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**SHEEN MOUNT PRIMARY SCHOOL**  
**Behaviour and Anti-Bullying Policy**

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**This policy should be read in conjunction with the following:**

- Governors Written Statement of Behaviour Principles

## **1. Our vision at Sheen Mount Primary School**

At Sheen Mount we teach the children to respect and care for one another, an ethos modelled by all adults (staff and visitors) at Sheen Mount school. We believe that the children in our care deserve the best possible learning environment; an environment which is calm, caring and creative, where children can feel secure and one in which self-discipline, trust and a sense of responsibility are fostered. We are an inclusive school and reasonable adjustments are made to this policy to ensure that all children are able to succeed at school.

## **2. Purpose of the Behaviour Policy**

This policy reflects the values and principles which we consider to be important to create and maintain the ethos of the school. It provides a clear code of conduct for everyone at Sheen Mount, teaching and non-teaching staff, students, adult helpers, outside providers, children and parents. It has been drawn together after discussion and consultation with staff and Governors, and follows the Governor Written Statement of Behaviour Principles.

Our behaviour policy incorporates a number of approaches, all of which we feel are key to achieving our vision. Our whole school approach to behaviour includes a focus on relationships, positive behaviour, and recognition of the need to understand behaviour to ensure that we respond appropriately, fairly and consistently, using a restorative approach. The policy also recognises the need for a more targeted and individualised approach for some children and explains how we access support from outside agencies where needed.

## **3. A Relationships Approach**

We believe that building strong relationships in which children feel safe and cared for is key to supporting children's behaviour, wellbeing and readiness for learning, enabling them to reach their full potential. We also recognise the importance of building strong relationships with parents and carers, working in partnership to support children's behaviour.

Staff at Sheen Mount develop relaxed and friendly relationships with children, so that children feel valued and cared for. Staff regularly demonstrate good role modelling through their communication (i.e., calm voice, appropriate eye contact/physical contact) and behaviour (i.e., fair and consistent expectations, kindness to others).

The head teacher and senior leadership team have a visible daily presence at the school gates and on the playground during morning drop-off and after-school pick-up. This helps to demonstrate the school's commitment to building and maintaining strong relationships with children and their parents/carers. Class teachers wait at the classroom door and greet each child personally on their arrival to school each day, demonstrating their care for the child and starting the day on a positive footing.

## **4. A Positive Behaviour Approach**

We have a Positive Behaviour Approach at Sheen Mount, recognising and celebrating good behaviour and kindness, and reinforcing this through a range of reward systems. We believe this is the most effective way to help children learn to make the right choices in their behaviour and interactions. We take a proactive approach to supporting positive behaviour, providing a learning environment which supports children to behave well, build positive relationships and develop positive attitudes to learning. This starts with setting clear expectations on behaviour, our Golden Rules and Living Values helping to communicate and reinforce these expectations.

## **5. Our Behaviour Expectations**

- We set very high standards for the children's conduct from the moment they join the school.
- We expect these very high standards in the classroom, playground and around the school
- We follow 5 Sheen Mount 'Golden Rules'. These rules are clearly displayed in every classroom and are referred to by staff when discussing incidents
- Our behaviours are guided by the principles of the 12 'Living Values' which are promoted through PSHE in class and in whole school assemblies
- Children are expected to treat each other with respect and kindness. Bullying is never tolerated at our school.
- Staff encourage, and model, a range of positive behaviours in the children and, in doing so, reinforce this good behaviour
- We expect parents to read this policy and support us in achieving high standards of behaviour at Sheen Mount. It is vital that parents model positive behaviour when at school, and work in partnership with staff to help achieve high standards of behaviour.
- Children who let themselves down by making poor choices are given one clear warning about their conduct. If this does not lead to an improvement then a sanction is imposed, which follows the sanctions model (see Appendix 4)

## **6. Sheen Mount Golden Rules**

At Sheen Mount School we aim to focus on promoting good behaviour. All adults in school look for ways to reward good behaviour and promote children who behave well as role models for others. We have five Golden Rules that the children know and understand:

1. Be kind and helpful
2. Be honest
3. Listen to people
4. Work hard
5. Care for our things

## **7. Sheen Mount 'Living Values'**

The ethos, at the heart of our school, is one of 'Living Values' [PSHE Association]. These values permeate everything we do and are based around three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Within these themes our 'Living Values' are:

- Cooperation
- Love
- Respect
- Simplicity
- Happiness
- Tolerance
- Unity
- Peace
- Responsibility
- Humility
- Honesty
- Freedom

PSHE lessons and assemblies reflect the half-termly themes and children are encouraged to exemplify these values in their everyday lives, both in and out of school.

