

# DUNNINGTON CE PRIMARY SCHOOL



## POSITIVE BEHAVIOUR POLICY (including Anti-Bullying)

**Date of Policy:** November 2023  
**Date of Review:** November 2026  
**Member(s) of staff responsible:** Clare Thompson  
**Governor(s) responsible:** FGB  
**Signature of Chair of Governors:**

**Date:** 08/11/23

Every lesson counts. Every interaction matters. Every day is vital.

## RATIONALE

At Dunnington Church of England Primary School we work towards our mission statement:

***'Growing and Learning together and aiming to be the best that we can be in an environment based on Christian values'***

It is rooted theologically in Proverbs 22:6, *'Start children off in the way they should go and even when they are old, they will not turn from it.'* and 1 Peter 3:8 *'Be sympathetic, love one another, be compassionate and humble.'*

Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone in our school is equal and should treat one another with respect and kindness.

In our school we seek to maintain a Christian ethos and try to act with courtesy and consideration for others at all times. These are the values we are all working towards to make our school a happy place in which to grow and learn:

*Responsibility*

*Effort*

*Security*

*Politeness*

*Enjoyment*

*Care*

*Tolerance*

At Dunnington C.E. Primary School we have high expectations of behavior. We recognise that understanding our emotions is a key aspect of understanding and managing behaviour. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong. Underpinning the behaviour policy is the belief that everyone can learn to self-regulate their own emotions and behaviour at a developmentally appropriate level.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21<sup>st</sup> Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of study and work.

## AIMS AND PURPOSE OF THE POLICY

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To ensure that every member of the school community has a right to learn, a right to feel safe and a right to feel respected.
- To equip pupils with the correct tools to enable them to regulate their own behaviour.
- To support pupils who struggle to self-regulate whilst ensuring that their behaviour does not affect the learning opportunities of other pupils.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.

## Children's responsibilities are:

- To be **ready to learn** – they will listen, look and join in, trying to work to the best of their abilities and allowing others to do the same.

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- To be **respectful** – they will be well-mannered, friendly, kind, honest and cooperative, showing respect towards all members of the school community, school property and the environment, both in and out of school.
- To be **safe** – they will know how to keep themselves and others safe when playing, learning and moving around school.

**Staff responsibilities are:**

- To make clear expectations of good behaviour – the need to be ready to learn, respectful and safe.
- To treat all children and members of the school community fairly and with respect.
- To ensure that every child feels valued as an individual and is allowed to reach their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and stimulating environment, physically and emotionally, where children want to be.
- To use rewards, rules and sanctions clearly and consistently.
- To be a good role model, remaining calm, fair and consistent.
- To form a good relationship and work in partnership with parents.
- To be aware of a child's needs and adapt provision as appropriate.

**Parents' responsibilities are:**

- To make clear expectations of good behaviour – the need to be ready to learn, respectful and safe.
- To make children aware of appropriate behaviour in all situations.
- To support children to learn to regulate their emotions.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.

**REWARDS AND SANCTIONS**

Our behaviour policy revolves around praise and forgiveness rather than sanctions. We acknowledge that children will make mistakes but want our pupils to make the correct choices in the way in which they behave and we celebrate those who go above and beyond. We want children to make these positive choices because they wish to, rather than because they are fearful of consequences.

**What we do to encourage positive behaviour**

- Through PSHE and collective worship, we discuss and reflect on the impact of their choices.
- We make clear our expectations of behaviour and the need for everyone in the school community to be ready to learn, respectful and safe.
- We encourage children to take responsibility for their own actions and behaviour.
- We praise positive behaviour both privately and publicly.
- We praise effort both privately and publicly
- We support pupils with additional needs through personalised behaviour plans, where appropriate.
- We celebrate when children demonstrate our school values.

At Dunnington CE Primary School we have high expectations - good behaviour and a positive attitude to learning is expected. Rewards are used to celebrate this. They include:

- i. Positive comments, stickers, stamps and certificates given to celebrate success and to celebrate our values
- ii. Providing the opportunity to display and/or talk about things to celebrate through the school's 'Achievement Rockets' and 'Wonderwall' This includes celebration of children's work in school and recognition of children's achievements in all areas of their life (e.g. out-of-school activities and extra-curricular clubs).
- iii. Sharing work with the head teacher, other teachers and children

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- iv. Messages home to celebrate achievements in school.

