



# **Encouraging Positive Behaviour**



Agreed: .....

Review Date: .....

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### **1. Our Vision**

- Our School is dedicated to creating an inclusive, happy, stimulating learning environment supported by our values of respect, equality, determination, cooperation, empathy, independence and creativity.
- We strive to ensure that everyone within our school feels safe, valued, trusted and are encouraged to develop emotionally and socially in a place that is free from verbal and physical bullying.
- We strive to equip children with the skills needed to be life-long learners as members of our local community within an ever changing world.
- We are a Rights Respecting School.

### **2. Our Mission**

- At Grands Vaux we..
  - Nurture,
  - Do the best for one another,
  - Drive for Achievement.
- Our mission statements are on display throughout the school (See Appendix 1).

### **3. Aims and Principles**

#### **Guiding Principles:**

This policy takes as its guiding principle that there will be a consistent approach by everyone involved in supporting children's behaviours throughout the school; that children will have a consistent expectation of their own behaviours and consequences to inappropriate behaviours; positive behaviours will be consistently rewarded and supported; and, that the same high expectations of behaviour from children will be expected from everyone within the school context.

#### **At Grands Vaux Primary School, we aim to:**

- Value and appreciate one another irrespective of age, gender, creed or race and to acknowledge that everyone has a part to play within our school community
- Have firm and consistent rules and values, allowing us all to have a clear view of what is acceptable and appropriate
- Ensure children are praised and encouraged and given opportunities to succeed
- Develop positive self-esteem and create an environment conducive to positive and supportive relationships
- Encourage children to become independent learners, confident individuals and responsible citizens

#### **Code of Conduct:**

The school community of children, staff, parents, carers and families adhere to established routines and code of conduct. We see success for children as being gained by working together in partnership and agreement. Staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic

communication concerning the school.

At Grands Vaux Primary School we have high expectations of pupil behaviour and we believe that:

- The most effective learning takes place in a focussed, well ordered atmosphere.
- The most effective discipline is self-discipline not imposed discipline.
- Each child must learn to be responsible for their own learning.
- Each child must show consideration for the welfare and rights of both other children and adults.
- Each child must be aware that bullying is unacceptable.

Good discipline will be maintained if parents/carers/families and teachers have the same standards and we expect all families who accept places for their children to fully support our school policies.

- All adults, including parents, should provide good role models for the children.
- Uniform contributes to the ethos of the school and families should undertake to provide the correct uniform at all times.
- Parents must support their child by ensuring regular attendance and punctuality.

#### **4. Standards of good behaviour**

##### Behaviour Around the School

We believe that the school should be a calm, orderly place at all times. Therefore, the children will be taught and encouraged to show respect in everything they do. 'Respect' is one of our values and we show this in how we respect each other and the building/grounds in which we work at Grands Vaux Primary School.

The expected standard of behaviour is displayed in our **Rules for All**. These Rules have been adopted by the school community of children, parents and teachers. These rules are displayed in every classroom and in prominent positions around the school to promote positive behaviour.

The following are our **Rules for All**:

- **We're Honest** – we are honest with ourselves and one another and use feedback to make positive progress.
- **We Listen** – we listen to all voices in our school community and respond appropriately.
- **We're Gentle** – we use gentle words and gentle hands.
- **We Work Hard** – we try our hardest each day to achieve the best possible outcome.
- **We Take Care** – we show respect for school property and are responsible for using things appropriately.

These rules are established at the beginning of each academic year and regularly revisited with the children.

##### Classrooms

At the beginning of each new academic year the class will agree what the Rules for All mean, exploring in more depth and at an age appropriate level what is meant by positive impact individual choices and negative impact individual choices. These are clearly displayed in each room so that parents and children know what is expected. All are positive statements. These statements will be revised and developed by the class throughout the year. The Rules for All are incorporated into individual Class charters (This is linked to the JigSaw PSHE programme used across the school.)

In the general running of lessons, pupils are expected to:

- Be on task – not distracted or distracting others.
- Strive to achieve the best results possible.
- Bring in the correct equipment (including PE clothes) each day.
- Help ensure that noise level is task appropriate.
- In and around school, show respect towards each other.

##### Wet Playtimes

During wet play the children stay in their classrooms with adult supervision. They are expected to:

- Behave in a responsible and safe way.
- Follow the Rules for All

- Use equipment from the selection available for wet play.
- Respond positively to adults other than their own class teacher.

#### Unsupervised children in school/classroom:

It is a general principle that no child is allowed to stay in a classroom unless accompanied or supervised by an adult. Pupils are aware that this is for their own and others' safety. 'Remote' supervision can be undertaken of a child if clear and accepted boundaries are established and the needs of the child are taken into full consideration.

#### Toilets and cloakrooms

Children are expected to behave appropriately, respect the privacy of others and maintain a high standard of hygiene. Children must ask permission before going to the toilets or cloakroom.

#### Behaviour Outside of School (School Trips/Off-Site Activities/After School Club):

We expect all children to uphold the high standards of the school when taking part in an off-site activity. These are carefully planned by the staff and will extend the curriculum for the children. We would not wish to exclude any child from such an activity.

However, the welfare and safety of all the children in a group is our prime concern so if a child is not able to demonstrate responsible behaviour in school, it is possible that this could pose a problem for the group as a whole whilst off-site, and the teacher may have to exclude a pupil from a trip if there are problems with general behaviour. In certain circumstances, it may be possible to include a child for part of a trip if appropriate supervision can be identified and a risk assessment completed.

After School Clubs are extracurricular activities and therefore we reserve the right to exclude a child if their behaviour disrupts the group as a whole.

#### The Benefits of Good Social Behaviour

For the children:

Children need to know what is expected of them and how to realise the importance of the way they behave and how it affects themselves, their peers, their parents and their teachers

- They can work in a calm and quiet atmosphere, concentrating on their learning, free from disruption from others
- They learn to care for each other and the importance of friendship
- They learn self-respect, develop self-confidence and increase self-esteem
- They learn to always try their best in school and feel pride in their achievements

For the staff:

With good behaviour from the children, teachers are able to teach what they have carefully planned and thus meet the needs of all pupils. Lessons are stimulating, engaging and free from the worry of disruption.

- Staff can spend more time with the children helping them to learn, rather than spending it sorting out behaviour problems
- There are fewer interruptions and more concentrated learning for all.

For the parents:

They can feel confident that their children are growing in a positive environment

- To help them build strong relationships with the school where they can discuss issues of behaviour and concerns and can be supported and give support, as we are all working together
- To know their children will receive guidance, support and encouragement to behave well

All of us have the responsibility to uphold and support these standards at **all** times. In this way the powerful influence of home and school working together will actively help and support our children.