## **8. A Proactive Approach to Promoting Positive Behaviour:**

### **a. Providing regular opportunities for success**

Children are encouraged, praised and offered regular opportunities to experience personal and social success to develop self-esteem. They should perceive themselves as capable, likeable and worthwhile. A child with sound self-esteem will welcome and enjoy new learning experiences and will relate well to both peers and adults.

### **b. Providing clear structure and routine**

Children respond well to structure, routine and consistency in expectations as this helps them to understand their environment, anticipate what is going to happen, and feel safe, secure and settled. This is particularly true for children with special educational needs, but all children benefit from structure and routine. At Sheen Mount, we try to maintain a predictable school routine, with additional visual supports for children where needed.

### **c. Differentiation of learning**

We know that children have different learning styles and learn at different rates. We take care at Sheen Mount to differentiate learning tasks to ensure that children access learning at a level that is appropriate for them. For some children, work will need to be simplified or shortened, while for others, they will need further challenge.

This is an important part of the behaviour policy as children can present with problematic behaviours if they are struggling with learning tasks that are too difficult, or if they become bored due to not being challenged enough in their learning.

### **d. Encouraging positive attitudes to learning:**

All children need opportunities to demonstrate success in their learning as this helps to maintain their motivation and confidence for learning. Children also need to learn the importance of challenging themselves with their learning and to develop a positive approach to learning in which they persevere with more difficult tasks and show a willingness to make mistakes in their learning. The Growth Mindset approach encourages children to develop positive attitudes for learning and engage in positive learning behaviours.

### **e. Supporting emotional regulation and wellbeing**

At Sheen Mount we support children to develop their emotional regulation skills which can have a significant impact on behaviour. We have a whole school approach including Zones of Regulation and Bounce-back and clear systems for identifying children with difficulties who require more targeted and individualised support.

### **f. Reinforcing positive behaviour:**

We believe that we should practise positive reinforcement at every opportunity. The following are some of the reward systems that we use at Sheen Mount:

- Positive encouragement, smile, verbal praise for good behaviour, well done etc
- Verbal feedback and praise for good effort
- Stickers or other class rewards, targets
- Golden Time (KS1, LKS2)
- Sent to Headteacher/Deputy Headteacher for sticker/praise
- Postcards / email sent home for good behaviour, outstanding effort etc

- Star of the day and class weekly rewards
- Class collective rewards (e.g. Class Dojos and gems in the jar)
- Achievement certificates and Assembly mentions
- Barnaby class reward (KS1) or House team points (KS2)
- Personalised behaviour strategies
- Informal positive reporting to parents

## **9. Responding to Problematic Behaviour**

### **a. Understanding Behaviour**

At Sheen Mount, we view behaviour as a communication. It often serves a function (e.g. avoidance of a difficult situation) or may reflect a lack of skills in an area of development (e.g. poor social skills or emotional regulation skills). When children make poor choices in their behaviour or interactions, we will seek to understand what has happened and why. Iceberg analyses and ABC charts are two methods that can be used to understand behaviour (see Appendix 3). This enables us to respond in the right way and/or identify any further support that the child might need.

This approach is important for all children but is particularly important in our school which has a large number of children with special educational needs and disabilities (SEND).

### **b. A Fair and Consistent Response**

At Sheen Mount, we believe that children want to do the right thing, but we understand that children will sometimes make the wrong choices in their behaviour. It is not our job to punish children for their mistakes but to provide them with clear boundaries so that they understand the expectations and rules. We want children to understand the impact of their behaviour on others and to learn the importance of treating other people with respect and kindness.

Where children make the wrong choices in their behaviour or interactions with others, all staff will follow the behaviour policy and will respond fairly and consistently. We have a clear process for responding to inappropriate behaviour, unkindness, or bullying. This includes a range of sanctions that provide clear consequences alongside restorative approaches that provide an opportunity for children to reflect on their behaviour, talk to those affected by their behaviour, and make things right.