Our house points are used to reward children for ‘**taking that extra step**’ and going “**above and beyond**” by for example;

- Helping and caring for others,
- High levels of enthusiasm, courtesy, collaboration or cooperation,
- Persevering with a challenge,
- Striving to improve.

### What we do if a child misbehaves

<b>Sanctions Pyramid</b>		
1.	If a pupil breaks a rule	A <b>reminder</b> of the expectations for pupils: Ready to Learn, Respectful, Safe delivered (ideally) privately and calmly to the child. The member of staff makes the pupil aware of their behaviour. The pupil has a choice to do the right thing.
2.	A second incident	A <b>second reminder</b> is given in the form of a clear verbal warning delivered calmly (ideally privately) to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a choice to do the right thing. Pupils will be reminded of their previous good conduct to prove that they can make good choices.  This should be a short, non-threatening interaction. Secondary behaviour should not be responded to.
3.	A third incident	<b>Time out in a quiet space in the classroom/ playground</b> The child should be spoken to in private. They should be given the opportunity to engage. They should be offered a positive choice to do so. Previous examples of good behaviour should be referred to.
4.	A fourth incident	<b>Time Out outside of the classroom/ inside from the playground</b> (with a member of SLT) The child will be asked to take some time to think about their behaviour. ‘Time Out’ will take place in a different room with a member of SLT. They will spend a period of time alone in order to reflect, calm down, etc. without causing further disturbance. Child to complete an appropriate task depending on the situation e.g. sitting to calm, continuing with work, etc. These incidents are logged on CPOMS.  <i>For regular occurrences (e.g. 3 or more times in a week): Parents contacted by teacher to inform them that behaviour is a cause for concern.</i>  <i>Discussion with Head of School/SENCO to consider if an individual behaviour plan is needed. Begin monitoring to identify areas of concern / possible causes/ appropriate targets. When appropriate, referral to multi agencies i.e. Learning Support Hub / Ed Psych, etc.</i>
	Restorative Conversations	Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

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	<p>Restorative questions will be used to follow up the incident, repair relationships and enable the child to learn what to do next time.</p> <ol style="list-style-type: none"> <li>1. What happened? (Neutral, dispassionate language.)</li> <li>2. Who has been affected? (use age/stage appropriate language e.g. 'hurt / upset' for KS1 children)</li> <li>3. What should we do to put things right?</li> </ol> <p>*Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.</p>
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### **PLAYTIME AND LUNCHTIME BEHAVIOUR**

The same high expectations for maintaining good behaviour standards and steps will be implemented throughout playtime and lunchtime.

### **UNACCEPTABLE BEHAVIOURS**

Unacceptable behaviours may be expedited through our system of Stepped Sanctions in order to be dealt with more quickly by a member of SLT.

Unacceptable behaviours include:

Violence (i.e. physical contact made with the intention to harm)

Defiance / rudeness towards any adult

Persistent taunting, teasing and bullying behaviour

Stealing

Spitting

Swearing

Racist, sexist, homophobic or discriminatory behaviour

Sexual harassment or sexual violence

Vandalism

If any of these occur, a member of SLT will talk to the pupil and parents/carers will be informed. Additional and appropriate sanctions will be put in place.

### **EXTREME BEHAVIOURS**

Some children exhibit particular behaviours based on early childhood experiences, family circumstances and additional needs. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they are able to be regulated. Staff will work to build relationships with each individual child and will help them to develop strategies to support regulation. These children may have bespoke risk assessments/ plans drawn up with the support of parents, carers and senior leadership that detail additional support, strategies and expectations.

### **FIXED-TERM AND PERMANENT EXCLUSIONS**

In exceptional circumstances a child may be excluded from school either for a fixed term period or permanently. The head of school, executive headteacher and governors will comply fully with the latest LA and government guidance on exclusion procedures and will ensure all advice from outside agencies will be followed to support the child and avoid this happening.

### **USE OF REASONABLE FORCE**

All members of school staff have a legal power to use reasonable force. Staff will receive team teach training where possible to ensure they feel confident to de-escalate situations, build relationships and only use reasonable force when absolutely necessary and appropriate.