### Encouraging Good Behaviour

At Grands Vaux Primary School, we place a strong emphasis on rewards and privileges. We are aware of the importance of encouraging appropriate behaviour in school and the different ways this can be achieved. We recognise the need to establish and maintain high standards of behaviour. Two ways to encourage good behaviour are through the use of praise and a system of rewards. We recognise and highlight good behaviour as it occurs. We explain and demonstrate the behaviour we want to see.

### Actions that may be used to promote good behaviour

- Remind children about the Rules for All (displayed around the school) by celebrating them when they are kept.
- Use signals to encourage good behaviour– e.g. signals to let children know when to sit up, sit down, turn round, put the chair legs on the floor, stop what you are doing, listen carefully, look carefully.
- Verbal reminders that are anonymous- ‘We’re just waiting for 3 children now to look this way ready to start the lesson’.
- Respond positively to children’s contributions.
- Positive comments in books that reflect effort and/or achievement.
- Sanctions are not threatened but occur naturally as part of the class agreement.
- Ensure that any behaviour that is deliberately ignored is addressed privately with the child.
- Ensure that a stated course of action is followed up.
- Ensure that the child understands that it is the behaviour that you do not like, not him or her.
- Have high expectations of all areas of children’s work in school- behaviour, attitudes and academic work and presentation of work, looking after books.

## **5. Behaviour we wish to discourage**

We must all work actively together to discourage the behaviour that we do not wish to happen:

- bullying/aggression- verbal and physical; cyber bullying
- disrespect of people; bad language; defiance and answering back, lack of consideration
- under achievement; selfishness; disruption
- dishonesty, stealing and cheating; vandalism

## **6. Procedures and Practice**

### Behaviour Chart

We have a behaviour chart that is consistent across the whole school – this is displayed in every classroom and throughout the school as a reminder of expectations. See Appendix 3 - Road to Success and Appendix 4 – Reach for the Stars.

The system is designed so:

- All children have the opportunity to make positive choices about their behaviour and influence outcomes,
- Children who regularly meet the ‘Positive Expectations’ are recognised and celebrated.
- Teachers integrate a consistent system within daily teaching in order to promote positive behaviours.
- Teachers can be supported to develop effective behaviour management skills.

The system allows the following:

- A consistent approach that can be used by all staff
- Whole class and individual rewards
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines

How it works:

In class there is a prominent ‘Behaviour Chart’ display.

Children have a name card on the display - All children start the day with their name on the third level of the behaviour chart - ‘Good to be Green’.

As the day progresses the children can move up through the levels. If children make positive impact choices they move

to Star Status and then Legend. If children make negative impact individual choices they move to Warning, Reflection Chair, Phase Group Class and then SLT time. Between each zone there is a verbal reminder before the move down a level.


Classes are linked to Phase Group Classes. Children are sent to these classes for positive (level 2) and negative (level 6) behaviours.

The system allows children to reflect on their actions, attitudes and behaviours and supports affirmation of positive choices swiftly as children can move up the chart.

Children aim to end each day on at least Level 3 – Good to be Green, but ideally higher. The actions taken by staff for children in the positive impact zones are decided by the zone the child is in at the end of the day.

The children take responsibility for moving their names on the chart if appropriate.

Behaviour Chart Zones in more detail:

	Level	Name	Outcome
	1	Legend	Recognition in Friday Assembly by class teacher and then note home (See Appendix 5).
	2	Star Status	
	3	Good to be Green	
	4	Warning	This is a verbal warning. The child is reminded of the Rules for All and in particular which rule it is they are not supporting with their behaviour. The child is told they have received a warning and they need to move their name down the chart. (if appropriate)
	5	Reflection Chair	This is an opportunity for the pupil to complete an age appropriate reflection task to communicate how they were feeling at the time of the behaviour, why the behaviour choice was made and how choices in the future can be improved. The reflection chair is located within the classroom and has all the items needed for the reflective task to be completed. (See Appendix 6)
	6	Phase Group Class	This is a time out session away from the class and in the phase partner class. It is an opportunity to reflect and calm – the time out of class should be limited to 5 mins, the child should take a timer with them so it is clear when they can return to class. Timer is turned once child is sitting in body basics. Upon return to class if appropriate an apology is sought. Children should be back in class as soon as emotionally ready.
	7	SLT Time	This is time out away from the children and is spent with a member of SLT. This will be an opportunity to reflect on the behaviours being demonstrated and the communication behind these.

These zones are used to support positive choices during lunchtime.

Following each consequence if the child continues to demonstrate the undesirable behaviour or refusal to follow expected consequence then they move down through the levels.

To reach Legend status the behaviour will be unique to that child so cannot be quantified however it would be out of the ordinary behaviour, beyond what would be expected of good behaviour.

Additional reward:

If a pupil is on Star Status at the end of each day for a week they will receive a certificate and recognition in assembly (See Appendix 5).

## **7. House System**

At Grands Vaux we have a house system based around 4 sporting heroes of the Channel Islands; Heather Watson, Matt Banahan, John Searson and Serena Guthrie. Children from Nursery through to Year 6 are placed into houses on entry into our School.

House points can be given to a child for good quality work, hardworking attitude, positive polite behaviour; this can be in varying contexts (AQP, SEN work, classrooms, corridors, playground etc) and can be given by **all** staff members. A maximum of 1 house point can be awarded at any one time. It must be remembered that house points are given out for work that is exceptional and beyond expectation for that child. House points should not be given for behaviour/work that is expected as the 'norm'.

House points are collected and counted by the yr. 6 vice/captains and a record sheet completed and handed in to the yr 6 teacher. The winning house is named in the Whole School assembly on a Friday morning. The House Captains inform Foundation Stage of who has won. The house that wins the most house points for the year has their name engraved onto the House Cup.

House points are given out for winning House Competitions. These are added to the overall total.

## **8. Positive Intervention and Significant Behaviours**

### Behaviour Support and Inclusion

Mr Paul McClemens is our lead LSA and he has a key role in supporting behaviour within the school. A key aspect to this role, as for all staff at Grands Vaux is the nurturing of positive relationships, consistency in approach to behaviour support and in expectations.

There are some children who need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour.

These children have individualised behaviour plans, where possible these will incorporate the whole school behaviour chart system, where this is not appropriate an agreed individualised plan will be part of their inclusive provision and agreed with parents, child and staff.

