as it may(I still need you to)
5. I've often thought the same.....(but we need to focus on....)
6. I hear you....(it's not easy but I know you can do it brilliantly)
7. Whenever you are ready to talk I am here.

Kill the celebrity culture of the worst behaved. Today difference is valued, attention is a commodity and many pupils like the idea of being well known. Need to change culture to ensure that being badly behaved isn't the fastest way to get recognised. What about those pupils who are difficult to remember when you think of a class.

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Script response ideas

- You need to understand that every choice has a consequence. If you choose to do the work that would be fantastic and this will happen ...If you choose not to do the work, then this will happenI'll leave you to make your decision. (Work to be sent home for completion and to be signed)
- Do you remember yesterday when you helped me to tidy up? That is the (name) I need to see today. That is the (name) you can be all of the time.
- I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I really believe you can be a success.
- I am not leaving. I care about what happens. You are going to be brilliant.
- What do you think the poor choices were that caught my attention?
- What do you think you could do to avoid this happening in the next lesson?
- (Name), it's not like you to(kick doors / shout out etc.)

Assertive sentence stems.

- You need to... (speak to me at the side of the room)
- I need to see you.....(follow the agreed routine)
- I expect(to see)
- I know you will.... (help to....)
- Thank you forlet's walk and talk.
- I have heard what you said so now you must...(collect your things calmly and move to the thinking spot).
- We will(have a better day tomorrow)!

Appendix 2

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Record of Meeting with Parents / Carers

Name:

Date:

Attended by:

Staff:

Strengths: What is the pupil good at?	Concerns: What are the barriers to their learning?
Current strategies and support in place	
Agreed Actions	

Signed

Parent / carer

Pupil

Staff

Appendix 3

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Restorative Meeting

Name: _____ **Date:** _____ **Staff:** _____

Choose 5 questions to focus on.

What happened? / What were you thinking at the time? / What have you thought since? / How did this make people feel? / Who has been affected? / How have they been affected? / What should we do to put things right? / How can we do things differently in the future?

Questions	Pupil Response /Agreements

Signed:

Pupil

Signed:

