PROMOTING POSITIVE BEHAVIOUR AND WELL-BEING

Cheddington Combined School is an inclusive school. We are committed to promoting respect, fairness and social inclusion, and these are the principles underlying the policies which relate to promoting positive behaviours.

The following polices form the guidance for managing incidents which may arise:

- Behaviour Policy (pages 2 - 3)
- Discipline Policy (page 4)
- Use of reasonable force Policy (pages 5 - 6)
- Anti-bullying Policy (including the children's policy) (pages 7 - 8)
- Mental Health Guidance document (pages 9 – 14)
- Sexual violence and harassment Policy (pages 15 – 16)

BEHAVIOUR POLICY

The purpose of this policy is to:

- Ensure we teach the children to choose responsible behaviour, as studies have shown that this will raise their self-esteem and increase their academic success.
- Ensure that, in our school environment, teachers have the right to teach and children have the right to learn in a classroom free from disruptive behaviour. It is unacceptable that one child's disruptive behaviour can hinder the learning of others when time is taken out of the whole class's curriculum for the matter to be dealt with.
- Give the children structure and consistency within clear limits and boundaries. They understand that good choices are rewarded and poor choices carry consequences within their everyday lives.

From this premise we aim to use a behaviour management system across the whole school which encourages the children to make good behaviour choices. It stresses that it is a behaviour choice which is disappointing or inappropriate, not the child.

Practice:

The School Council have helped to develop five rules which will apply throughout the school day to all areas of the children's experience. These are:

1. To show respect for all members of our school community by being kind and considerate.
2. To follow instructions given by any adult in our school.
3. To listen carefully and respond appropriately when anyone else is talking.
4. To keep hands, feet and other objects to myself.
5. To use all equipment sensibly and to look after our school.

Behaviour cards are displayed in the classroom, with a pocket for each child. In Reception, the child's name is attached to the appropriate card on the board. All children start the day with a smile and are given positive recognition for the good choices they make. These include:

- Non-verbal praise such as a smile or thumbs up; and/or verbal praise.
- Sticker and/or team point for great choices.
- 1 reward point awarded for each day that 'Smile card' remains.
- Good choices applauded in Praise Assembly for a 'Smile card' kept all week for all classes in YR, KS1 and KS2.
- The children may receive a Gold, Silver or Bronze certificate awarded in assembly at the end of the half term based on no cards, up to three blue and up to five blue.
- Choice of a reward activity at the end of each half term of up to 30 minutes depending on how many smile days have been attained. (However, all children will get at least the Bronze level reward time.)

The children quickly recognise that positive choices result in positive rewards, and therefore feel more relaxed and able to achieve their full potential.

Children who choose to break a rule will receive a consequence. Initially they will be given a reminder of the correct choice and their card will be changed to show a thinking smile. Should they continue with their inappropriate behaviour choices then they will change the colour of their behaviour card. Each broken rule moves the child to the next consequence.

- Blue card – up to 5 minutes time out away from the group or work area to talk to the teacher either during or after the lesson.
- Green card – report to the Deputy Head or Senior Teacher.
- Red card – report to the Head Teacher and a telephone call will be made home to explain their behaviour.

Physical violence, or extreme rudeness to an adult, carry an immediate result of being sent to the Head Teacher. Any child whose choices result in a green card three times within a term will receive a letter home, so that parents are aware of the situation. Most importantly, the children start each new day with no consequences.

Each half term a record of any consequence cards will be sent home. This will also notify of any forgotten PE kits or equipment.

Note: The individual needs of all pupils will be taken into account when applying the behaviour policy, to ensure that those children with Special Educational Needs are not disadvantaged. (eg. Additional warnings would be given between each consequence.)

Off-site visits:

Our usual school expectations of behaviour apply on all school visits, and the reward and consequence system will be consistently applied. Extreme inappropriate behaviour choices could lead to a child being excluded from the visit, and – where necessary – parents will be asked to collect their child from the visit location.

Behaviour off school premises:

Inappropriate behaviour off school premises and outside of school time - when the child is in school uniform, or is clearly identifiable as a member of our school - will be followed up in school if it

: could affect the orderly running of the school;

: posed a threat to another child or member of the public;

: could adversely affect the reputation of the school.

Each case will be considered on an individual basis; and the school would work with the child and parents to promote more appropriate behaviour choices.

Sanctions would be applied in line with this policy when the pupil was under the lawful control of a member of staff, so following Department for Education guidance.

Malicious allegations:

The school would follow recommended advice on investigating any allegation made by a child against a member of school staff, and all allegations would be taken seriously. Should the allegation be proven to have been made maliciously, then the school reserves the right to inform the Police and to contact Social Services as required. Sanctions would be applied to the child in line with our Discipline Policy, and the school would work with the child and parents to promote best outcomes.