### Sanctions outside of the Whole School Behaviour Chart/Inclusive provision

Behavioural incidents outside of those supported through the Whole School Behaviour Chart are supported by a more individualised approach. This approach is determined by the nature of the behaviour on a case to case basis. All incidents should be reported to the child's class teacher in the first instance and the child should be responded to accordingly. Incidents of a more serious nature should be referred to the Head or Deputy Head.

Appropriate Responses include:

- Setting the pupil a specific task, e.g. a piece of writing connected with the incident (e.g. the child's version of the incident) or writing a letter of apology.
- Contacting families by phone or by speaking to them at the end of the day in the presence of the child to ensure that the correct version of events is reported.
- If it is considered appropriate, a writing task as above may be set, to be done at home so that parents are involved and are asked to sign it.
- Continual disruption in class, despite reminders, will result in the child working outside of their classroom for a designated period of time, with adult supervision.
- Inappropriate behaviour in the playground may result in the child having their lunchtime or breaktimes taken away for a period of time and undertaking a task supervised by an adult.

### Serious Incidents:

Verbal or physical assault, dangerous behaviours (to self and others), extreme risk taking (resulting in danger of harm to self and others) are not acceptable in any circumstance and will be responded to in the strongest terms.



The School recognises that assaults can occur between:

1. a child on another child
2. a child on an adult or member of staff
3. an adult or member of staff on a child
4. a parent/adult on a member of staff
5. a member of staff on a parent/adult
6. a parent/carer on a child
7. staff on staff

The School defines 'assault' as: aggressive physical or verbal contact; or, an action or verbal response that is intended to chastise, hurt or threaten another person.

The welfare of the victim of an assault is the immediate priority focus of the school and every measure and support will be sought to ensure their emotional and physical well-being are safeguarded.

Consequences of assault can be:

- internal suspension from the classroom or playground for a fixed period of time
- external suspension from the school/playground for a fixed period of time
- referral to Education Support Team and Educational Psychologist (for persistent behaviours)
- parent/carer meetings with Head/Deputy Head over period of time to agree strategies of support and monitor effectiveness and impact.

Suspension is for a specified number of days. The head teacher may suspend a pupil for up to 5 days at any one time, up to a maximum of 15 days in any one school term. For longer suspensions the Head must obtain the agreement in writing from the Chief Education Officer. Please see the CYPES policy 'Positive Behaviour, Exclusions and the Use of Part Time Timetables' for more details, see Appendix 7 for the Key Actions flow chart following a 5 day suspension.

Where the Head has assessed that there is a Child Protection or criminal issue relating to an assault, contact with outside agencies (Social Services, Police, CYPES etc) will be initiated immediately.

#### De-Escalation

All permanent members of Grands Vaux Primary School staff have undertaken MAYBO1 training. This is to ensure that physical and aggressive situations can be de-escalated and managed without physical intervention. This will be the first strategy used by all staff members.

- The use of Physical Intervention should be a **last resort**, used as seldom as possible, only in controlled situations, where all other strategies to resolve any situation have been unsuccessful.
- It must only be used in the primary interests of the pupil, his/her safety, or in the prevention of accident or injury to self or others.
- Damage to property alone is not reason for physical restraint although the increased risk to the safety of the child or others from the results of that property being misused may make intervention necessary.
- Where methods of de-escalation have been used these will be formally logged by the Headteacher and records passed onto the Education Support Team and Educational Psychologist designated to the School.
- Physical de-escalation occurs when a member of staff uses physical force intentionally to limit a child's movement against their will.

Please see the CYPES policy 'Positive Behaviour, Exclusions and the Use of Part Time Timetables'.

'Physical de-escalation' should not be confused with:

- Personal care e.g. providing reassurance to a child, holding hands for safety
- Physically stopping a child in immediate danger to themselves or others e.g. running into traffic, pushing another child into the road or into immediate danger



- Preventing themselves from physical harm where 'retreat' is unavailable e.g. being physically attacked by a child either with or without items e.g. sharp objects, heavy/hard equipment, fists and feet.

When there is a **significant** incident outside of the in class behaviour chart, the teacher needs to call the office and inform using:

**Code ORANGE: Support may be needed, warning prior to Code RED. Give details.**

**Code RED: Support urgent. Give specific information**

- The class teacher can direct support staff to make the call as calmly as possible
- In situations where physical intervention is required, staff who hold a physical intervention certificate, should be called.

In a situation where the risk to the child or others is intolerable and these staff are not available, the guidance is to use the minimum possible intervention to achieve the aim:

- a. Stay calm and where possible speak to the pupil reassuringly repeating instructions calmly.
- b. Use the full range of strategies quickly and decisively

- It is recommended the support of another member of staff should be obtained for physical assistance where appropriate, verbal support, moral support and as third party witness.
- If required, Support staff may be asked to cover the class, so that a teacher can deal with de escalation. This may mean that a member of support staff will be asked to temporarily support in a different class. In extreme situations an LSA or appropriate child may communicate that the named teacher needs helps (without specific information)
- It is expected that children need at least 20 minutes to regain a calm perspective after 'escalating'
- Under no circumstance should there be physical intervention in anger.
- The Head or Deputy and class teacher to be informed of incidents prior to physical intervention where possible, for advice.
- Individual plans and strategies are in place for specific children.

Following any physical intervention, CYPES must be notified according to policy, using the appropriate forms for recording and reporting.

Any pupil, who may require physical intervention, must have a personal handling plan, discussed and agreed by parents/carers

Grands Vaux Primary School will ensure that all members of staff and pupils who have been involved in either an incident involving physical de-escalation or physical assault are offered and receive support where a need is expressed. This will be recorded for possible future reference and kept on the child and staff members files.

#### Disruptive Behaviours:

Where a child presents behaviours that disrupt the learning and wellbeing of other children in the class and school, and where a range of strategies over time have been applied, reviewed, and where parents/carers are fully engaged with the school and any other agencies involved, then the school would consider that a child may need to be suspended from school.

The main criteria around this are:

1. The behaviours are dangerous to themselves or other children
2. A range of strategies have been applied and reviewed
3. Parents/carers are engaged with school
4. The learning and well-being of other children is disrupted and undermined by the behaviours

The decision to suspend must come from the Head teacher or, in absence, a senior leader.

The parent/carer will be informed directly by the Head or Senior leader. If the parent/carer cannot collect the child immediately or refuses to cooperate with the suspension then the senior leader will inform the Principle Education Psychologist to inform them of the situation and seek further advice.

If the child's behaviours are dangerous to others or themselves and they are in immediate danger, and the parents/carers refuse to collect, then the school can contact the Police (Jo Carter).

The main office must be informed of the exclusion and the number of days of exclusion so that registration for the child is subsequently correct.