### **c. Sanctions**

In any school, however positive and consistent, there will be times when it becomes necessary to express disapproval of unacceptable behaviour through a system of sanctions. We aim to be consistent throughout the school, whilst taking into account the maturity of the child and any SEN needs. Sanctions are related to the severity of the offence and clearly linked to it. If a sanction is given too long after the misdemeanour it loses much of its impact.

Sanctions do not conflict with our philosophy and aims and should not damage relations between staff and pupils or the pupils' self-esteem. Our aim is that children are brought to understand why their behaviour is unacceptable and supported to make better choices in the future. This policy includes particular information on sanctions in use in school. In all cases of unacceptable behaviour, a verbal or written apology will be sought, items may be confiscated, or children may miss out on activities. Sanctions always depend on the age and maturity of the child and any SEN needs that they have.

Action which may be used to deal with occasional unacceptable behaviour:

- discuss appropriate behaviour
- time-out
- incident reported to class teacher
- loss of Golden Time
- Friday lunchtime time-out with UKS2 Phase Leader (Years 5 and 6)

Action which may be used to deal with persistent / serious unacceptable behaviour:

- refer to Phase Leader
- refer to Assistant Headteacher (Inclusion)
- refer to Deputy Headteacher/Headteacher
- Phase Leader/Deputy Headteacher/Headteacher to consult with parents
- Deputy Headteacher/Headteacher to consult with external agencies
- *exclusion from playground for period of time*
- fixed exclusion from school
- permanent exclusion from school

The following behaviours must be reported to the Headteacher:

- racist behaviour
- bullying
- sexually inappropriate behaviour
- hitting a child or an adult
- malicious damage to school property
- leaving the school without permission

In the majority of cases, staff will follow the process described in Appendix 4.

**d. A Restorative Approach**

Alongside the above sanctions, we use a restorative approach to responding to behaviour. Staff will have restorative conversations with the child, using restorative language that helps to separate the child from the behaviour but supports the child to accept responsibility for their behaviour, understand the impact of their behaviours, and identify ways in which to repair any harm caused by their actions.

**10. Recording and Reporting Behaviour Incidents**

Class teachers will ensure that parents are kept informed of their child's behaviour at termly parent/teacher consultation meetings, or more frequently if it is considered to be necessary. Class teachers should follow the guidance on informing parents but should always use their own discretion and judgement. A behaviour plan, for the child will be put in place if necessary.

Class teachers keep a record of behaviour incidents reported to them – this is logged onto our MIS, Arbor. Serious incidents (e.g. those that might require physical restraint etc are logged on CPOMS). The behaviour logs on Arbor and CPOMS are monitored by Phase Leaders and SLT. Any patterns or poor behaviour that is not improving will be investigated to see what further support can be put in place for the individual or groups affected.

## **Anti-Bullying Policy**

This policy includes the Anti-Bullying protocols and procedures at Sheen Mount. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at Sheen Mount.

**Definition:** "Bullying is the wilful, conscious desire to hurt, threaten, or frighten someone."  
Tatum and Herbert 1992

Our staff are trained to recognise signs of bullying; these could include:

- physical (hitting, kicking, theft)
- verbal/emotional (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)
- inappropriate use of social media

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Through our PHSE sessions, children are educated to recognise the difference between unfriendly actions and prolonged anti-social behaviour which equates to bullying. All of our staff members are alert to the signs of bullying and act promptly following the procedures below.

### **What is Bullying?**

It is important that we are able to identify bullying behaviour and separate it from unkind behaviour. Both of which we do not tolerate at Sheen Mount, but would be dealt with in different ways. The questions on the following page are designed to make you think what bullying is and how, as a school, we can clearly distinguish between bullying and unkind behaviour.

- Is it bullying when a variety of children say they don't like something about you?
- Is it bullying when someone on the football pitch shouts at you or reacts to something you have done?
- Is it bullying when one person calls you names throughout a half term?
- Is it bullying if one person in the class pushes you more than 3 times?