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When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- hold a pupil at risk of harming themselves
- prevent a pupil from causing damage to their surroundings

When reasonable force is used, Team Teach principles are applied:

Reducing Risk, Restraint and Restriction

- Best interests of the child
- Reasonable and proportionate
- Action should be necessary
- Minimum for the shortest time
- Prevent injury pain and distress
- Maintain dignity

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

All incidents where reasonable force is used will be recorded on CPOMS.

## **SCHOOL STATEMENT ON BULLYING**

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

## **DEFINITION OF BULLYING**

Bullying is hurtful or unkind behavior 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

Bullying can be based on any of the following things:

- **Race** (racist bullying)
- **Religion or belief**
- **Culture or class**

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- **Gender** (sexist bullying)
- **Sexual orientation** (homophobic or biphobic bullying)
- **Gender identity** (transphobic bullying)
- **Special Educational Needs (SEN) or disability**
- **Appearance or health conditions**
- **Related to home or other personal situation**
- **Related to another vulnerable group of people**

No form of bullying will be tolerated and all incidents will be taken seriously.

## REPORTING BULLYING

**PUPILS WHO ARE BEING BULLIED:** If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult.

They are also encouraged to report any bullying incidents in school:

- Report to a teacher – their class teacher or any other teacher
- Tell a friend, prefect or playground leader who in turn can help them tell a teacher or member of staff
- Tell any other adult staff in school – such as lunchtime supervisors, teaching assistants or the school office
- Tell an adult at home

## REPORTING – ROLES AND RESPONSIBILITIES

**STAFF:** All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, volunteers) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher. The following members of staff are anti-bullying leads:

Mrs Elliott : [tracey.elliott@dunnington.yorkschoools.net](mailto:tracey.elliott@dunnington.yorkschoools.net)

Miss Dunn: [jessica.dunn@dunnington.yorkschoools.net](mailto:jessica.dunn@dunnington.yorkschoools.net)

Miss Priest: [katie.sheard@dunnington.yorkschoools.net](mailto:katie.sheard@dunnington.yorkschoools.net)

Miss Dickenson: [rachel.dickenson@dunnington.yorkschoools.net](mailto:rachel.dickenson@dunnington.yorkschoools.net)

In addition to the designated anti-bullying leads, Mrs Thompson is the Senior Leader responsible for anti-bullying. She can be contacted on [headofschool.dunningtonprimary@york.gov.uk](mailto:headofschool.dunningtonprimary@york.gov.uk)

**SENIOR STAFF:** The Senior Leadership Team and the head of school have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

**PARENTS AND CARERS:** Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school.

**PUPILS:** Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

## RESPONDING TO BULLYING

**When bullying has been reported, the following actions will be taken:**

- Staff will record the bullying centrally on CPOMs
- SLT will be alerted
- Designated school staff will monitor incident reporting forms and information recorded on CPOMs analysing and evaluating the results
- Staff will offer support to the target of the bullying in discussion with the pupil's class teacher. Individual meetings will then be held with any target of bullying to devise a plan of action that  
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ensures they are made to feel safe and reassured that the bullying is not their fault. Action plans will make use of school initiatives such as buddy systems and playground monitoring.

- Staff will pro-actively respond to the bully who may require support. They will discuss with the target's class teacher to devise a plan of action
- Staff will inform parents or carers and where necessary involve them in any plans of action
- Staff will assess whether any other authorities (such as police, social services) need to be involved, particularly when actions take place outside of school
- Staff will work with the bully to identify where support is needed.

### **BULLYING OUTSIDE OF SCHOOL**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

### **DEROGATORY LANGUAGE**

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMs and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

### **PREJUDICE-BASED INCIDENTS**

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

### **SCHOOL INITIATIVES TO PREVENT AND TACKLE BULLYING**

**We use a range of measures to prevent and tackle bullying including:**

- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying
- School assemblies help raise pupils' awareness of bullying and derogatory language
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week and Children's Mental Health Week, consciously choosing to focus on issues that are relevant to and affect the school community.
- The school values of RESPECT are embedded across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and pupils across the school
- Prefects offer support to all pupils, including those who may have been the target of bullying
- Pupils have opportunity to develop school-wide anti-bullying initiatives through consultation with groups
- Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate

### **TRAINING**

The head of school is responsible for ensuring that all school staff, both teaching and non-teaching (including midday supervisors, caretakers) receive regular training on all aspects of the anti-bullying policy.