*Return to school meetings (see Appendix 8):*

When a child has been excluded the parent/carers must agree a meeting time with the staff member or senior leader to review the following:

- How the child responded to the exclusion from school
- Any issues or clarification relating to the exclusion
- An agreed process for the child to return to the classroom (this may involve the child returning to a different class and working independently if there are concerns about the child's acceptance or understanding or cooperation around the exclusion).
- A review date with parents and child to see if further incidents or concerns have persisted
- Any further actions arising from this.

The first sections can be filled in by staff prior to the meeting to indicate the reasons for the exclusion and the number of days.

Suspensions are logged on the child's record as outlined in the CYPES policy 'Positive Behaviour, Exclusions and the Use of Part Time Timetables'. See Key Action Sheet Appendix 7.

*Searching:*

This section of the policy has taken best practice guidance from the Department for Education document 'Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies January 2018'

School staff can search a pupil for any item if the pupil agrees. The Head and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the pupil).

*Confiscation:*

• School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

*Schools' obligations under the European Convention on Human Rights (ECHR):*

- Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or

any public body) must be justified and proportionate.

- The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.

#### Children exiting from class/school building (SEBD):

The main principles in this protocol are based upon both the safety of the child and the member of staff.

Further, all class teachers have a duty of care towards all children in their class. To this end, where a single child's behaviour demands the attention of a member of staff to the detriment of the care and safety of the rest of the class then the Headteacher and Deputy Headteacher, once informed and where available, will take responsibility for the child demonstrating dangerous behaviours e.g. if a child is refusing to come in from the playground at the end of playtime and the remainder of the class are in the classroom, then the class teacher must go to their class and inform SLT or other available staff of where the child is and what they are doing.

Where SLT have to leave their class in order to support a serious incident in another class then a colleague or the office should be informed immediately so that TA/LSA cover can be arranged for immediate supervision of SLT's class. SLT would not be able to leave their class until their own class supervision was in place.

SLT would be:

- Headteacher,
- Deputy Headteacher,
- Key Stage 2 Leader,
- Key Stage 1 Leader,
- Foundation Stage Leader.

If a child exits the classroom:

1. The class teacher or other staff member in the classroom will follow at distance to identify where the child is and then return to class and inform a member of SLT of where the child is. The SLT member will, where possible, organise supervision of the child and other interventions until the child either returns to the class or is able to access work outside the classroom.
2. If the child has exited and is being calm then the staff member should inform the child that they are going to get someone to come and see them and request that they stay in one place until that time.
3. If the child has identified SEBD strategies, i.e. a 'safe place' then the child will be encouraged to go to that place; if not then SLT will be informed of where the child is or which direction they went in. Once the child is in the 'safe place' SLT will be informed ASAP so that supervision of that area and child can be undertaken (this may be by LSA/Key Worker etc). This will also ensure that any child or adult coming into that area will not be faced with a potentially challenging situation.
4. If appropriate it may be that SLT cover the class whilst the class teacher interacts with the exited child.
5. Staff will not 'chase' or pursue a child who is exiting at speed but will observe from a distance. In some instances there may be an agreed action checklist in place.
6. If a child is being verbally or physically violent on exiting the class the member of staff will not approach or interact with that child apart from observing where they are.
7. If the child is presenting behaviours which place other children, staff or themselves in danger then the same procedures need to be undertaken as above and one of the trained 'De-Escalation' support members of staff will be called for by SLT or the class teacher.
8. All class teachers will be provided with a red card (as in the playground procedures) to send to the main office in the situation where the telephones are all engaged or not answering.
9. If the member of staff feels that the class children and themselves are in immediate danger from a child's violent and aggressive behaviour they should try and evacuate the class as quickly and calmly as possible from the nearest exit and request immediate support from colleagues or SLT

If a child exits the school (staff to have mobile phone):

1. The same procedures as above will be applied.
2. If the child leaves the boundaries of the school then staff members will attempt to engage with the child,

informing them (where possible) that they will not chase after them, but will monitor from a distance. Staff will encourage the child to return to school.

3. If the child doesn't engage, then the staff member will remain observing from a distance and inform school that the child has refused to return to school.
4. School will inform the parents that the child is currently off site, being observed by a member of staff from a distance and that the child is being encouraged to return to school. In some instances there may be an agreed action checklist in place.
5. The child will not be chased or pursued. Police will also be contacted if the child has absconded from school and is no longer being monitored by staff.
6. If an incident occurs when the class are off site and the child exits the area or place where the visit/trip is occurring, then staff should ensure that they try and encourage the child to come back (verbally) and state that they won't follow after a specific point (out of sight). As the main responsibility is towards the rest of the class then staff should return to that responsibility but call the school immediately and inform SLT of what has happened; SLT will inform parents and Police (if appropriate) but will keep in touch with staff on visit. Staff on visit will also keep communication with school clear and prompt as to any developments.

If a member of staff is faced with a potentially aggressive (physical or verbal) situation where they feel their own safety is at risk e.g. being in a room where a child is clearly emotionally charged and aggressive, then the staff member should exit the area as safely as possible telling the child what they are doing and why. The staff member would inform any member of staff as soon as possible of the situation so that help and support can be sought. Help and support would initially be sought from SLT.

Where any serious situation has occurred, as described above, then staff members involved will be asked to write a description of the incident from their perspective so that an incident report can be written.

The School recognises that children who have experienced/witnessed a violent incident (either verbal or physical) may need reassurance and some restorative responses. This also applies to staff involved.

SLT will ensure that, in the first instance, all children are offered an opportunity to speak about the incident and if needed, support and counselling. Parents and carers will be informed if this is identified as a need.

Members of staff will be offered an opportunity out of the class to ensure they are able to carry out their duties. Where this is not possible, SLT will respond appropriately and inform CYPES and ensure class coverage is undertaken. Staff will be directed towards the 'Be Supported' AXA service.

## **9. Counter-Bullying Policy, Procedures and definitions:**

### **Aims and Objectives:**

This policy aims to ensure that all those connected with Grands Vaux Primary School are protected from bullying behaviour. The ongoing and long-term aim of the policy is to reduce the number of pupils who experience bullying through increasing awareness of this behaviour, its causes and consequences in the pupils, staff, parents and carers who make up the school community, and to help pupils find and put into practice a series of solutions to the problem of bullying.

The policy also aims to ensure that individual cases of bullying will be dealt with consistently and in a constructive and fair manner when they occur. Procedures for dealing with bullying are clearly set out so that all members of the school community know what they can expect from the school and what the school expects of them, with regard to bullying.