Policy reviewed: Summer 2017

Date of next review: Summer 2020

DISCIPLINE POLICY

Initially all behaviours are dealt with according to our Behaviour policy.

Deliberate physical violence in anger to another child was deemed by the School Council to be a behaviour which warranted an immediate red card. Incidences which are not witnessed by an adult are to be discussed with all the children involved and with direct witnesses to the incident. All the children should give an account of the incident and the member of staff who is investigating should then make a judgement based on the evidence presented, or refer the matter to the Deputy Head or Head Teacher. We are required by law to have an equal duty of care to all children and therefore have to be impartial and view each incident on the evidence available to us at the time. Any consequence from an incident should not be publically announced to the class.

Any red card offence involves a discussion with the Head Teacher; so the children are aware of the seriousness of the situation, and a discussion is held with the child concerned to outline ways in which they could improve the choices they make. Each incident must be viewed independently and without prejudice. Severe incidents may result in immediate time off the playground to allow those involved to think carefully about the impact of their actions.

Repeated involvement in incidents results in a stepped approach of severity of consequence. The child involved would be closely monitored and have considerable input and support in their behaviour management – initially by school staff, then also possibly with outside agency support and advice.

Initially the child would have time off the playground, beginning with part of a day, then increasing to a whole day, three days and then five days. Should inappropriate behaviour continue the child may require internal exclusion which again is a stepped approach of one day, three days and then five days. Should the behaviour still be an issue then external exclusion would be implemented, which follows the same stepped pattern. The ultimate outcome could be a permanent exclusion from the school. Progression through the stepped exclusions should be considered carefully by the Head Teacher, with due consideration to the time frames of the causal incidents. It may be appropriate to repeat previous steps. Decisions should be based on evidence of overall improvement in behaviour.

There may be a case for these steps to be over-ruled should a behaviour be particularly severe, in which case advice and implementation would be sought from County.

The use of inappropriate language on the playground is dealt with within the normal behaviour consequence system in school, where the child would move to the next consequence in the system. It is often very difficult to prove whether what was heard was actually what was said, and considerable reliance has to be given to the witness statements of other children unless the language was overheard by an adult. The children should all be reminded regularly of the importance of reporting to an adult any behaviours by other children which make them feel uncomfortable.

Policy reviewed: Summer 2017

Date of next review: Summer 2020

Appendix to Behaviour and Discipline Policies:

USE OF REASONABLE FORCE

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them.

- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force (2.2 Section 93, Education and Inspections Act 2006).
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

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.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- 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; and
- restrain a pupil at risk of harming themselves through physical outbursts.

N.B. Schools cannot use force as a punishment – **it is always unlawful to use force as a punishment.**

Power to search pupils without consent:

In addition to the general power to use reasonable force described above, head teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers, lighters or matches
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for items banned under the school rules. (Aerosols – including deodorant; mobile phones- without prior arrangement; electronic games)

N.B. If reasonable force is used, the parents will be informed as soon as is reasonably practicable.

Policy reviewed: Summer 2017

Date of next review: Summer 2020

ANTI-BULLYING POLICY

At our school we accept that there are times when children can make inappropriate behaviour choices. However repeated choices which are hurtful and directed at other children in the school are not acceptable and will be followed up immediately. The School Council wrote a simple policy for the children, which is displayed around the school. Each November this policy is discussed as part of national Anti-Bullying week and every child in our school signs a sheet to say that they understand the policy and agree that bullying behaviours (verbal or physical) are not acceptable in our school. These are then displayed in the canteen alongside anti-bullying posters.

We try to engender a culture where the children report to an adult an incident of unkind behaviour. This allows us to track inappropriate actions; and to identify when a behaviour is a one-off or if there is a pattern developing, and so we can tackle this early. If there is a pattern developing, the first consequence is a conversation with the class teacher regarding the behaviours and the possible reasons for those behaviours. (Consequence cards would be given following our behaviour policy.) Notes would be kept from the conversation and shared with the Deputy Head Teacher and Head Teacher. Should the behaviours continue following this, then the Deputy Head Teacher would have a conversation with the child/children involved in which it would be made clear that such behaviours are not acceptable. The child would have loss of privilege and miss an appropriate number of break-times dependent on the nature of the behaviours. If there is any further bullying behaviour then the Head Teacher would arrange to meet with the child and with their parents to see how we can work together to change the behaviours and ensure better choices.

Bullying behaviours are not acceptable within our school community and as such we follow a pro-active approach to tackling such behaviours. All children in our school are encouraged to not retaliate but to use assertive behaviours – such as 'When you say/do that, it makes me feel…' Any accusations are verified with other children and adults who may have witnessed the behaviours. All repeated incidents are followed up and the children monitored to ensure that they are making more appropriate choices. *Note:* The steps outlined above may be accelerated in the case of particularly inappropriate behaviours. In line with our behaviour policy and discipline policy, physical violence of any kind results in immediate sanctions and parental involvement.

