



RELATIONSHIPS, CULTURE & BEHAVIOUR POLICY (including anti-bullying)

Be courageous; be strong.

Do everything in love.

1 Corinthians 16:13-14

And be kind one to another, tender hearted, forgiving one another.

- Ephesians 4:32

Intent

Archbishop Runcie First School is a Church of England First School. In harmony with the Christian ethos of our school, our policy for the promotion of positive pupil culture, behaviour and relationship are rooted in the teachings of Jesus Christ. We respect the uniqueness of each child and encourage them to be a responsible and participating member of our cohesive school community. In so doing, we believe that in taking a fair and consistent approach to promoting positive culture, behaviour and relationships and that children must be treated in ways appropriate to their age, needs and circumstances. The way children are treated by staff models the culture and values of our school. Children learn by observing and imitating adult behaviour, so staff interactions serve as a direct blueprint for how pupils behave, communicate and treat one another.

We aim to cultivate a culture which balances high expectations with the support required for all pupils to achieve well. We believe that the behaviour of all children in school is the shared responsibility of pupils, parents and staff. Good behaviour will be taught, recognised and modelled.

Research shows that an effective pupil culture can also support pupils' wellbeing. A positive school culture can help all pupils feel like they belong and are safe at school. In a reinforcing cycle, feeling a sense of belonging is correlated with improved attainment and feeling success in learning is correlated with higher levels of life satisfaction. Our aim is to build a school culture that enables pupils to build trusting relationships with staff, which will also positively impact their wellbeing, behaviour and relationships.

Communities are most effective when their members have high esteem and respect for each other. Our 'Culture, Behaviour & Relationships Policy' aims to support our school's Christian ethos through the teaching and promotion of our core Christian values:

Love

We love each other like a family. We treat each other fairly and make sure that no one feels left out. We are helpful and kind towards others, including those who are not showing us love – this can sometimes be tough. We remember the words of St Paul in his epistles:

I may speak in different languages of men or even angels. But if I do not have love, then I am only a noisy bell or a ringing cymbal. I may have the gift of prophecy; I may understand all the secret things of God and all knowledge; and I may have faith so great that I can move mountains. But even with all these things, if I do not have love, then I am nothing. I may give everything I have to feed the poor. And I may even give my body as an offering to be burned. But I gain nothing by doing these things if I do not have love.

1 Corinthians 13:1-3

Determination

We take our value of Determination from our school motto as it is a combination of being courageous and strong. As a result, we have the patience and determination to keep going. We never give up, even when times are hard and this can be especially true when we see behaviour in others that are difficult, or (especially difficult), seeing that behaviour in ourselves, learning to forgive and to learn. We remember the words of James in his epistle:

Blessed is the one who perseveres under trial because, having stood the test, that person will receive the crown of life that the Lord has promised to those who love him.

James 1:12

In sympathy with our Church foundation and mission, staff actions must promote and encourage forgiveness, reconciliation and justice. By focusing on pupil culture, staff will improve pupil learning and wellbeing in the short term and potentially improve pupils' life chances in the long term. By embodying the principles within this policy, we hope that we will support the flourishing of all members of the school community.

Supporting Pupils to develop Positive Behaviours & Culture

Although the process of developing habitual behaviours is complex, we aim to teach specific behaviours through explicit teaching. Staff support pupils to communicate effectively with their peers by providing examples (asking questions to clarify understanding, inviting others to contribute) or non-examples (talking over others, ignoring previous contributions), giving our children opportunities to practise desired behaviours.

Staff recognise their influence and impact as role models of behaviour. They aim to establish expected behaviours at key moments, such as the start of a school year or before an important or unusual event as well as during the year. We integrate the teaching of expected and desirable behaviour into their everyday classroom practice for pupils to develop positive behavioural norms and habits. The teaching of expected and desirable behaviours is planned for across the whole school within the PSHE long term plan.

Staff normalise expected and desired behaviours through positive reinforcement (which work best when used four times as often as corrective statements). By focusing on and highlighting the positive, rather than drawing attention to undesirable behaviours, staff establish social norms and thus embed the intended culture.

Trusting Relationships

Trusting relationships between staff and pupils are vital to develop positive culture, behaviour and relationships, reduce the likelihood of risky behaviours and therefore enable pupils to access learning more effectively. Trusting relationships also increase our influence on pupil's social, emotional and cognitive development. We aim to convey care, empathy and warmth towards our children and model this positive regard, even with gestures as small as greeting pupils at the door. We establish strong relationships by taking a genuine interest in our children and their families, asking questions, remembering important details about our children and being attentive to their needs, as well as using strategies to maintain and restore the relationship after a negative interaction.

The School Environment

Pupils' wellbeing at our school stems from them feeling that the classroom environment is predictable, secure and conducive to learning. Staff aim to ensure all pupils feel welcome at school by cultivating a sense of belonging, in order to also increase motivation. All staff use inclusive language of 'we', 'us' or referring to a group of pupils as a 'team' as a driver of belonging. ARFS has developed a carefully mapped PSHE curriculum and intentional day-to-day approach to teaching social and emotional skills. Staff constantly review and refine pupil culture, drawing on data, pupil voice and staff observation.

Aims

The school follows three key principles of behaviour management, informed by our Christian ethos:

1. Being Inclusive

Pupils from disadvantaged backgrounds and those with special educational needs are particularly likely to benefit from efforts to improve pupil culture, behaviour and relationships, especially if the culture promotes a sense of belonging for all pupils.

The way that teachers model, discuss and manage behaviour is important. Many behaviours, including self-regulation, are learned through the expectations and examples provided by important adults in their lives and by their peers.

- Some individuals need more support than others in learning to meet the school's expectations of behaviour.
- The deregulated behaviours of some vulnerable pupils need to be addressed with an understanding of individual pupil needs.
- Our school has due regard to the Equalities Act 2010 and the need to proactively make reasonable adjustments in applying policies.
- We have a responsibility to teach social behaviour to all children.
- We should be clear with staff, pupils, parents and governors about which expectations are non-negotiable.
- All pupils have the right to be educated no matter how challenging their behaviour.
- Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population.