### **Prevention:**

School staff proactively gather intelligence about issues between pupils that might provoke conflict and develop strategies to try to prevent bullying from occurring in the first place.

The issue of bullying is addressed with children in assemblies, circle times, in the PSHE/SEAL curriculum and as part of Anti bullying /E safety Weeks. As a Rights Respecting School, 'Children right to be safe from harm' is regularly

communicated. There are opportunities for children to speak individually to staff about concerns. The school uses SEAL materials related to bullying and takes part in Anti Bullying Week every year. Parents are always involved in any incident involving bullying.

Who the policy applies to:

This policy applies to all members of the school community. Members of the school community are:

Pupils

Teachers - both permanent and supply teachers and specialist teachers e.g. for music, PE

Teaching assistants / key workers including

Office staff

Lunch time supervisors

Caretaker

Parents/carers

Visitors

Principles:

Grands Vaux Primary School, in line with CYPES adopts the principles of the Anti-Bullying Alliance:

We believe that bullying in any form is wrong and should not be tolerated, and that any environment that encourages bullying, prejudice and discrimination is unacceptable

We believe that all children and young people and adults have intrinsic value and worth and we embrace their uniqueness

We respect difference and welcome diversity in our children, young people and in society in general, and believe our work should be inclusive of all

We believe that children, young people and adults should have the right to feel safe, secure and valued, and that creating a safe environment and dealing with bullying is everyone's responsibility

We believe children, young people and adults should actively participate in decisions that affect them and should be supported in taking responsibility for their choices and subsequent actions

We believe there are a range of strategies for dealing with bullying and actively challenge the use of humiliation, fear, ridicule and other similar approaches in an effort to reduce bullying

We work within the UN Convention on the Rights of the Child (Articles 14 and 28)

We believe that people should treat each other with respect and courtesy

Definitions and Forms:

There are many different definitions of bullying in use; however most agree that the key factors that make behaviour bullying are:

- Repetition of behaviour, systematically undermining a person over a period of time; and
- An imbalance of power between the person on the receiving end of the bullying and the person or persons doing the bullying

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.' (DfE – Preventing and tackling bullying – advice for headteachers, staff and governing bodies – July 2017.)

Children and young people or adults can instigate bullying and each can be bullied, in any combination. Therefore, Grands Vaux Primary School considers potential bullying in relation to child / child, adult / child, child / adult and adult /

adult scenarios.

### Forms:

Bullying generally takes the form of emotionally or physically harmful behaviour. It can include any of the following: name calling, taunting, threats, mocking, making offensive comments, kicking, hitting, pushing, taking and damaging belongings, gossiping, excluding people from groups, and spreading hurtful and untrue rumours. These activities can take place face to face, via third parties, or via other means such as text messages, social media and emails.

### Types:

Different types of bullying include:

**Physical** – hitting, kicking, tripping someone up, stealing/damaging someone's belongings

**Verbal** – name-calling, insulting a person's family, threats of physical violence, spreading rumours, constantly putting a person down

**Emotional/psychological** – excluding someone from a group, humiliation

**Racist** – insulting language / gestures based on a person's actual or perceived ethnic origin or faith, name calling, graffiti, racially motivated violence

**Electronic** – bullying by text message, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services), hate websites

### Staff with Designated Responsibility:

All staff working in Grands Vaux Primary School have a responsibility for ensuring that all children are cared for and that incidents of bullying are responded to promptly and consistently in accordance with this policy.

Staff who have direct responsibility for ensuring that due care and process is undertaken are: the Headteacher, the Deputy Headteacher, Foundation Stage Leader, Key Stage 1 Leader, Key Stage 2 Leader.

### Duty of Headteacher

*The Headteacher shall determine*

- *what is to be regarded as an acceptable standard of behaviour in school;*
- *measures including rules and provisions for enforcement of this Policy.*

Grands Vaux Primary School will also have direct contact with the Educational Psychologist (CYPES) in reporting and seeking support for appropriate contexts of bullying relating to levels of need and intervention.

### How we handle bullying at Grands Vaux Primary School:

#### If a pupil is being bullied:

- When bullying is reported it will be taken seriously.
- Staff will work with the young person who is being bullied to help them feel safe and find responses to bullying that work.
- Wherever possible, staff will work with the parents/carers of any student who is being bullied to support and encourage that student in finding solutions to the bullying and to listen to their concerns and views.
- Staff will work with the young person or people who are bullying to change the bullying behaviour.
- Wherever possible, staff will work with the parents/carers of any student who is bullying to support and encourage that student in finding alternatives to the bullying behaviour.
- Staff will try to involve staff from outside agencies (eg Educational Psychology, CAMHS etc) in supporting pupils who are experiencing bullying or who are bullying.
- Suspending pupils from school is a last resort. If particularly serious victimisation, abuse and intimidation, or physical bullying against any other person belonging to the school community is reported, those pupils who carried out the bullying may have to be suspended from school activities while it is investigated and solutions are sought.

### Pupils who are bullying:



Bullying behaviour has no place at Grands Vaux Primary school. If you are involved in bullying, you can expect that:

- Your bullying behaviour **will** be challenged
- You will be treated fairly
- You will be given the opportunity to change your behaviour and encouraged and supported in doing so.

This means:

- You will be expected to work with staff to look at the reasons that you have been bullying and to find and put into practice other ways of behaving
- The Headteacher or Deputy Head Teacher will inform your parent(s)/carer(s) about what is going on and will offer them the chance to help support you in changing your behaviour
- You will be offered the chance to work with the well-being coordinator who can help you to stop bullying
- You will have regular meetings with staff to review your behaviour (eg every week for a month, a half-term, or a term)

***If you don't work at changing your behaviour then staff will have to take more serious action, eg suspending you from school activities.***

#### Staff and Management System:

- Any staff member who receives a report of bullying to inform a senior Manager within one hour of learning about the situation.
- The concerns of the alleged victim to be listened to, taken seriously and recorded
- The views of the alleged perpetrator(s) to be listened to, taken seriously and recorded
- Strategies and sanctions to resolve the issue to be recorded and a date (within 10 days) set for review of their effectiveness
- All staff involved in identified strategies to be informed of their roles the same day
- Parents of all children involved to be contacted the same day; review meetings established
- The outcomes of the review to be recorded and parents/carers informed
- A record (See Appendix 9) and a note of steps 1 to 7 (See Appendix 10) for each case of reported bullying to be maintained, and the Senior Leadership Team to review this regularly
- Incidence of reported bullying to be monitored by school leaders, and analysed regularly to identify emerging issues and actions to address these.