We are aware of the increasing problem of cyber-bullying. Education about this is part of our PHSE curriculum. Any reported incidences of cyber-bullying will be referred to the appropriate authorities and treated as above, whether this occurs in school hours or at other times.

Policy reviewed: Summer 2017

Date of next review: Sumer 2020

Anti-Bullying Policy

Bullying...Stop it now, because bullies aren't cool; let's live happily at our school.

Our rules:

1. Don't accept bullying—tell an adult as soon as possible.
2. Treat everyone else the way you would like to be treated.
3. Think before you speak.
4. If you see bullying, be strong and tell and adult.

Remember:

BULLYING is something which is done REGULARLY (often), DELIBERATELY (on purpose) and with POWER.

What to do if you are bullied:

1. If you are being bullied, don't bully back.
2. Speak to an adult you trust, or write a note and give it to an adult.
3. If you don't want to talk to an adult on your own, then take a friend with you.

If you are being a bully this is what will happen:

1. The adult who deals with the bullying will decide if you have to lose one or more break-times.
2. You will have to write a letter to the person you have bullied to apologise, and to acknowledge you understand how you have made them feel.
3. Your parents will be informed of what you have been doing; and you will have to explain your actions to Mrs Tamlyn.

Mental Health and Emotional Well-being Guidance

World Health Organisation Statement:

Mental health is a state of well-being in which every individual realises her or his own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

At Cheddington Combined School, we aim to promote positive mental health for every member of our school community. We pursue this aim using both whole school approaches and specialised, targeted approaches aimed at those who are vulnerable. In addition to promoting positive mental health, we aim to recognise and respond to poor mental health. By developing and implementing practical, relevant and effective mental health procedures, we can promote a safe and stable environment for anyone affected either directly or indirectly by lack of mental well-being.

This document describes the school's approach to promoting positive mental health and well-being. It is intended as guidance for all staff and governors. It should be read in conjunction with the following policies in cases where a student's mental health overlaps with or is linked to medical issues or where a student has an identified special educational need: Child Protection and Safeguarding Policy; Supporting Students with Medical Needs Policy; and Special Educational Needs Policy.

We aim to:

- Promote positive mental health in all staff and children
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental health
- Provide support to staff working with children with mental health issues
- Provide support to children suffering with poor mental health and to their peers and parents/carers

Whilst all staff have a responsibility to promote the mental health of students, the following staff have a specific relevant involvement are: Mental Health Lead (SENDCo/Head Teacher); DSL (Head Teacher and Deputy Head Teacher); SENDCo; and ELSA staff.

Anyone who is concerned about the mental health or well-being of a child should speak to the SENDCo/Head Teacher in the first instance. If there is a fear that the child is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the DSL. If the child presents a medical emergency then the normal procedures for medical emergencies should be followed, contacting the emergency services if necessary. Where a referral to Child and Adolescent Mental Health Services (CAMHS) is appropriate, this will be led and managed by the SENDCo or Head Teacher.

The skills, knowledge and understanding needed by our children to keep themselves and others physically and mentally healthy and safe are included as part of our PHSE curriculum. The specific content of lessons will be determined by the needs of the cohort, but there will always be an emphasis on enabling children to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others. We will display relevant sources of

support in school, and will regularly highlight these sources of support within relevant parts of the curriculum. We also aim to keep parents informed of Mental Health issues with appropriate information on the school website.

An individual health care plan may be drawn up for a student causing concern or who has received a diagnosis pertaining to their mental health. The plan will be drawn up by the SENDCo or Head Teacher with the child, their parents/carers and relevant health professionals.

Mental Health and Emotional Well-being Guidance for staff

The Health Care Plan may include:

- Details of a student's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play

Sources of support:

Whenever we highlight sources of support, we will increase the chance of student help-seeking by ensuring students understand:

- What help is available and who is it aimed at
- How to access the help and why
- What is likely to happen as a result of a request for help

Warning Signs:

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the SENDCo or Head Teacher in the first instance. Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating/sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing - e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretively
- Increased lateness or absenteeism from school
- Repeated physical pain or nausea with no evident cause

Managing Disclosures:

A child may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure. If a child chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental. Staff should listen, rather than advise and our first thoughts should be of the child's emotional and physical safety rather than exploring 'Why?'

All disclosures should be recorded on the proforma as soon as possible unless it is a Child Protection situation in which case that proforma should be used.