2. Being Positive

- Parents and carers need to be as fully involved as possible.
- We should have high expectations of what is acceptable behaviour and desired behaviour in our school and within the wider community. We should seek to raise those expectations in partnership staff, governors, pupils and parents/carers.
- If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we would like them to behave and teaching this.
- We should recognise acceptable behaviour and culture through positive reinforcement and modelling.
- We should provide pupils with honest and sensitive feedback on their own learning and behaviour so it is used as a learning opportunity.

3. Being Assertive and Having High Expectations

- Staff have the right to teach; pupils have the right to learn.
- All pupils and staff have the right to feel safe in school.
- Parents have the right to feel welcome and to know their children work, play and learn in a safe, loving and inclusive school.
- We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.
- Staff may require support from each other and outside agencies in order to support individual pupils through learning and making changes to their behaviour and culture. Swapping in/out with other staff can be an effective strategy.
- We remember that Jesus taught us to stand up for what is right and that sometimes this is challenging to do but we do our best to make the right moral decisions and take social action.

We have established a shared understanding of high expectations for pupil behaviours including what expect to see in classrooms and around the school, such as all children being ready to answer every question (no hands up), holding doors open for one another or speaking in full sentences (see Appendix 4).

Implementation

Initially in EYFS, staff focus on fundamental expected behaviours that ensure access to learning such as how children should gain attention from the teacher in an appropriate way. Staff further up the school can then prioritise promoting desirable learning behaviours. These learning behaviours include developing social, emotional and cognitive skills such as organisation, communication and self-regulation which not only help them to achieve but are correlated with future wellbeing and success.

We share the purpose of behaviours with our children in order to support pupils to understand 'why' as well as 'what' to do, gradually aligning beliefs with behaviours. For example, we articulate that a quiet environment enables pupils to concentrate and therefore explore how focus supports learning, a long-term goal.

We aim to promote the Christian ethos and expectations within our school. We follow a restorative approach and use restorative enquiry when responding to challenging behaviour.

Adults:

Staff respond calmly, with warmth and empathy and avoid negative emotional behaviours, such as using sarcasm, shouting or humiliation. Consequences to behaviour enable pupils to reflect, repair and make amends so that they feel supported to learn from mistakes. When pupils persistently struggle to meet expectations, leaders promote an open-to-learn approach whereby they seek to listen, understand and learn more before designing solutions.

- Adults should always demonstrate mutual respect and model positive behaviour as an example to the children e.g. talking calmly to children and never shouting at children
- Present children with a clear and consistent set of guidelines for behaviour with reasons for why that behaviour is required
- Using positive language where possible e.g. 'walk please' rather than 'don't run'
- Praising positive behaviour and good manners (remember that positive affirmation should be used four times as often as corrective language).

Children:

- Children should be encouraged to reflect upon and learn from their actions.
- Children's behaviour is best tackled by motivating them with work which has the correct level of challenge and by using positive reinforcement to promote the desired behaviour.

Promoting positive behaviour, culture and relationships

We encourage and teach children to:

- Understand and follow our school values and classroom rules at all times
- Be resilient in all they do
- Move appropriately and considerately around school
- Be polite to adults and other children
- Develop strategies to deal with upsetting or aggressive behaviour
- Take responsibility for their behaviour, realising that they always have a choice
- Contribute to their own learning and be proud of their progress
- Celebrate and promoting difference and diversity within our community
- Ask questions and challenge themselves to risk-take appropriately
- Report incidents of bullying behaviour involving themselves or others, including online

Rewards and Strategies we use to promote Positive Behaviour

In addition to the general culture, behaviour and relationships policy principles, staff may use any of the following to promote and reward good behaviour. This may vary according to the needs of the class. This list is not exhaustive:

- Approving look, smile, nod, sign (e.g. "thumbs up")
- Verbal praise (private or public)
- Dojo points
- Stickers, stamps, comments
- Certificates
- Special chair, cushion
- "Sharing Good News" letter/card home to parents
- PSHE focus
- Celebration Worship
- Celebrating good work with other teachers and classes

- Celebrating good work with Senior Leaders
- A special responsibility
- Star of the Week/Day
- Prize box

Preventing Inappropriate Behaviour

The prevention of behavioural problems arising is of paramount importance.

Attention must be given to:

- Strong relationships are established
- Children feel valued and listened to, loved unconditionally by all staff
- A restorative approach is used to resolve conflicts
- Children understand the systems for rewards and consequences
- Consistent routines and systems are in place which encourage positive behaviour
- Children are well known by staff
- Effective classroom organisation and management
- Managing transitions effectively proactively
- Appropriate curriculum match
- Establishment of effective positive relationships
- Developing a restorative approach
- Children taking ownership of routines
- Acknowledging and rewarding positive behaviour
- Development of self-esteem
- Emotional intelligence and the teaching of feelings language
- Using 'wondering' language and noticing emotions, particularly for dysregulated children.
- Actions beyond the classroom (e.g. online)

Children are never made to say they are sorry. We believe that "sorry" is a feeling. Children may wish to apologise, however, they should acknowledge this is a promise to their friends that they have learned from their behaviour and will change their actions in future.

Vulnerable Pupils

Pupils from disadvantaged backgrounds and those with special educational needs are particularly likely to benefit from efforts to improve pupil culture, behaviour and relationships, especially if the culture promotes a sense of belonging for all pupils.

Most children, at some point during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils. These children are particularly likely to benefit from efforts to improve pupil culture, behaviour and relationships, especially if the culture promotes a sense of belonging for all pupils. If a pattern of dysregulated behaviour emerges, staff will begin a series of interventions.

Parents will be invited to a meeting to inform them that we have concerns about their child's behaviour. The Senior Leadership Team/SENCo/Family Support Worker will discuss strategies with parent/carers to further support their child's behaviour. These may include:

- Home school books
- Behaviour plans
- SEND support plans
- Pastoral support programme
- Interventions
- Social stories
- Parenting support

The school will work closely with the parent/carer to identify the reason for these behaviours and to support the child in making necessary changes. The school may use an 'Antecedents, Behaviour, Consequence'

system as a means of identifying the cause and finding solutions to behavioural difficulties. This is also important for recording and thinking through behavioural incidents more generally.

SEND needs/ Behaviour as communication

ARFS recognises that a child's behaviour is a meaningful form of communication rather than a character trait or a deliberate act of defiance. We acknowledge that challenging or distressed behaviours often signal unmet physiological, emotional or sensory needs that the child may not yet have the verbal or self-regulatory skills to express.

Consequently, our approach prioritises curiosity over consequences; staff are expected to look beyond the surface behaviour to identify and address the underlying triggers. By focusing on co-regulation and support rather than isolation or punishment, we maintain a safe, inclusive environment that upholds the dignity of every child and fosters their long-term social and emotional development. Once regulated, restorative approaches can be used with the child.

Our SENCo has strategies in place to support the behaviour needs of specific children. This includes individual behaviour plans and close monitoring of individual support plans.

Dealing with unacceptable behaviours

Staff respond calmly, with warmth and empathy and avoid negative emotional behaviours, such as using sarcasm, shouting or humiliation. Consequences to behaviour enable pupils to reflect, repair and make amends so that they feel supported to learn from mistakes. When pupils persistently struggle to meet expectations, leaders promote an open-to-learn approach whereby they seek to listen, understand and learn more before designing solutions.

We acknowledge that on rare occasions there are circumstances that prevail (eg serious breaches of the school's policy) which mean we may have to exclude a child from school in order to safeguard the well-being of that child or the other children.

- All staff use a restorative approach when dealing with unacceptable behaviour
- Staff use the following questions to help children consider, and reflect upon, their behaviour.
 - Tell me what happened
 - What were you thinking at the time?
 - What are you thinking now?
 - Who has been hurt/upset by your behaviour?
 - What could you do to put things right?
 - What would you do differently next time?
- Staff follow the sequential behaviour sequence (see below).
- All behaviour incidents (action four or above, or repeated action three – see below) will be logged on CPOMS
- It is the responsibility of all members of staff to deal appropriately and consistently with unacceptable behaviour e.g. children walking past in the corridor or moving around school
- Fairness and consistency must be seen to apply in praising/rewarding good behaviours and discouraging unacceptable behaviours. We avoid seeking to make children feel guilty but we do encourage them to reflect on their actions.
- Parents will be kept informed of any concerns regarding their child's behaviour and invited into school when there are significant concerns.
- In some cases, behaviour contracts may be used to deal with issues between individuals or groups of children. These must be shared with relevant staff and parents.
- No child is to be sent to stand or work outside the classroom unsupervised. Some children may benefit from a brief time out, supervised by an adult, to calm down and reflect (change of space/face).
- No staff should raise their voices towards children as we remember that we are modelling the behaviour we expect.

- Every effort will be made to maintain children in school but if persistent unacceptable behaviour continues or extreme incidents occur despite the support /strategies / intervention measures taken, then this will result in the child's exclusion from the school.
- Extreme cases may result in a child being suspended or excluded from school. In these circumstances, the School's Exclusion Policy (based on DfE Guidance). [DfE Suspension and Permanent Exclusions Guidance](#)
- Racial and homophobic incidents, including name calling, and other incidents that are prejudicial particularly towards those with special characteristics as outlined in the Equality Act 2010, are to be reported to the SLT, both via CPOMS and by informing a senior leader verbally.

Sequential Behavioural Actions

It is the aim that a positive school culture and strong relationships will prevent and eradicate the vast majority of behavioural issues. We recognise that most behavioural issues are resolved before, not after the fact, particularly by modelling the best behaviours ourselves for children and through the living out of the school's Christian ethos. However, there may be times when consequences and sanctions will need to be followed (e.g. missing playtimes for reflection, at the Headteacher's discretion).

In the event that behavioural expectations are not met, the following actions provide a sequential pattern for staff to follow. However, as per 'Being Inclusive' from the policy's Aims, these may not always be applicable to all children depending on the circumstances. In addition, in the event of severe action, steps may be 'skipped':

Action 1: *Remind*

Verbal reminder about behaviour expectations. This may be repeated a number of times and may need to be made in a number of different ways depending on the child and their developmental needs. Staff should use positive praise (i.e. praising correct behaviour of others) in order to give the child time to make the right choice.

Action 2: *Check*

Check if there are any issues with the child. If an incorrect choice is repeatedly made, staff should create an opportunity to speak to the child privately to find out if there is anything remiss with them which may resolve the behavioural difficulties. Depending on the child and their developmental needs, this may occur in different ways, but the focus must be on giving them opportunities to express any concerns they may have.

Staff should check that the child understands what is expected of them and why their actions have caused an issue/how they do not meet expectations.

Action 3: *Change*

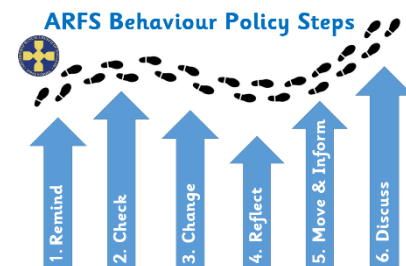
Change the arrangements within the classroom e.g. move seats/task. You may also choose to discuss with the child the next steps if behaviour continues.

Action 4: *Reflect*

Reflection time either in the classroom or another area (e.g. quiet room attached to classroom). This time may be during part of a break time or in teaching time (but never a full playtime), so long as there is opportunity for the child to complete work that is set and take part in a restorative conversation. Parents will be informed if this step is reached (either if it occurs repeatedly in a short space of time or sporadically over a longer period of time). Staff should add this to CPOMS. It is important to note that the 'reflect' stage should not be publicly sending a child to another classroom to learn.

Action 5: Move & inform

If the negative behaviour continues, then learning will occur (supervised) in another area of school (e.g. library), both to aid the child and also to allow other children's learning to continue uninterrupted. A member of the Senior Leadership Team will be informed at the end of the day (usually via CPOMS) and additional privileges will be removed. Parents are always informed at this point.



Action 6: Discuss

If the child continues with negative behaviour during time out elsewhere, then either the Headteacher/ Deputy Headteacher / Key Stage Leader will be informed and their presence requested.

Once regulated enough, a restorative conversation with the staff member and child can support staff and children to process feelings, identify causes and plan for the future. This should provide emotional support and learning opportunities (for both the staff and the child) to prevent future incidents.

The KS Leader will meet with the class teacher to discuss behaviour triggers, what has been tried so far and to agree next steps. Children are never “sent” to a leader as, we believe, this undermines the authority of the staff member dealing with the behaviour. It is best practice for a structured conversation for all staff involved to take place when a plan has been agreed in order to ensure a consistent approach.