### **MONITORING AND REVIEW**

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The head of school monitors the effectiveness of this policy on a regular basis. The head of school is also responsible for reporting to the governing body on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.

The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1



## A code of conduct for pupils at Dunnington C of E Primary School

We value...	As pupils...	For example...
<b>R</b> esponsibility	We take responsibility for ourselves, our own property and our school environment	We tidy up after ourselves, bring our sweatshirts and coats in after playtime and remember to take letters home. We tell the truth
<b>E</b> ffort	We try to be the best that we can be We are good learners	We try our best and work hard. We return our homework in on time. We listen, try our best, work hard and let others learn. We think for ourselves before we ask.
<b>S</b> ecurity	We behave in a safe and sensible manner	We move around school safely and calmly, adults know where we are at all times.
<b>P</b> oliteness	We are polite at all times	We listen carefully, speak clearly, say please and thank you, take turns, put our hand up for attention. We are still and quiet during prayers and reflection time
<b>E</b> njoyment	We have a positive attitude	We think of solutions instead of problems We have a 'can do' attitude We try things we haven't tried before
<b>C</b> are	We care for others	Our actions make people happy, not sad or angry.
<b>T</b> olerance	We respect each others' differences	We remain calm and polite when we disagree with something.

## Appendix 2

# Proactive Behaviour Strategies

**These are strategies for children who need support additional to that listed in the behaviour regulation policy in order to regulated. These will only work if positive relationships are fostered and where forgiveness and acceptance is at the heart of what we do.**

### Proactive Strategies

- Scheduled Movement breaks - activity depends on the child - kicking a football, delivering a message, stomping mat, Go Noodles,
- Fiddle toys/ wobble cushion/ chair band
- Sensory Circuits scheduled in
- Safe Space/ calm area
- Music
- Providing bank of activities linked to special interests - e.g. cars, colouring
- Sensory play - Play dough
- Soft start to day
- Task strip
- Chunking - breaking down activities
- Personalised timetable
- Visual timetable
- Use of hub - soft cushioning, sensory activities, trampoline, tent, weighted blanket/ oven gloves filled with rice, fairy lights, dark cube
- Snacks
- Visuals
- Zones visuals - so child can quickly show which zone without need for language
- Now and next/ First and then
- Check ins with trusted adult
- Heads up of transition/ changes
- Zones of regulation and use of language - zones toolkit
- 5 point scale
- Reduced load
- Appropriate scaffolds
- Adaptive teaching techniques
- Limiting language
- This is the deal card ...
- Motivating activities/ special interests
- Providing limited choice e.g. choice of reward so child feels in control within pre-agreed structures
- PACE training  
Playfulness  
Acceptance  
Curiosity  
Empathy

### Environment

- Neutral displays - beige and black
- Purple for RE
- Lilac for corridors
- Visual timetable in every class
- Removing clutter and visual clutter

