



Trafalgar Schools' Federation

Believe, Inspire, Achieve

Reviewed by PPC Committee: Autumn 2023

Next Review: Autumn 2024

Positive Relationships & Behaviour Policy (including anti-bullying)

“We BELIEVE in having high expectations of children’s attitudes towards their learning and their behaviour.”



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AIMS OF THIS POLICY

- For school to be a positive and safe experience for all pupils
- For pupils to understand what is, and isn't, acceptable behaviour, and to understand the impact of their behaviour on others
- For there to be a shared understanding - between children, staff and parents - of Trafalgar's behavioural expectations, and the systems in place that support this
- For there to be consistent and fair responses to both positive and negative behaviour choices
- For there to be positive relationships between all stakeholders where calmness and respect are prioritised
- To promote an understanding of the impact that Adverse Childhood Experiences (ACEs) can have on children and young people

BEHAVIOUR IN THE CURRICULUM

Learning to behave appropriately is part of TSF's broad and balanced curriculum. Our use of the PSHE program, *Jigsaw*, teaches children emotional literacy, social- and lifelong skills and resilience in an age-appropriate manner. These PSHE lessons are adapted to respond to the needs of our children and include Circle Times and assemblies that are designed to help children understand themselves, others and the world around them.



Children's understanding of positive relationships and behaviour choices is further developed throughout the curriculum. For example, in Computing there will be discussions about acceptable online behaviour and in Religion and Worldviews concepts of respecting differences will be explored.

In addition, our wider programme of assemblies include topics such as anti-bullying, Safer Internet Day, World Mental Health Day, Black History Month and International Women's Day, as well as visits from the NSPCC.

For further information, 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

BEHAVIOUR 'IN ACTION'

TSF follow Jenny Mosley's Golden Rules system. These rules are displayed around school, in the playgrounds and classrooms and consistently referred to by all staff. There are general Golden Rules, as well as Golden Rules for the Playground and the Dining Hall.

It the responsibility of the child to follow the Golden Rules and these are:



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We reward positive behaviour, specifically in relation to the Golden Rules, in our weekly Golden Assembly and always look for opportunities to verbally praise and encouragement children.

All children start the week expecting Golden Time on Friday but if behaviour expectations have not been met, then they may spend some of their Golden Time talking to an adult about their choices before joining in. Across the federation, class teachers may use additional class-based reward systems to incentivise children.

We also operate a House System across KS2 where points are awarded for effort and behaviour; this helps promote collective responsibility among the year groups. We also have a termly Peace Prize voted for by the children to recognise the person in their class

DEALING WITH INCIDENTS

When things go wrong between children, our aims are to:

- Be fair and instil trust
- Prevent it happening again
- Help children understand that they are responsible for their own actions and to identify what they might do differently next time
- Consider the reasons behind a child's behaviour, including possible Adverse Childhood Experiences (ACEs) or SEND, and if further support or a referral might be appropriate

Incidents are dealt with in a consistent manner, including:

- Encouraging the child(ren) to stay calm
- Listening to the children involved and establishing the facts of what happened
- Checking if it was an accident or misunderstanding.
- Considering what the impact of the behaviour has been (e.g. "Who was effected and how?")
- Collectively looking for a solution (e.g. "What can we do to put this right?")



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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 through regular training.

Where staff have concerns about the behaviour of a child, they will share this information with other relevant staff and with the child's parents so that all adults can help guide the child towards better choices.

More serious incidents, such as fighting or racist comments, will also be recorded on CPOMS, our secure internal recording software. This is to help identify and track patterns of behaviour shown by individuals or collectively across the school, so that intervention and support can be put in place.

Where necessary, an individual plan may be put in place to support the child. For further details of situations where a fixed term or permanent exclusion may be necessary, please see our [Exclusion Policy](#).

ANTI-BULLYING

At Trafalgar Schools' Federation we have a zero-tolerance policy on bullying of any kind. We take part in anti-bullying initiatives, such as Anti-Bullying Week and have Anti-Bullying Ambassadors. We also have a buddy scheme between KS1 and KS2 pupils to promote positive, caring relationships.

We define bullying as: *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.*

We recognise that there are different types of bullying and these include:

- **Physical** - such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- **Damaging property** - harming, 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 someone
- **Online** - 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+
- **Racist and sexist incidents** – such as name calling, derogatory language, stereo-typing or deliberately ignoring or isolating someone because of their race, religion or gender



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We actively promote values of respect and equality and celebrate diversity across the school. This helps our pupils develop positive relationships to become responsible citizens and appreciate modern society when they leave our school.

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. Children are taught to not be bystanders.

IMPLEMENTATION OF THIS POLICY

It is the responsibility of parents/carers to:

- Support the Federation's Positive Relationships and Behaviour Policy inc. Anti-Bullying
- Inform the school of any concerns that may affect the behaviour or wellbeing 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 positive relationships 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.



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Change Control Information For staff and GB use only

Date of change	Summary of significant changes and the reasons
Autumn 2023	There are no significant changes to how behaviour is managed within TSF, however this policy has been rewritten to provide greater clarity and accuracy of systems and support in place.

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