Use of Reasonable Force

The use of reasonable force will only be used in extreme circumstances as needed to keep everyone, including the child, safe. This is in accordance with Local Authority Guidance. (See Reasonable Force Policy)

Confiscation of inappropriate items

Staff have the power to search for “prohibited items”. Any prohibited items, be they illegal, dangerous or otherwise prohibited by the school found in pupils’ possession will be confiscated. Prohibited items are communicated to parents and carers through the usual communication channels, such as newsletters, ParentMail etc. These items will not be returned to pupils – they will usually be returned to the family at the end of the school day. However, staff have the right to confiscate, retain or dispose of inappropriate items in school.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will, if appropriate, be returned to pupils after discussion with senior leaders and parents.

Searching and screening pupils is conducted in line with the Department for Education’s guidance. In general, families should avoid sending children into school with any items from home unless specifically requested.

If staff suspect a child of having a prohibited item or an item that is harmful or detrimental to school discipline, they may search either the child or the child’s possessions (e.g. bookbag). Search power is delegated to all staff members of the school. A search of a child would be conducted privately and by at least two members of staff. A search of a child’s property will also be conducted by at least two members of staff, although the pupil does not need to be present.

Such a search will always be recorded on internal safeguarding mechanisms (CPOMS) and a parent/carers will be informed on the day of such a search.

If a phone is confiscated from a child it will be switched to “flight mode”, if possible. If an incident with a phone has occurred, this should be referred to the DSL (or deputy) as soon as possible along with the phone.

Exclusions

The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

Behaviour beyond school

Staff may discipline pupils in response to behaviour beyond the school gates which is witnessed by a member of staff or reported to the school. This can include cyberbullying incidents when it impacts relationships within school.

Working with other agencies and the SENCo

Parents of pupils who display continuous disruptive behaviour will be invited into school. The SENCo may meet staff and governors to identify if there are any underlying additional needs that need further thought. A Team Around the Child meeting may take place to explore areas of support, including that provided by external agencies. This will be recorded on the school's CPOMS system.

Dealing with allegations against staff

It is extremely important that any allegations of abuse against a teacher or any other member of staff in our school is dealt with thoroughly and efficiently, maintaining the highest level of protection for the child whilst also giving support to the person who is the subject of the allegation. (See also Low Levels Concerns Policy & Safeguarding and Child Protection Policy).

If an allegation is proved to be false and malicious, the Headteacher and chair of governors may refer to social services to determine whether the child is in need of support or has been abused by someone else. The Headteacher will decide upon the sanction for the pupil who made the false allegation. The Headteacher may wish to include the school governors when considering what action to take. The school has the power to suspend or permanently exclude pupils who make false claims, or refer the case to the police if the school thinks a criminal offence has been committed.

Parents and carers will be kept informed and invited to attend a meeting in school if there are concerns regarding their child's behaviour in school.

Child-on-child abuse

As detailed in Keeping Children Safe in Education, staff understand that it is everyone's responsibility to challenge inappropriate behaviour. Any child-on-child abuse must be reported to the Designated Safeguarding Lead and Deputies. Whilst child-on-child abuse can include bullying (as detailed below), it can also include inappropriate behaviour (e.g. sexualised behaviour). Staff use the techniques as detailed in this policy, particularly ensuring the victim's voice is heard and that families are informed promptly, as well as following agreed shared language.

Consequences

Sanctions (as outlined above) by themselves are unlikely to change behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.

A student may be at risk of exclusion from school for:

- Verbal or physical assault of a student or adult;
- Persistent and repetitive disruption of lessons and other students' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

There are 2 types of exclusion:

- suspension (sometimes referred to as fixed-term or fixed-period exclusion)
- permanent exclusion (sometimes called expulsion)

ANTI-BULLYING POLICY

Bullying

Anti-Bullying - What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Department of Education (2017), Preventing and Tackling Bullying

In our school, our school culture and ethos is the first step to preventing bullying. The school uses the Department of Education definition of bullying. We recognise that bullying is also the dominance of one pupil by another or a group of others. It is pre-meditated and part of a pattern rather than an isolated incident. Bullying can take many forms and is often motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences. Bullying behaviour may be an indication that the bully is, or has been, themselves a victim of bullying or abuse. Incidents should always be discussed with Senior Leaders since further action e.g. counselling or referral to Social Services may be appropriate.

However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying. Children, staff, families and the wider community are reminded that bullying comes from being repeated and/or a power imbalance between victim and perpetrator.

As a school, we recognise that children are capable of abusing other children (including online). All staff are clear about our school's policy and procedures with regard to child-on-child abuse. Bullying can happen to anyone. This policy covers all types of bullying including:

- Cyberbullying*
- Prejudice-based and discriminatory bullying
Physical bullying which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Bullying related to race, religion or culture
- Bullying related to Special Educational Needs or Disability
- Bullying related to appearance or physical/mental health conditions
- Bullying related to gender, transphobic or sexual orientation
- Bullying related to adoption, children in care, young carers or otherwise related to home circumstances
- Name calling, taunting, mocking, making offensive comments
- Taking or damaging belongings repeatedly over time
- Producing offensive graffiti,
- Gossiping and/or spreading hurtful and untruthful rumours
- Excluding people from groups

Cyber-bullying

*This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages or offensive and/or degrading images by phone, text, Instant Messenger, through websites and social media sites and apps.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. (See the E-Safety Policy.)

The Effects of Bullying:

Bullying always creates inequalities and is damaging to all those involved. The person being bullied, the person who bullies and those who witness or know about the bullying are all affected in some way. All forms of bullying are hurtful and may have a devastating effect on those who are bullied. Whilst some children may recover from bullying, there are others who suffer lasting consequences. Children who are

bullied may see themselves as inadequate and friendless and suffer from loss of confidence and low self-esteem.

Bullies may also suffer from long lasting consequences and, unless offered support, may continue with bullying behaviour into their adult lives. For this reason, it is important that they receive support to enable them to change their behaviour and relationships and their understanding of our school culture. Those who bully can experience difficult and unhappy relationships with both peers and adults and frequently need help to overcome these difficulties. Research evidence has shown that those who bully are more likely to engage in anti-social activities and have a greater prevalence of poor mental health.

A child could have experienced being bullied and having bullied others. Bullying is not a natural part of growing up and should never be accepted as such.

