



Behaviour including Anti-Bullying Policy

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Date of Next Review	Autumn Term 2025
Policy Owner	Assistant Head Teacher
Approved by	Governing Body

It is a primary aim of Abingdon Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. All children have their own story.

The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a principles that we all follow, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. We aim to help our children to grow up to respect and care for themselves and other people. It is not behaviour management we do, it's mood management. Managing the mood is one of the most effective ways of managing difficult situations.

We still have rules, we still have boundaries. All rules are in line with our Abingdon ARCH principles

Aspirations - Be the best you

Resilience - Be positive

Commitment – Be ready

Harmony – Be kind

These principles are an integral part of our PSHE lessons taught by class teachers weekly. We display our principles around the school. Setting boundaries and expectations allows students to feel safe and secure.

Our behaviour system is based on positive reinforcement of these principles.

At the beginning of each year, class teachers negotiate class rules with the class based around ARCH principles. This gives a sense of ownership and responsibility.

It is important to promote positive behaviour at all times and this is done by

- Using recognition and reward – praise based on clear expectations
- Developing positive relationships with children
- Dealing with children respectfully expecting them to demonstrate respect in return – leading by example
- Giving children time to develop empathy through the curriculum – PSHCE, P4C, Circle Time etc...
- Encouraging children to try to solve their problems
- Having clear consequences for all children
- Encouraging positive values and attitudes through the Abingdon Arch

Rewards.

ARCH points

ARCH points are given to children following school ARCH principles for motivation and recognition of their achievement. Points are collected and recorded on Class Dojo.

The accumulation of points leads to a series of certificates during the course of the year which are given when achieved by class teacher.

20 points Merit Certificate

50 points Bronze Award

100 points Silver Award

150 points Gold Award

Reasonable adjustments

No two children will ever be the same and some will be more different to others. Fairness isn't giving everybody the same thing, but giving individuals what they need.

When children do not follow school rules in line with ARCH principles, this is dealt with in a supportive and fair manner. As every child is an individual, consideration needs to be made with regards to the appropriate supportive strategies.

<i>Preferred Supportive Strategies.</i>	
Verbal advice & support Reassurance S.T.A.R Time out directed Humour Negotiation Step away Positive praise (Stickers, ARCH points) Distraction	Gentle touch Planned ignoring Time out offered Fresh face Choices Daily check in Transitional objects/Holding in mind Movement break Sensory Room/Soft Play
<i>Preferred Handling Strategies (where necessary)</i>	
Friendly Hold Cuddle / Hug Opportunity to let off steam Guiding & Escorting Hold hands for walkabout	Move away from incident / action Block path or route to danger Sit on adult's knee Removing dangerous articles from grasp Move other children away

Consult TAC team for further support around Consistent low level behaviour. TAC team add child to Daily check in list.

In cases of serious behaviour incident (bullying, fighting, racism, foul an abusive language) alert TAC team and record on CPOMS. Parents will be informed and invited to school in consultation with TAC team to discuss the incident.

Behaviour Report

A child will be placed on a behaviour monitoring report for persistent poor/disruptive behaviour or for a serious incident (bullying, fighting, racism, foul and abusive language). When a child is placed on report a phone call home will be made by a member of the TAC team informing the parent of the incident and what happens next.

The report is broken down into lesson blocks (in keeping with the whole school timetable). A face will be placed in each block during the course of the day by the class teacher indicating how the child's behaviour has been for that period of time. The face will indicate if the child has conformed and adhered to the school ARCH principles (available for child to see on individual behaviour report). The class teacher will celebrate a successful day with the child on report in order to build a good relationship. If the report has two sad faces then the child will be seen at the end of the day by the TAC team.

Guidance for Staff

Be compassionate, Be kind and Be you.

When a child comes to you displaying challenging or unusual behaviours always think; What has happened to you? NOT What is the matter with you?

4 Steps of Emotion Coaching

Step 1 – Recognising the child's feelings and empathising with them.

Step 2 – Validating the feelings and labelling them.

Step 3 – Setting limits on behaviour (If needed)

Step 4 – Problem solving with the child

Be a STAR

S-Stop- don't act or react straight away

T- Think- What is going on for the child right now? What feelings may lay underneath the behaviours I am seeing?

A- Attune- yourself with that feeling by outing yourself in the child's shoes

R-Reflect-What would be an equivalent situation for you that could cause you to feel that emotion.