### Reactive strategies

- Breathing techniques - See Zones

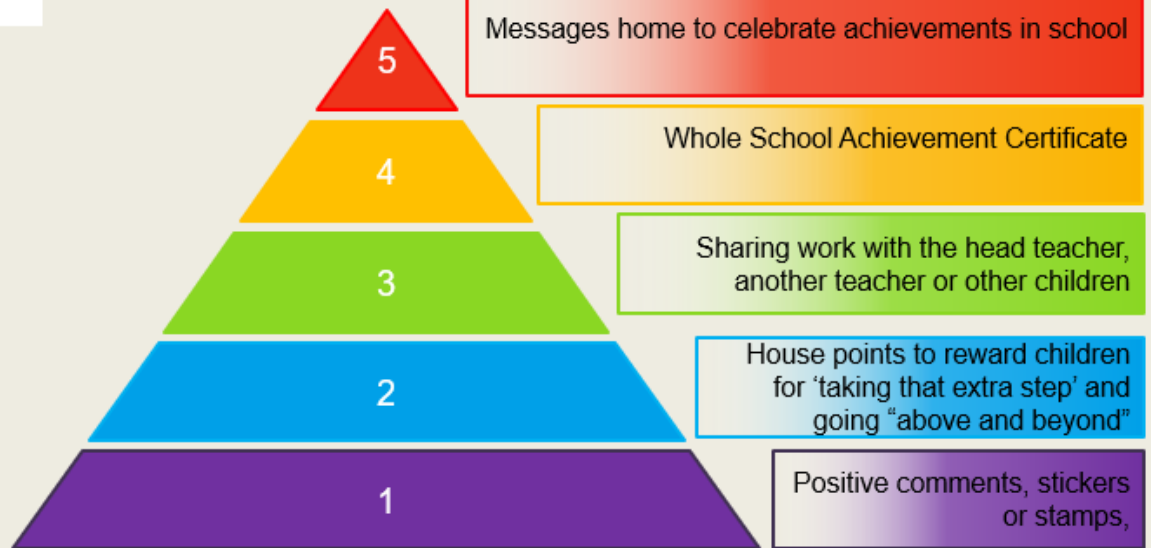
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- Safe Space/ calm area/ time alone
- Change of task/ adult/ location
- Team teach holds
- Co-regulation - validating emotions
- Distraction
- Humour
- Engage in game



## Dunnington CE Primary School's Reward Pyramid

At Dunnington CE Primary School, We have high expectations. Good behaviour and a positive attitude to learning is expected and rewards are used to celebrate this.



### Children's responsibilities are:

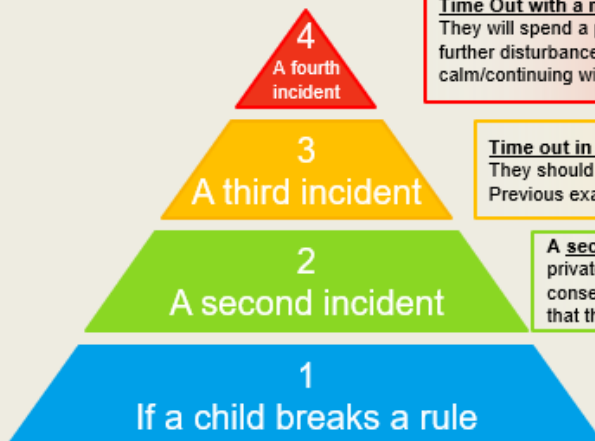
- To be **ready to learn** – they will listen, look and join in, trying to work to the best of their abilities and allowing others to do the same. Every lesson counts. Every interaction matters. Every day is vital.
- To be **respectful** – they will be well-mannered, friendly, kind, honest and cooperative, showing respect towards all members of the school community, school property and the environment, both in and out of school.
- To be **safe** – they will know how to keep themselves and others safe when playing, learning and moving around school.



# Dunington CE Primary School's Sanction Pyramid

**Restorative conversations** Following incidents of poor behaviour, the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil.

1. What happened?
2. Who has been affected?
3. What should we do to put things right?



**Time Out with a member of SLT** The child will be asked to take some time to think about their behaviour. They will spend a period of time in a different space in order to reflect and calm down without causing further disturbance. Child will complete an appropriate task depending on the situation e.g. sitting to calm/continuing with work. These incidents are logged on CPOMS.

**Time out in a quiet space in the classroom/ playground** The child should be spoken to in private. They should be given the opportunity to engage. They should be offered a positive choice to do so. Previous examples of good behaviour should be referred to.

A **second reminder** is given in the form of a clear verbal warning delivered calmly (ideally privately) to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. Pupils will be reminded of their previous good conduct to prove that they can make good choices.

A **reminder** of the expectations for pupils: Ready to Learn, Respectful, Safe delivered (ideally) privately and calmly to the child.

## Unacceptable Behaviours

Unacceptable behaviours will be dealt with more quickly by a member of SLT. Unacceptable behaviours include violence (i.e. physical contact made with the intention to harm), defiance / rudeness towards any adult, persistent taunting, teasing and bullying behaviour, stealing, spitting, swearing and discriminatory language. A member of SLT will talk to the pupil and parents/carers will be informed. Necessary and appropriate sanctions will be put in place.