Children can abuse other children and this can take many forms. It can happen both inside and outside of school. There may also be reports where the children concerned attend two or more different schools.

Strategies in Use to Address Bullying

Preventative Strategies:

- In our school, our distinctive school culture and ethos is the first step to preventing bullying.
- The school value of love is taught, promoted and celebrated across the school day and through the curriculum.
- The school culture, behaviour and relationships policy stresses making expectations clear to children about their behaviour with others and promoting positive behaviours.
- Promoting an open and honest environment where children feel safe and confident to share their concerns and worries
- Using the Relationship, Sex and Health Education and PSHE to educate and reinforce our messages through stories, role play etc.
- Ensuring school is well supervised, especially in areas where children may be vulnerable
- Ensures robust supervision and be aware of potential risky areas in the school
- Takes steps to prevent isolation
- Where risk is identified, an individual child risk assessment is put in place
- Ensures staff are aware of the indicators and signs of child on child abuse and how to identify them
- Addresses inappropriate behaviour (even if it appears to be relatively minor)
- Each class has a weekly PHSE session which allows children to talk about feelings in a safe context and to bring out bullying issues. There is also the Worry Box in Years 1 to 4.
- Constantly improving the school's grounds, creating more cooperative play space and variety in the environment, reducing the domination of the playground by rough games and other games, including football, as well as providing constructive and collaborative play areas.
- Providing pupils with training (e.g. peer mediation) to resolve problems with peers.
- For children who are prone to bullying others, a circle of friends may be used to help him/her resolve the problem.

The following systems are also in place to enable children to confidently report any abuse:

- Regular reminders about our No Outsiders ethos
- Children are reminded who they can report to in school (weekly in worship)
- Reminders through curriculum and workshops e.g. NSPCC Assembly
- Worry boxes in each KS1/2 classroom

It is essential that all staff understand the importance of challenging inappropriate behaviours that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. KCSIE 2023

All staff will take a zero tolerance approach to any abusive behaviours and will stop and challenge inappropriate behaviours between children, many of which may be sexual in nature. We recognise that even if there are no reported cases of child on child abuse that such abuse may still be taking place and all staff should be vigilant.

As a school, we seek to create a safe and calm learning environment, supporting the mental health and wellbeing of the whole school population. This includes teaching our children about how to stay safe, bullying and mental wellbeing.

There are a number of factors that make children more vulnerable to child on child abuse:

- Experience of abuse within their family
- Living with domestic violence
- Young people in care
- Children who go missing
- Children with additional needs (including SEND)

Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child. If staff have any concerns about a child's welfare, they should act on them immediately and speak to the designated safeguarding lead (or deputy).

Research tells us girls are more frequently identified as being abused by other children, and girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs. There is an increasing evidence base emerging about the sexual exploitation of boys (both by adults and children). We recognise that both boys and girls experience child on child abuse but can do so in different ways.

Once a Bullying Incident has occurred:

Each alleged incident will be recorded, investigated and dealt with on an individual basis based on the following principles:

- Initially, the alleged incident will be investigated by the class teacher of the victim.
- If confirmed (or not ruled out) the bullying incident should be dealt with as a safeguarding concern and reported to the DSL
- All information will be recorded in writing using the agreed procedures (CPOMS). The written record should include what has been reported, what the staff member has done and next steps
- Racist or homophobic incidences will be logged and reported to the full governing body, as part of the Head Teacher's report.
- All children involved (victim and alleged perpetrator) in school will be spoken to separately by the DSL
- Where the incident also involves a child at a different school, the DSL will ensure effective liaison and information sharing
- All staff will then be informed and asked to particularly look out for the victim and alleged perpetrator
- Bully victims will be given the space to say how they would like the incidents dealt with (children vary – some like to talk to the bully face to face with staff, some like to have a member of the staff deal directly with the bully, some just want the school to watch out for incidents at first, some want the chance for a supervised talk with friends to sort out relationship problems) – it depends on the nature and severity of the bullying. This is dealt with in a restorative way and in line with our school values. The DSL will balance the child's wishes against their duty to protect the child and other children
- The DSL may need to go against the victim's wishes and make a referral to children's social care or the police. This will be handled sensitively, the reasons explained to the victim and appropriate support made available

- Where bullying has occurred, the school ensures that the perpetrator(s) understands that they are acting/have acted outside of the school's code of practice and against the school rules. It is essential they acknowledge the impact of their actions. The school will specify actions and stipulate the repercussions. Parental engagement is paramount in the process to ensure a clear understanding of the incidence/s and the sanctions. Examples of sanctions for engaging in bullying are:
 - verbal warning;
 - pupil moved away from the person being bullied;
 - referred to a senior member of staff;
 - excluded from class activities/playtimes
 - isolation
 - exclusion.
- The school will work with our local safeguarding partners where appropriate
- Parents of the bully and victim will be informed of the incident and how their child will be dealt with and supported (unless this would put a child at greater risk)
- Once a situation has been resolved we ask victims and bullies on a regular basis if they are alright. Class teachers will monitor this. These records should be recorded in the school's CPOMS system.
- A review date for discussion with the parent/carer to 'check back in' and follow up is essential in all dealings with parent issues as parents should be clear about what has been done, how the school has or is dealing with the issues and the success of the intervention.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the school.

Consequences

Sanctions (as outlined above) by themselves are unlikely to change bullying behaviour but we may need to make decisions to keep the target of bullying behaviour safe (e.g. preventing a child who has used bullying behaviour from playing outside) or to help the child who has shown bullying behaviour learn some skills. These will be case and child-specific and we will show a flexible response.

A student may be at risk of exclusion from school for:

- Verbal or physical assault of a student or adult;
- Persistent and repetitive disruption of lessons and other students' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

There are 2 types of exclusion:

- suspension (sometimes referred to as fixed-term or fixed-period exclusion)
- permanent exclusion (sometimes called expulsion)

All children have the right to feel safe in school. Therefore, we may take alternative action, if appropriate, to ensure the victim feels safe in school.