The purpose of asking these questions is to make sure that when children, parents or school staff use the word bullying that they are using it for the correctly for the situation. This helps the school to deal with the bullying behaviour by following the steps outlined below:

### **Implementation**

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the headteacher
- The Deputy Headteacher/Headteacher will interview all concerned and will record the incident
- class teachers will be kept informed
- both children's parents will be kept informed

- whenever possible, a restorative approach will be used, with both children invited to a mediation session. During this session, both children will have an opportunity to reflect on the situation, hear each other's perspectives, and make things right
- any serious incidents will be clearly communicated to all members of staff and this will be discussed during the end of year hand over period
- punitive measures will be used as appropriate and in consultation with all parties concerned

Any incidents and meetings will be logged, and staff will refer to these notes during the hand-over meetings (at the end of the year) and during termly pupil progress meetings.

### **Supporting Children**

Children who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice
- reassuring the child
- offering continuous support
- restoring self-esteem and confidence

Children who engage in bullying (or unkind) behaviour will be supported by:

- identifying any needs underlying the behaviour (e.g. need for social skills work)
- support to help them understand the impact of their actions on other people and have an opportunity to repair any harm caused by their actions.

### **Communication with parents:**

During the process, staff will use their professional judgement in relation to informing parents, depending on the severity of the situation or incident. In such cases where parents have been informed or involved, teaching staff will follow-up with parents upon resolution of the bullying incident to ensure that the episode has been satisfactorily resolved and any concerns addressed.

### **Statutory duty of the school**

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

### **Monitoring, Evaluation and Review**

The school will review this joint policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

All bullying episodes will be documented on Sheen Mount Behaviour systems (Arbor/CPOMS) on the records of both the victim of bullying and the child who engaged in the bullying behaviour. This will include a description of the incident and details of what actions were taken and the outcome of these actions. The behaviour logs are monitored by Phase Leaders and the SLT. Any patterns of bullying will be investigated to see what further support can be put in place for the individual affected.

Governors will be kept updated regularly on incidents of bullying, actions taken and the outcome, to ensure the current antibullying policy is effective.

## **APPENDIX 1: School Rules and routines**

### **Sheen Mount School Rules**

- all children should wear the school uniform including the correct footwear
- jewellery, except watches and stud earrings should not be worn
- sweets and chocolate should not be brought to school
- dogs are not allowed on site
- neither children or adults should ride bicycles or scooters on site
- during school hours any mobile telephones are given to the class teachers for safe keeping

### **Rules and Routines of Behaviour around the Sheen Mount Site**

The following guidelines help to make the outside environment safer and happier for all:

#### **Before and after school**

- children should enter and exit through the school gates, not through the main school door
- children should not use the climbing equipment or play ball games
- children may enter the school building in the morning once the head teacher or deputy head gives permission at 8.45 a.m.
- children should leave the premises promptly at the end of the school day
- the bushes and nature trail are out of bounds

#### **Playtimes and lunchtimes**

- children should leave the building by keeping to the right on staircases and corridors
- children should not be in class unless supervised by an adult
- children should not enter the building unless given permission to do so by an adult

#### **Playground behaviour:**

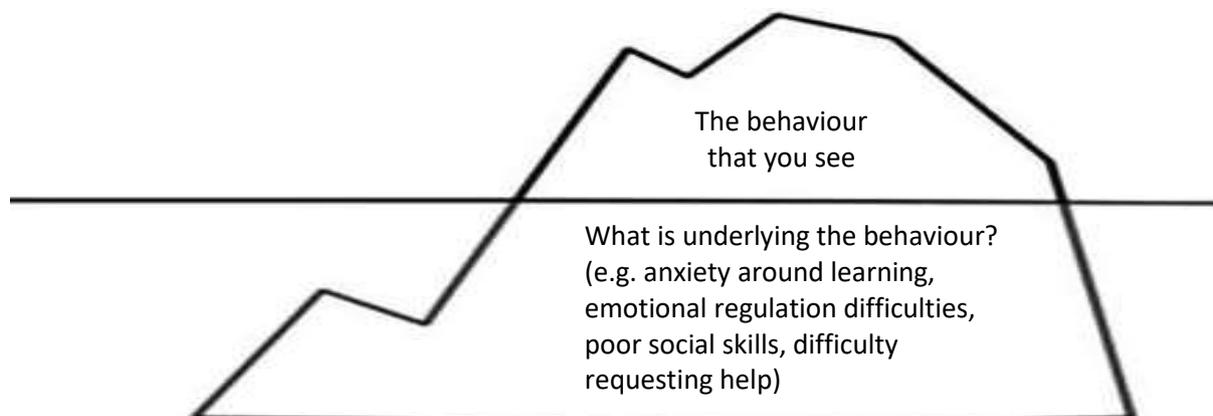
We strive to make the playground a welcoming environment for the children:

- children should play in the designated play areas, not behind buildings or anywhere out of sight
- children should use all play equipment responsibly
- children must listen respectfully to the playground supervisors and follow their rules for safe play
- children must follow the timetables established for playing ball games and use of the jungle gym and other areas in the playground

## APPENDIX 2: Models to help understand Behaviour

### The Iceberg

When faced with a child's behaviour (ie, those visible above the waterline), it can be useful to identify the underlying causes for the behaviour (ie, those hidden below the waterline). The iceberg image supports the idea of conducting a functional behaviour assessment to recognise the communicative function or intent of a difficult behaviour. This is vital in building effective behavioural supports.



### ABC charts

ABC recording is a useful way of collecting information to help determine the cause and function of a child's behaviour. It does this by recording the following:

- **Antecedents (A):** what happened *directly before* the behaviour occurred.
- **Behaviour (B):** a description of the specific behaviour
- **Consequences (C):** what happened *directly after* the behaviour

Thinking of behaviour in these terms helps to identify patterns of behaviour, likely triggers and can help explain *why* a child is behaving in a particular manner, which helps to identify how best to respond and support the child.

Antecedents:	Behaviour:	Consequences

## **APPENDIX 3: Sanctions model**

### **Unacceptable Behaviour**

- verbal reprimand from adult dealing with incident
- discuss appropriate behaviour with the child referring to the Golden Rules and the 'traffic light' system (for UKS2)
- class teacher informed



- time-out
- warning and/or loss of Golden Time in 5-minute increments, reflection with KS1 Phase Leader
- warning and movement to amber and/or red in UKS2

### **More Serious or Consistent Unacceptable Behaviour**

- class teacher will consult with Phase Leader
- discussion of appropriate behaviour with the child
- record made of incident
- completion of Iceberg or ABC chart to understand triggers/function of behaviour



- spend part of Golden Time with Phase Leader
- spend 30 minutes of Friday lunchtime with UKS2 Leader

### **Continuing Serious or Consistent Unacceptable Behaviour or Behaviour which is Racist, Constitutes Assault or Causes Malicious Damage**

- Assistant Headteacher (Inclusion)/Deputy Headteacher/Headteacher consulted
- if the child misses their golden time, parents are informed
- if the UKS2 child spends 30 minutes of Friday lunchtime with UKS2 Leader, the class teacher will inform parents
- persistent poor behaviour resulting in repeated loss of Golden Time or Friday lunchtime with UKS2 leader, then a letter is sent home
- record made
- completion of Iceberg and ABC to understand triggers/function of behaviour
- consultation with EP or outside agencies (e.g. CAMHS, SaLT) for further assessment and support/intervention

### **Where Serious or Consistent Poor Behaviour Continues**

- child may be excluded at lunchtime
- child may be given a fixed term exclusion
- advice sought from the Borough



- child may be given a permanent exclusion

## **APPENDIX 4: Physical Restraint**

### **Physical Restraint**

Restraint would only be used where a child's behaviour is likely to cause injury to him/herself or to others. The most senior teacher available should be called if a teacher thinks that a situation which may require restraint is imminent.

Restraint occurs when a member of staff physically restricts a child's movements. This may be partial (restricting a particular movement) or total (immobilization).

- restraint must always involve the minimum of force for the shortest time possible
- it must not be used as a punitive measure
- it should be used as a last resort when other strategies have failed
- it should serve to de-escalate or prevent a violent or potentially violent situation
- a child should not be used to restrain another child
- never hold the head, throat or fingers
- never interfere with breathing, blood supply or genital areas

### **Partial Restraint**

- physically moving a child from a situation where there is an imminent risk of a violent incident and where the child has refused to respond to reasonable requests and is aware that refusal will lead to physical removal
- holding a child to restrict their movement
- retaining a child in a confined area to prevent individuals or property being damaged

### **Total restraint**

This is where a child is held in a way which prevents him / her from moving. This is an extreme form of restraint and should only be used when a serious assault is being committed and the person using the restraint has been trained to do so.

Staff must carefully record and report all details of incidents.

- report the incident to the most senior teacher available
- inform the parents and follow up in writing