Confidentiality

We should be honest with regards to the issues of confidentiality. If it is necessary for us to pass our concerns about a child on then we should discuss with the child:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a child without telling them first. Ideally we would receive their consent, though there are certain emergency situations when information must be shared with another member of staff and/or parent/carer. Disclosures relating to poor mental health will always be shared with the mental Health Lead so that continuity of care and extra sources for idea and support are provided. They can also help safeguard the emotional wellbeing of the member of staff working with the young person, so that they do not feel solely responsible for the child. Staff should always ensure that they cannot be overheard when sharing information of this nature.

Children should be encouraged to share information with parents/carers themselves and should normally given 24 hours to do so before the school contacts the parent/carer. Children will be given the option of us informing parents/carers for them or with them. If a child gives us reason to believe that there may be underlying child protection issues, parents/carers should not be informed but information shared with the DSL immediately.

Working with Parents/Carers:

Where it is deemed appropriate to inform parents/carers, we will be sensitive but direct in our approach. Before disclosing to parents/carers we will consider the following questions:

- Is a face-to-face meeting or telephone communication preferable?

- Does the student want to attend the meeting or be present when the phone call takes place
- The aims of the meeting/discussion

It can be shocking and upsetting for parents/carers to learn of issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this, within reason, and give the parent/carer time to reflect. We should always highlight further sources of information and give them leaflets, where possible, to help them understand the information being shared.

Sharing sources of further support aimed specifically at parents/carers can also be helpful too *eg* parent helplines/forums. We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away, as parents often have many questions as they process the information. Finish each meeting with agreed next steps and always record a summary of the meeting.

Working with All Parents/Carers:

In order to support parents/carers we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that they are aware of who to talk to if they have concerns about their child or one of their child's friends
- Share ideas about how they can support positive mental health when appropriate
- Keep them informed about the mental health topics taught in PHSE

Supporting Peers:

When a child is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or disordered eating, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case-by-case basis which friends may need additional support. Support will be provided either in one-to-one or group settings and will be guided by conversations with the child who is suffering. We will discuss prior to the meeting:

- What is helpful for friends to know, and what they should not be told
- How friends can best support
- Things friends should avoid doing/saying which may inadvertently cause upset
- Warning signs they may suggest further support is required

Additionally, we will highlight to peers:

- Where and how to access support for themselves

- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

Training:

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe. The MindEd learning portal2 provides free online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process, and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more students.

Where the need to do so becomes evident, we will host training sessions for staff to promote learning or understanding about specific issues related to mental health. Suggestions for individual, group or whole school CPL should be discussed with the Head Teacher.

Reviewed: Spring 2018

Date of next review: Spring 2021

SEXUAL VIOLENCE AND HARASSMENT POLICY

At Cheddington Combined School we promote respectful and considerate behaviours between all of the children and adults. However we accept that in an increasingly sexualised society sexual violence and harassment can occur even with young children. This is unacceptable behaviour within our school, and would be managed under our suite of Promoting positive Behaviours and Well-being Policies. In any cases of sexual violence or harassment the school would be guided by the Department for Education Guidance document (Sexual violence and sexual harassment between children in schools and colleges). The school uses the Brook sexual behaviours traffic light tool as a reference document to determine normal and abnormal behaviours. All our staff act in accordance with 'Keeping Children Safe in Education'; and, whilst not all sexualised behaviour is indicative of abuse, the school will always act to safeguard the children with due consideration for the context in which any such behaviours may occur..

Sexual violence and sexual harassment can occur between two children of any age and gender. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. The school understands that children who are victims of sexual violence and sexual harassment will probably find the experience stressful and distressing and this will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. The school views that it is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children and adult staff are supported and protected as appropriate.

At Cheddington School we are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "children being children".
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms or lifting up skirts.
- dismissing or tolerating such behaviours as this risks normalising them.
- understanding that all of the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language.

Sexual violence:

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003.

Sexual harassment:

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated, and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting

What is consent?

Consent is about having the freedom and capacity to choose. Someone consents only if they have the freedom and capacity to make that choice. However:

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16;
- sexual intercourse without consent is rape.

It is important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation.

Harmful sexual behaviour:

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. When considering harmful sexual behaviour, ages and the stages of development of the children are critical factors to consider. The Brook sexual behaviours traffic light tool is used by the Designated Safeguarding Lead when considering harmful sexual behaviour. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future, and the school will always address such behaviours. The school understands that children displaying harmful sexual behaviour have often experienced their own abuse and trauma and it is important that they are offered appropriate support.

Our school has a clear set of values and standards, which are upheld and demonstrated throughout all aspects of school life. Within PHSE we have a planned programme to support the children's learning about:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment.

Our programme takes into account the age and stage of development of the children (including considering SEND children and their cognitive understanding).

Policy reviewed: Spring 2019

Date of next review: Spring 2022