Victims, perpetrators and any other children affected by child on child abuse will be supported in the following ways:

- Support will be tailored on a case-by-case basis
- All children involved will be supported by an allocated member of staff
- Wherever possible, the victim and witnesses will be able to continue their normal routine.
- The victim will never be made to feel they are the problem for making a report or made to feel ashamed for making a report
- All reasonable steps will be taken to protect the anonymity of any children involved in any report of sexual violence or sexual harassment
- Adequate measures will be put in place to protect the children involved and keep them safe
- A needs and risk assessment will be made and a safety plan put in place when required
- Early help assessment, children's social care and other agencies will support where appropriate

Staff Training

There is regular training for all school staff on aspects of bullying and we take care to ensure all staff are trained to understand the different forms bullying behaviour (including cyber-bullying) and are trained to identify, record and challenge prejudiced based bullying and incidents.

Advice to Children about Bullying:

- If you are a victim of bullying, you can tell a member of staff or anyone else you feel safe to talk to. It is not weak to do this.
- If you cannot tell anyone at school, you can tell your parents/carers who will tell us.
- Friends of victims should let staff know of bullying incidents.
- No one deserves to be bullied – remember, you have a right for this not to happen to you.

At ARFS, we have a shared language:

- It is our job to keep you safe
- Nobody has the right to hurt you
- You must use your voice

How can Parents/Carers help to Prevent Bullying?

- Everybody gets angry. Help your child to express it without hurting others.
- Encourage your child to tell a member of staff straight away if they get hurt at school.
- Praise your child when they sort out problems by talking rather than hurting others.
- Let the school know if you have any concerns; do not try and sort them out with other children or parents yourself.
- Allow the school to seek professional advice and support over difficult bullying.

Addressing Prejudice and Prejudice Based Bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We keep a record of different prejudice-related incidents and report to Governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we deal with them. We review this data termly and take action to reduce incidents.

All reports of bullying, racial, sexual or other harassment must always be taken seriously, investigated and recorded according to school policy. Staff must always act and be seen to act to protect victims. However, the school ensures that any resolving of issues does not result in public punishment wherever possible and is dealt with the appropriate level of discretion.

All incidents should be reported to the Headteacher. The Head Teacher is responsible for reporting incidents to the LA if appropriate.

The role of staff in modelling appropriate culture, behaviour and relationships is crucial in promoting positive behaviour in these respects.

Impact

The impact of this policy will be that children learn effectively in school within a safe and secure environment, provided with love, clear boundaries and high expectations and are prepared for life both in school and beyond it. We acknowledge that 'getting the culture right is pivotal' and that it is not just the strategies used but the wider culture and ethos of the school that provides a safe and loving environment for children to thrive which will be evident both in theory (the policy) and in practice (within school on a day-to-day basis).

Date	Action	By whom?	Date due for review
23.10.23	Agreed by TLA	TLA	
September 2025	Updated and reissued to all staff	KM	
Sept 2026	Reissued to all staff	KM	

Appendix 1:

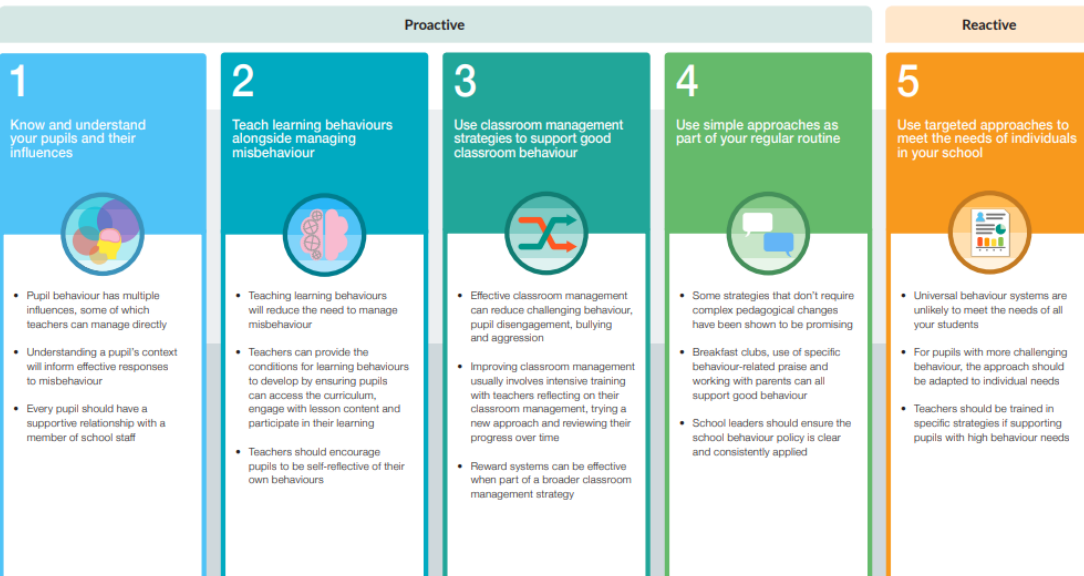
<https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF Improving behaviour in schools Report.pdf>



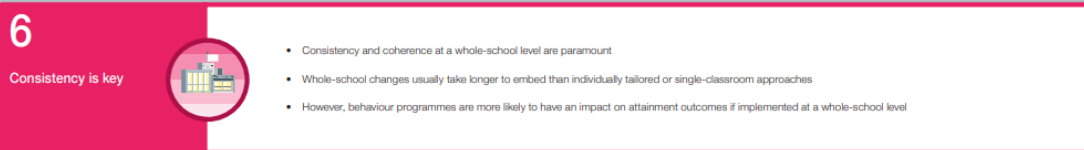
IMPROVING BEHAVIOUR IN SCHOOLS

Summary of recommendations

Sections are colour coded for ease of reference:



Implementation



Report Published
7th June 2019
eef.li/behaviour

Appendix 2: Pupil Culture – Evidence Summary

Building an effective pupil culture is a proactive approach to shaping beliefs and behaviours which create conditions for pupils to succeed.

Rather than responding reactively to escalated behaviour incidents, if staff cultivate an effective pupil culture, they may be able to prevent frequent disruption, foster learning behaviours and therefore enable all pupils to be more successful at school. Through pupil culture, we can encourage pupils to behave in ways that are more conducive to them accessing learning (Coe et al, 2020; Bennett, 2017).

An effective pupil culture can also support pupils' wellbeing. A positive school culture can help all pupils feel like they belong and are safe at school. In a reinforcing cycle, feeling a sense of belonging is correlated with improved attainment, and feeling success in learning is correlated with higher levels of life satisfaction (Allen et al, 2020; OECD, 2015; Rathman et al, 2018). When a school culture enables pupils to build trusting relationships with staff, this can also positively impact their wellbeing (Rathman et al, 2018; Chapman et al, 2013).