#### Parents/Carers:

All parents and carers can expect to be kept informed of the school's counter-bullying work throughout the school year. Staff will do their best to address any concerns that you may have about bullying; and you will be asked to co-operate with the school in supporting your child and promoting the message that bullying behaviour is not acceptable.

#### **If your child is being bullied, you can expect that:**

- You and your child will be listened to and believed
- Staff will ensure that you are involved in the process of supporting your child in dealing with the bullying
- Staff will do their best to address any concerns you may have

#### **If your child is bullying another pupil, you can expect that:**

- You and your child will be listened to
- Your child will be treated fairly
- Your child will be expected to change his/her bullying behaviour and supported and encouraged in doing so by staff

Wherever necessary, the school will put you in contact with outside agencies that can help to support you and your child in addressing his/her bullying behaviour

#### Support for Staff who are bullied:



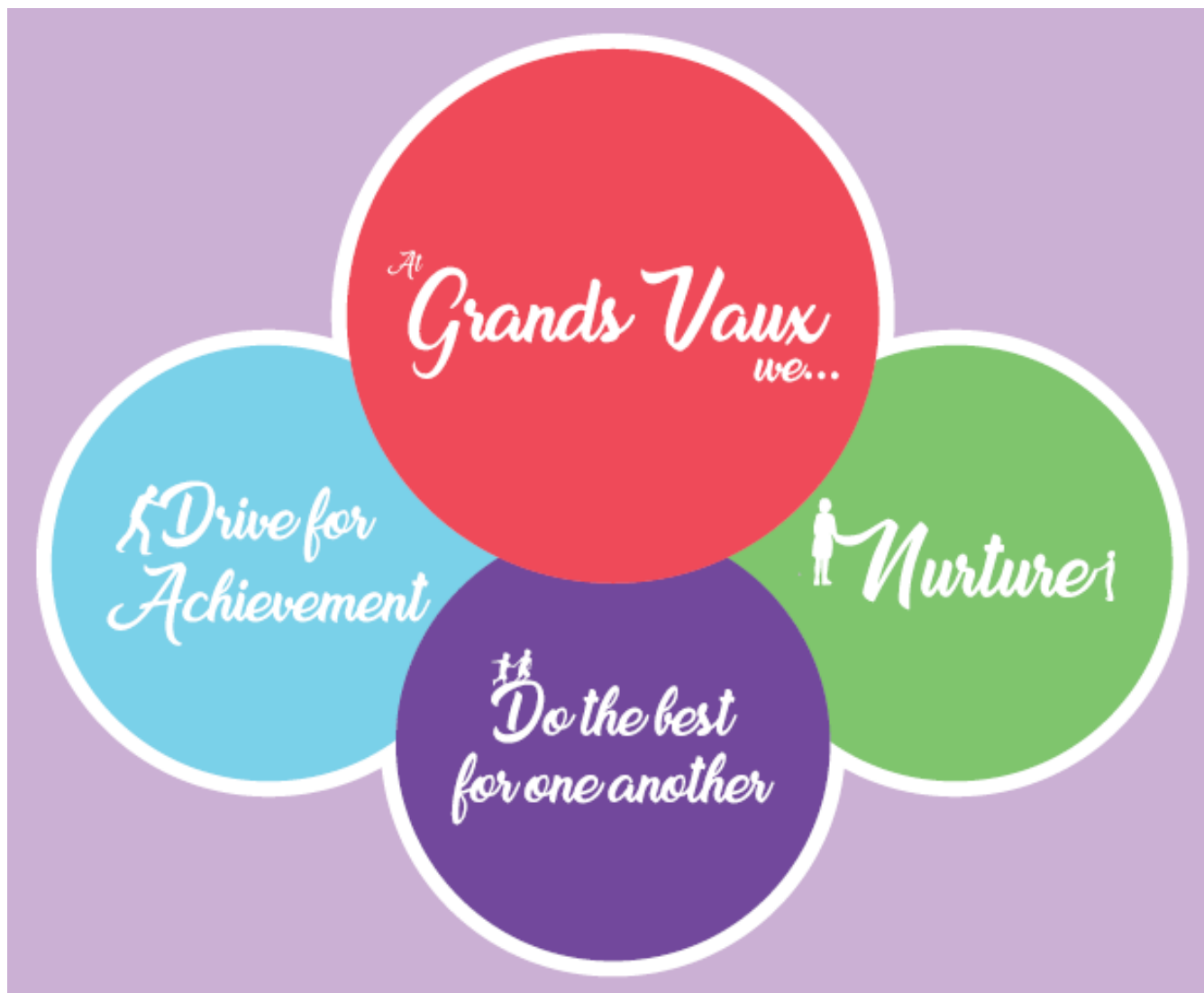
Bullying of staff, whether by pupils, parents/carers or colleagues, is unacceptable. The States of Jersey Bullying and Harassment Policy sets out the States of Jersey's strategy for providing a working environment where employees are treated with dignity and respect and where they are free from harassment and bullying or any other form of unacceptable behaviour. It gives a commitment to tackling bullying and harassment in the workplace in a sensitive and firm manner together with some examples of the types of behaviour which employees may find unacceptable.

