Trafalgar Schools' Federation
Believe, Inspire, Achieve

Positive Behaviour Policy (including anti bullying)

We BELIEVE – in having high expectations of children's attitude towards their learning and their behaviour.

Our aims in encouraging positive behaviour are:
- For learning to be a positive experience for all pupils
- To encourage pupils to respect others and themselves
- To make clear the boundaries of what is acceptable behaviour
- To create an environment which encourages and reinforces good behaviour through consistent and fair responses to both positive and negative behaviour

Learning how to behave appropriately is part of our broad and balanced curriculum, ensuring the promotion of social, emotional and moral development (SMSC) and social and emotional aspects of learning (SEAL). We include Circle Times as part of the PHSE & Citizenship curriculum (which incorporates SEAL curriculum guidance) in our weekly planning.

Please ask the school office for copies of our information leaflets – 'Positive Behaviour and Dealing with Bullying', an information guide for staff and parents, our Online Safety Policy including AUAs (Acceptable Use Agreement) and SSOs (Staying Safe Online) agreements

It the responsibility of the child to follow the 6 Golden rules
- We are gentle (we don't hurt others)
- We are kind and helpful (we don't anybody's feelings)
- We listen (we don't interrupt)
- We are honest (we don't conceal the truth)
- We work hard (we don't waste time)
- We look after property (we don't damage things)

Children should always
- treat others with respect and consideration
- support and encourage each other
- do their best and let others learn
- take responsibility for their own actions
- take care and pride in their work
- take care and pride in their school and their environment

It is the responsibility of parents/carers to:
- Support the Federation's Positive Behaviour Policy inc. Anti-Bullying
- Inform the school of any concerns that may affect the behaviour of their child
- Promote the Golden Rules in the wider environment
- Foster good relationships and work together in collaboration with the school

It is the responsibility of staff to:

- Encourage the children to follow the Golden Rules, using praise, care and encouragement to ensure children make positive choices.
- Create a safe and caring environment, physically and emotionally and be a good role model
- Use rules and sanctions and agreed language clearly, consistently and fairly and involving pupils in decisions e.g. 'you always have a choice'.
- Form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Ensure they are aware of the systems that are in place for all staff to take a collective responsibility in the management of behaviour in a consistent way.
- Acknowledge difficulties and seek help from other members of the team and/or outside support in managing challenging behaviour.

It is the responsibility of the Governing Body to ensure:

- A behaviour policy including anti-bullying is in place and monitor its ongoing effectiveness to ensure we are always improving with pupil safety and welfare as the focus.
- That all staff are given training to make use of CPOMS to record all incidents
- PPC committee reviews the behaviour policy including anti-bullying and associated guidance at least once a year
- PPC committee reviews the results and comments from parent and pupil surveys on behaviour and bullying and to revise the policy where required.

Our aims when dealing with unacceptable behaviour are to:

- prevent it happening again
- help children identify what they might do differently next time
- help children understand that they are responsible for their own actions
- find an escape route and a way forward
- be fair and instil trust

Anti – Bullying Policy

At Trafalgar Schools' Federation we have a zero-tolerance policy on bullying of any kind.

If bullying does occur, all pupils should feel comfortable to tell an adult and know that the incident will be dealt with promptly and effectively. We believe it is the responsibility of everyone to report any suspected or incidents of bullying.

We actively promote values of respect and equality and celebrate diversity across the school. This allows our students to become responsible citizens and appreciate modern society when they leave our school.

Definition of a bully and bullying

Bully n. A person who habitually seeks to harm or intimidate those whom they perceive as vulnerable.

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The STOP acronym can be applied to define bullying – Several Times On Purpose.

The nature of bullying can be:

- **Physical** – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- **Attacking property** – such as damaging, stealing or hiding someone's possessions
- **Verbal** – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- **Psychological** – such as deliberately excluding or ignoring people
- **Cyber** – such as using text, email or other social media to write or say hurtful things about someone
- **Homophobic, Biphobic, Transphobic (HBT)** – such as comments, making sexual gestures, spreading rumours, name calling and physical bullying, threat of being "outed", being compared to LGBT+ celebrities, isolating a young person suspected of being or identifies as being LGBT+

Bullying can be based on prejudice against any of the following things:

- Race (racist)
- Religion or belief (religion)
- Culture or class (classist)
- Gender (sexist)
- Sexual orientation (homophobic or biphobic)
- Gender identity (transphobic)
- Special Educational Needs (SEN) or disability (ableist)
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people

How we deal with challenging behaviour and bullying

In order to promptly and effectively deal with challenging behaviour and bullying the school may:

- Complete a Behaviour Checklist to establish any patterns of behaviour over time.
- Draw up an Individual Education Plan (IEP) or an Individual Behaviour Plan (IBP) setting time-limited and measurable targets.
- Set up a Pastoral Support Plan (PSP) if a child has been excluded and is re-entering the school.
- Use CPOMS to record behaviour or bullying incidents.

Care and Control Policy

All staff are reminded that any form of inappropriate verbal or non-verbal behaviour to control a situation is not acceptable. Guidance on dealing with difficult situations is provided in the above policy.

Change Control Information For staff and GB use only

Date of change	Summary of significant changes and the reasons
Autumn 2021	No change

References and Links:

School behaviour:

http://www.education.gov.uk/aboutdfe/advice/f0076803/behaviour-and-discipline-in-schools-a-guide-for-headteachers-and-school-staff/the-school-behaviour-policy

Pupil Discipline/Exclusions:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf and the latest guidance at

http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/g00210521/statutory-guidance-regs-2012

Allegations of abuse against staff:

http://www.education.gov.uk/aboutdfe/advice/f0076803/behaviour-and-discipline-in-schools-a-guide-for-headteachers-and-school-staff/the-school-behaviour-policy

Anti-bullying policy - Preventing and Tackling Bullying (July 2017):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies

Cyberbullying: advice for head teachers and school staff (Nov 2014):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Advice for parents and carers on cyberbullying (Nov 2014):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

Attendance Targets:

http://www.education.gov.uk/aboutdfe/advice/b00200969/statutory-guidance-for-schools/behaviour-and-attendance

Use of reasonable force and other physical contact:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Positive Behaviour – Information guides for Parents & Staff

TSF Complaints Policy

TSF Equalities Policy

TSF Online Safety Policy inc AUAs & SSOs

Quality Circle Time in the Primary Classroom by J. Mosley

Social and Emotional Aspects of Learning (SEAL) DfES2006