An effective pupil culture may also help pupils to thrive in the long term (Education Endowment Foundation, 2019a; Bennett, 2017). Enabling pupils to access learning is important because high-quality teaching has been shown to substantially improve pupils' life chances (Chetty, Friedman & Rockoff, 2014; Hanushek, 1992; Slater, Davies & Burgess, 2011). Research has also found a positive correlation between factors such as pupils' wellbeing, socio-emotional skills and connectedness to school with their longer-term outcomes such as academic success, life satisfaction, engagement in risky or criminal behaviours and job prospects (EEF, 2019b; Chapman et al, 2013; Gutman and Schoon, 2014; OECD, 2015).

By focusing on pupil culture, staff improve pupil learning and wellbeing in the short term and potentially improve pupils' life chances in the long term.

The way that staff model, discuss and manage behaviour is important (EEF, 2019a). Many behaviours, including self-regulation, are learned through "the expectations and examples provided by important adults in their lives and by their peers" (IES, 2008). So, although staff do not have control over factors such as home life, staff can influence children's relationship with the curriculum, themselves and their peers (Powel & Tod, 2004). Staff have the most influence on pupils' wellbeing and outcomes when they develop positive relationships with them (Chapman et al, 2013; Johnson et al, 2016; Rathman et al, 2018). In order to improve pupil culture, staff need to focus as much on what staff do as what pupils do.

Pupils from disadvantaged backgrounds and those with special educational needs are particularly likely to benefit from efforts to improve pupil culture, especially if the culture promotes a sense of belonging for all pupils (Allen et al, 2020; EEF, 2019a; EEF, 2019b). Children who have experienced adverse childhood experiences (ACEs) can also particularly benefit from a supportive, predictable and positive culture (EEF, 2019a). An effective pupil culture can help pupils from all backgrounds feel more connected and successful at school, preventing additional stress and a potential negative spiral of disengagement (Allen et al, 2020; Chapman et al, 2013, Campbell Collaboration, 2018).

The most successful schools cultivate a culture which balances high expectations with the support required for all pupils to achieve (Kraft and Falken, 2020; Coe et al, 2020).

High expectations

"Staff should demand high standards of work and behaviour from all students" (Coe et al, 2020)

Challenging: Staff should set challenging expectations for all pupils as this can improve outcomes (Locke and Latham, 2002). Staff expectations of pupil's potential can directly affect their learning due to their pedagogical decisions. For instance, a teacher with low expectations might not share models that are at a high standard or provide sufficiently challenging tasks. These low expectations can particularly disadvantage 'at risk' groups (Jussim and Harber, 2005). It is wise to begin by communicating concrete aspirations such as a goal of access to higher education, or by setting ambitious academic targets, which can influence both pupils and staff' expectations. Staff will also need to facilitate an ongoing open-to-learn

dialogue, whereby staff and pupils can share honest feedback, to ensure that teaching and learning and curriculum design deliberately encode and maintain high expectations for all. A frequent reflection point should be ‘were all pupils enabled to achieve their potential in this lesson?’.

Consistent: An effective culture maintains high expectations of behaviour on a day to day basis. However, it is likely that staff and pupils “will have enormously different perceptions about what ‘high expectations’ mean” (Bennett, 2017). It is therefore vital that staff establish a shared understanding of high expectations, particularly for pupil behaviours. The staff team should define the specific behaviours that they expect to see in classrooms and around the school, such as pupils raising their hand for every question or speaking in full sentences. They may want to particularly focus on critical moments in the school day and in the classroom, such as transitions or during independent tasks. The staff team will need to share and unpick an explicit model so that all staff know the “small gestures” and intentional language that ensure high expectations are effectively communicated and upheld (IES, 2008, pp.8).

Co-ordinated: Ambitious expectations will need to be reflected in policies and practices. Aspirations become more meaningful if they are woven into everyday communication with pupils, not just shared through a mission statement or display. For example, staff could relate lesson objectives and tasks to aspirations. They could also create an intentional consistent language for staff to use to communicate high expectations, such as using phrases like ‘the best we can be’. Even an act as simple as writing ‘I’m giving you these comments because I have very high expectations and I know that you can reach them’ has been shown to improve pupil engagement with feedback dramatically (Yeager et al, 2014).

Support pupils to succeed as learners.

Pupils “who are motivated to study, learn, engage and succeed are more likely to do so” (Coe et al, 2020, p.24). However, motivation, rather than being a fixed character trait, is a response to a particular context: some pupils are very motivated in science lessons or in the morning but less so in mathematics or after lunch (Gutman & Schoon, 2013). The impact of a system of rewards and consequences are short-term and inconsistent (Mccrea, 2020). Therefore, all staff need to support pupils to be motivated to learn every day, in every classroom.

Pupils may be motivated by the ambitious goals staff set, but unless these aspirations feel achievable, pupils will become rapidly demotivated (Gutman & Schoon, 2013). As Mccrea (2020) explains, “telling a pupil ‘you’re good at maths’ or ‘you can do it’ is unlikely to stand for long in the face of contrary experience” (p.47). It is important that staff invest in developing high quality teaching which enables all pupils to regularly experience meaningful success. Staff should be encouraged to introduce new knowledge in an explicit and manageable way, facilitate engagement with quality models, scaffold learning and gradually build pupils’ proficiency through retrieval and deliberate practice (Coe et al, 2020). Staff should also celebrate small successes, effort and resilience (Tsiplakides and Keramida, 2010).

Support pupils to develop positive behaviours

Staff should support pupils in the short and long term by teaching both expected and desirable learning behaviours (EEF, 2019a). Initially, staff may want to focus on fundamental expected behaviours that ensure access to learning such as how to gain attention from the teacher in an appropriate way. Staff can then prioritise promoting desirable learning behaviours. These learning behaviours include developing social, emotional and cognitive skills such as organisation, communication and self-regulation which not only help them to achieve but are correlated with future wellbeing and success (Cook-Harvey & Darling-Hammond, 2020; EEF, 2019a; EEF, 2019b).