#### **Standing up to bullying behaviour**

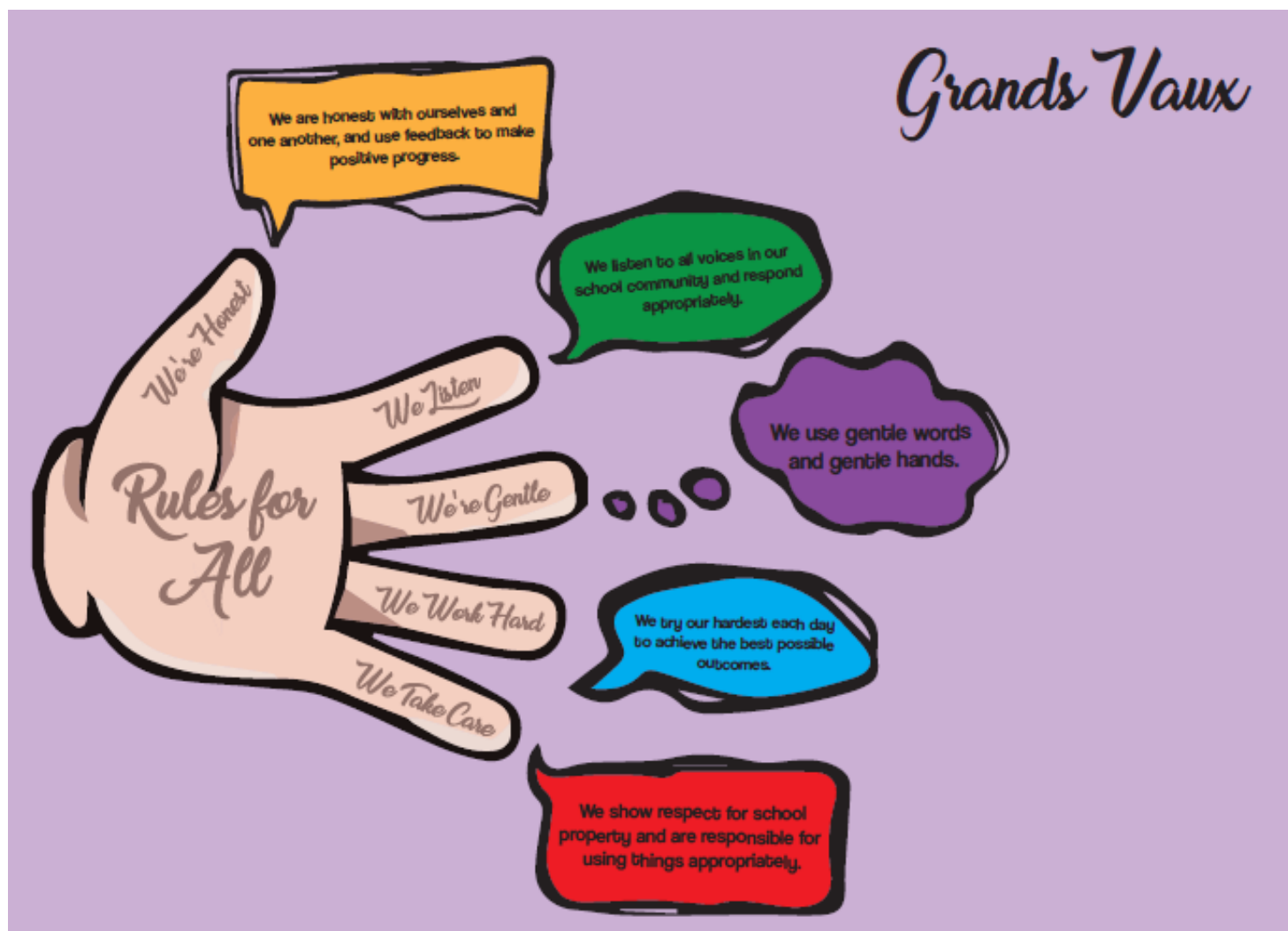
This school is committed to stopping bullying behaviour and to do this we need everybody's help.

## **10. APPENDICES:**

## Appendix 1 – Mission Statements



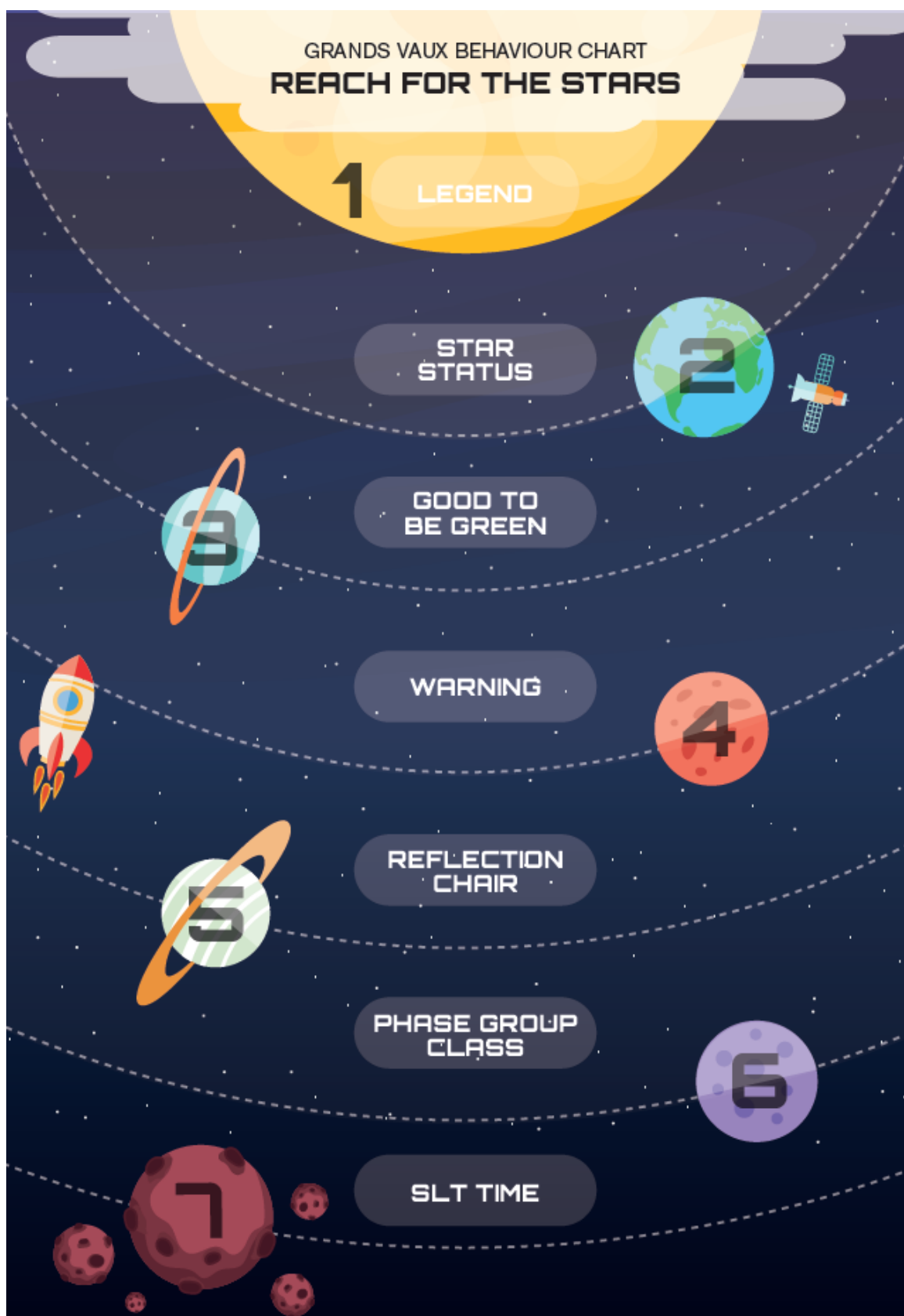
## Appendix 2 Rules for All – Class Display



### Appendix 3: FS and KS Behaviour Chart Display



#### Appendix 4: KS2 Behaviour Chart Display



## Appendix 5: Certificates

Legend Certificate:



Week of Start Status Certificate:

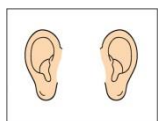


Name: \_\_\_\_\_

Date: \_\_\_\_\_

### 1) What rule or rules do you need to work on?

**We Listen**



**We Take Care**



**We Work Hard**



**We're Gentle**



**We're Honest**



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### 2) Who did this affect?