Techniques to try:

Daily check in with a child by the CT or TA

Hold a child in mind – Tell them you were thinking about them. Co-regulate alongside them – I can see that this made you feel angry. It's OK to feel angry sometimes, but it's not OK to hit someone. Next time you feel angry, try taking some deep breaths etc. Shine a light on their behaviour. Have movement breaks

Exclusions

Exclusions will be used only as a last resort and the power to exclude is 'exercisable' only by the Head teacher or DHT acting on the Head teacher's behalf. Exclusions will only take place on disciplinary grounds in response to a serious breach or persistent breaches of the school's behaviour policy. In all cases the Head teacher will inform the parents in writing and without delay of the reason(s) why the pupil has been excluded and the date when the exclusion will end. Translation of the letter will be provided where necessary as well as interpreter support in any meetings related to the exclusion. The parent will also be informed of their right to make representation to either or both the school Governors and the LA. Parents are expected to ensure that their child is not present in a public place during school hours during the first five days of exclusion. Alternative provision may be included with the exclusion notice if this is possible.

The Head teacher and Governing Body will follow the DfE procedures on Exclusion, taking into account legal duty of care to all pupils and staff and statutory duties in relation to SEND pupils. The Head teacher will notify the LA and Governing Body for any exclusions lasting more than 5 days in a term.

There are two types of exclusion:-

1. Exclusion for a fixed period (to a maximum of 45 school days in any single academic year). After the 5th day, school will ensure provision for learning is maintained.

Class teachers will set and monitor work for excluded pupils to do at home.

On return to school following a fixed term exclusion, parents will be invited to accompany their child so that discussions can take place about ways in which the pupil can be helped and encouraged to modify his/her behaviour.

2. Permanent exclusions which will be considered by a full meeting of the Governing Body within 15 days from the commencement of the exclusion.

All details relating to an exclusion will be accurately recorded by the school and the Head teacher will be responsible for doing this.

Permanent exclusions will only arise in the most exceptional circumstances and parents and/or their representative must be invited to make representations on the pupil's behalf at the meeting of the Governors.

If the pupil's exclusion follows what is apparently a criminal offence committed in school, the police will always be informed.

The school/Governors role and the police enquiry will be regarded as separate issues and Governors will need to be satisfied that on the available evidence, the "balance of probability" (the civil standard of proof) is that the pupil concerned committed the offence and whether exclusion is a reasonable response to that behaviour.

The behaviour of pupils outside of school can be considered as grounds for exclusion.

Exclusions relate to the school concerned and parents have the right to request transfer to another school and, if a place is available, the LA will manage the request.

Independent reviews of Governing Body decisions on a permanent exclusion will be the responsibility of the Local Authority in accordance with the DfE regulations.

ANTI- BULLYING POLICY

INTRODUCTION

Abingdon Primary School has a zero tolerance to bullying of any kind. We are committed to providing a caring and supportive environment for all children.

At Abingdon School we expect:

- No bullying , including racism, family bullying, cyber-bullying and homophobic bullying
- All staff, parents, pupils and governors to view bullying as extremely serious
- All people to feel safe and secure
- Respect and tolerance for all people, their beliefs and cultures
- Children's opinions to be valued and involve them where appropriate in determining policy and rules.

In order to fulfil these aims we will adopt strategies which ensure that when bullying is suspected or alleged the victim can expect:

- that they will be listened to in an appropriate setting and that every effort will be made to establish facts
- that appropriate action will be taken to address the concerns
- that the action intended to be taken will be made clear to the child, and if appropriate, the child's parents.

Similarly, a pupil suspected of bullying another child is entitled to expect;

- to be listened to in an appropriate setting and that every effort will be made to establish facts.
- to be informed about the action the school can take.
- to be informed about the action the school intends to take.

APPROACH

Within the school's caring and supportive environment we are seeking to develop the whole child. We have a clear behaviour policy which reinforces good behaviour and upholds the values of the school. We encourage citizenship within a curriculum for Personal and Social Education. This includes spiritual and moral elements and will be our main vehicle for the teaching of values which respect the worth of the individual. Teaching and learning styles will also reflect the value we place on the individual.

Opportunities for children to explore difficulties will be built in to curriculum time and the structure of the school allows children to speak to staff in private if they wish.

Pupils are actively encouraged to share their feelings, concerns or worries with staff, parents or carers, in the knowledge that open communication between home and school will combat bullying.

Pupils are also encouraged to share their concerns with other pupils.

ACTION

The school takes an active approach to bullying by organising whole school events to highlight the importance of anti-bullying and internet safety

Where bullying is suspected, or where an allegation has been made, the victim will be given time and space to talk to an adult in a safe and friendly place. Every effort will be made to establish facts. The child's feelings will be explored, as will ways of managing and overcoming bullying.

A similar process will be undertaken with the alleged perpetrator(s).

Outcomes and action will be monitored by senior leaders and CPOMs .

All members of staff are available as a resource for children.

Where there is any evidence of bullying then it must be reported to the Head teacher or Deputy Head teacher who will monitor or take over the problem.

Contact with the home will normally be through the leadership team.

The school submits data in accordance with LA procedures on monitoring racism.

This policy and procedures will be reviewed annually