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### 3) How are you going to make things right?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Appendix7: Key Actions – Suspension up to 5 days - CYPES policy ‘Positive Behaviour, Exclusions and the Use of Part Time Timetables’ Key Actions

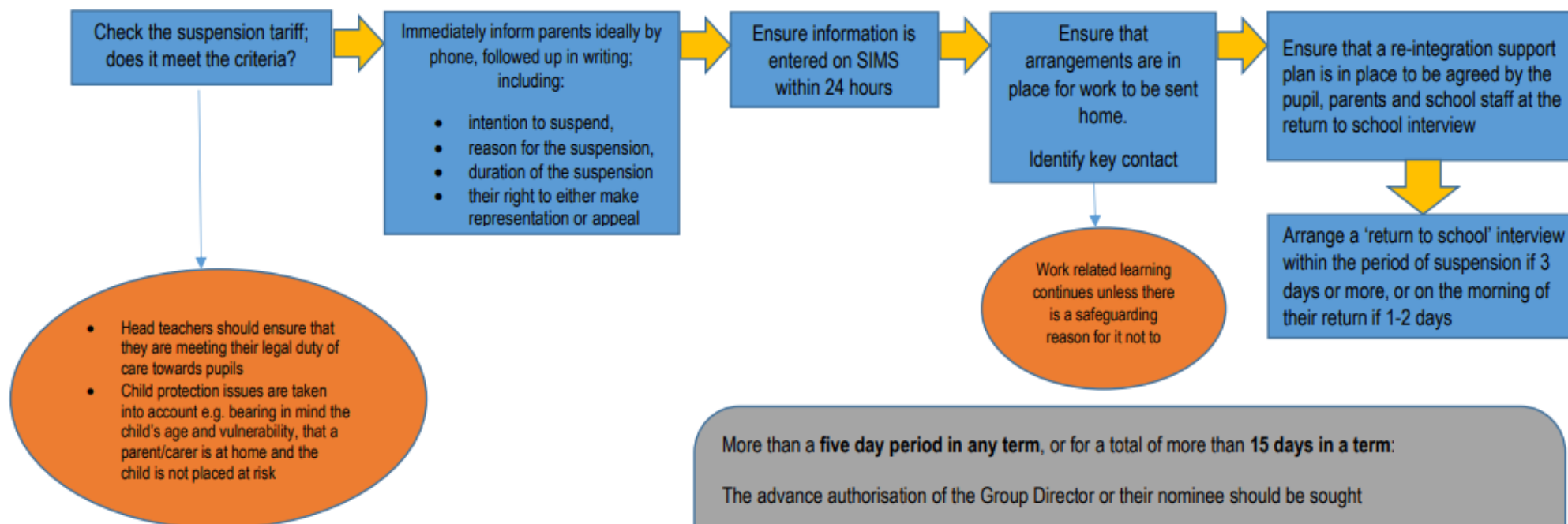
Before deciding whether to suspend a pupil, the head teacher should:

- ensure that wider school policies have been followed
- ensure that a thorough investigation has been carried out
- consider the impact of any SEN on the pupil's behaviour
- consider all the evidence available to support the allegations
- allow, encourage and support the pupil to give their version of events (through a mentor where appropriate)
- check whether the incident may have been provoked
- keep a written record

Where a pupil has a RoN, schools should consider requesting an early annual review or interim (emergency) review.

If LAC: Do not suspend, the designated teacher should schedule a multi-agency meeting, which includes the VSH, within 5 working days to explore possible causes and solutions

Head teacher must:



More than a **five day period in any term**, or for a total of more than **15 days in a term**:

The advance authorisation of the Group Director or their nominee should be sought

### Permanent Exclusion:

Head teachers cannot expel a pupil without having obtained, firstly, the agreement in writing of the Group Director and, secondly, if they agree, the agreement in writing of the governing body of the school.



## Appendix 9: Grands Vaux School Counter Bullying Record

Date of incident report	Alleged victim (name)	YG	Alleged perpetrator(s) (name(s))	YG	Type of bullying	Nature of bullying activity	Strategies / sanctions invoked	Review date	Review outcome

## Appendix 10: Counter Bullying Incident Report

Grands Vaux Primary School COUNTER BULLYING INCIDENT REPORT					
DATE INCIDENT / ISSUE REPORTED		TO WHOM		1. SLT INFORMED:	
ALLEGED VICTIM		YEAR GROUP & CLASS / TUTOR GROUP		2. VIEWS RECORDED	
ALLEGED PERPETRATORS		YEAR GROUP & CLASS / TUTOR GROUP		3. VIEWS RECORDED	
TYPE OF BULLYING		NATURE OF BULLYING ACTIVITY			
4. STRATEGIES / SANCTIONS TO BE INVOKED				STAFF / PUPILS TO BE INVOLVED	
5. INVOLVED STAFF / PUPILS INFORMED?		REVIEW DATE	6. PARENTS INFORMED?		
7. REVIEW OUTCOMES					

## CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change	Presented To	Approved by:	Date
0.1	December 2012	Janice Hervieu	Positive behaviour policy created to introduce new house point system	All Staff	J.Hervieu	Jan 13
0.2	March 13	Janice Hervieu	PI Updated following Attachment Staff meeting discussion	SLT	J. Hervieu	July 13
0.3 ESC Policy Positive Behaviour support and restricted P.I	Oct 15	ESC	ESC policy updated	Teachers		
0.3a	April 16 July 16	Janice Hervieu Lisa Harber	To Incorporate updated Dept policy and School Developments	All staff	J.Hervieu	Sept 16
0.4	September 2017	M.McCool	Amalgamation of Positive Behaviour Policy and Counter Bullying Policy by New Headteacher	All Staff	M.McCool	Aug 17
0.5	November 2018	M.McCool	New Lead LSA role	All Staff	M.McCool	Nov 2018
0.6	Jan 2019	M.McCool	New CYPES policy	Senior Adviser	M.McCool	Feb 2019
0.7	March 2019	M.McCool	New CYPES Policy confirmed and published	All Staff	M.McCool	March 2019
0.8	February 2023	M.McCool	Staff changes Policy changes	All Staff	M.McCool	February 2023