Although the process of developing habitual behaviours (sometimes thought of as character qualities) is incredibly complex, pupils can be taught specific behaviours through explicit teaching (EEF, 2019a; IES, 2008). For example, staff can support pupils to communicate effectively with their peers by providing examples (asking questions to clarify understanding, inviting others to contribute) or non-examples (talking over others, ignoring previous contributions), giving pupils opportunities to practise and sharing feedback (EEF, 2019b). Staff should also share the purpose of behaviours. For example, if staff are establishing expected behaviours during independent work, they could articulate that a quiet environment enables pupils to concentrate, and therefore explore how focus supports learning, a long-term goal. Staff thus

support pupils to understand 'why' as well as 'what' to do, gradually aligning beliefs with behaviours (Cialdini & Goldstein, 2004).

Staff should also recognise their influence as role models of behaviour (Johnson et al, 2016). Children and young people learn how to behave implicitly both through discussions with people they trust and imitating the models provided by adults (EEF, 2019b; Johnson et al, 2016; Jones et al, 2017). Therefore, staff need to model and articulate healthy and desirable behaviours, as well as creating the conditions for trusting relationships to develop. The need for adults to develop their understanding and skillset is sometimes overlooked when schools seek to develop pupils' learning behaviours (EEF, 2019b; Jones et al, 2017).

Staff will want to establish expected behaviours at key moments, such as the start of a school year or before an important or unusual event. However, staff will need to integrate the teaching of expected and desirable behaviour into their everyday classroom practice for pupils to develop positive behavioural norms and habits (EEF, 2019a; EEF, 2019b). The teaching of expected and desirable behaviours needs to be planned for across the long term at a whole school level, rather than as a reaction to moments of 'crisis' (EEF, 2019b). School staff may develop a dedicated curriculum that is sequential, active, focused and explicit (EEF, 2019b). Through outlining a programme for behavioural learning, staff can be more strategic about integrating the teaching of and opportunity to practice particular skills across the curriculum (EEF, 2019b).

Staff can normalise the expected and desired behaviours through positive reinforcement, which as a guide may work best when used four times as often as corrective statements (EEF, 2019b; IES, 2008). By focusing on and highlighting the positive rather than drawing attention to undesirable behaviours, staff can establish social norms and thus embed the intended culture.

Teaching pupils how to behave will take time and require all staff to reinforce and re-teach the behaviours many times (IES, 2008). When pupils do not meet an expectation, staff should supportively re-set the expectation (IES, 2008). The behaviour policy should specify a sequence of least-intrusive forms of intervention, so pupils feel supported to behave appropriately (Coe et al, 2020). Consequences should be a last resort (Webster-Stratton & Reid, 2001). Staff need to respond calmly, with "warmth and empathy" and "avoid negative emotional behaviours, such as using sarcasm, shouting or humiliation" (Coe et al, 2020, pp.23). The staff team must reliably model a positive, patient and supportive approach.

Of course, there are some expectations which are non-negotiable, and staff should reinforce these expectations with consequences. For example, a team may agree that abusive language is always unacceptable and establish a rule with a predictable consequence. Staff should think carefully about how the school behaviour system aligns with the school values and direction: schools should design consequences that enable pupils to reflect, repair and make amends so that they feel supported to learn from their mistakes (EEF, 2019a).

Staff and pupils will need clear school-wide communication, training and feedback to use the rules consistently. Staff should also consider how processes relating to behaviour can be systematised and automatized to ensure consistency and make it easier to reliably employ the school policy.

Staff must ensure those responsible for responding to escalated behaviour incidents are equipped to do so swiftly, supportively and consistently and in a manner that reinforces the school culture. Given the important role parents and carers can play in shaping pupils' behaviour, nominated staff (usually class teachers) should also liaise with parents and carers in their response (EEF, 2019a).

Although this whole school approach to behaviour will be beneficial for all pupils, a universal system is unlikely to meet the needs of all pupils all of the time. Staff need to recognise that pupils have different starting points and are subject to different external influences which may affect their ability to meet expectations, and thus the support they need (EEF, 2019a; IES, 2008). There will always be pupils who need additional targeted support, whether ongoing or for short periods (EEF, 2019a). Nonetheless, it is these vulnerable pupils who are likely to benefit the most from consistent, high expectations, high quality teaching and a safe environment, even if they do still require additional support (EEF, 2019a). Although a

whole-school approach can take longer to implement and embed, it is likely to be more impactful (EEF, 2019a).

When pupils persistently struggle to meet expectations, staff should promote an open-to-learn approach whereby staff responsible seek to listen, understand and learn more before designing solutions. Understanding a pupil's context will enable staff to respond more appropriately and effectively. There are likely to be triggers for problematic behaviour which staff should seek to identify before making changes to the environment, adapting teaching or providing targeted support for the pupil (IES, 2008). It is likely that they will need to draw on the expertise of colleagues, parents and carers as well discussing with the pupil to identify causes and design appropriate responses. For example, staff may notice that most behaviour incidents happen just after lunch. They could meet with student representatives to discuss what changes to the lunch set-up, systems and supervision would support pupils to be ready to learn after the lunch break. Responsive problem-solving should be established as systematic norm at a whole-school, classroom and individual level so that issues are pre-empted and addressed before they escalate. For example, staff could establish a process of reviewing pupil behaviour, safeguarding and attendance data as a standing item in relevant meetings.

Trusting relationships

A key lever in a supportive environment is building trusting relationships between staff and pupils. Trusting relationships between staff and pupils improve pupil wellbeing, reduce the likelihood of risky behaviours, and therefore enable pupils to access learning more effectively (Rathman et al, 2018; OECD, 2015; IES, 2008; Chapman et al, 2013; Yeager et al, 2014). Trusting relationships also increase teacher's influence on pupil's social, emotional and cognitive development (Johnson et al, 2016). Therefore, staff "should convey care, empathy and warmth towards their students" and model this positive regard themselves, even with gestures as small as greeting pupils at the door (Coe et al, 2020, pp.23). They should also form healthy relationships with pupils. This includes establishing a relationship such as asking questions, remembering important details about them and being attentive to their needs, as well as strategies to maintain and restore the relationship after a negative interaction (EEF, 2019a; Rathman et al, 2018). Staff may also want to consider how "to structure [the] school such that someone knows each pupil, their strengths and interests", for example through small group coaching or mentoring (EEF, 2019a, pp.8). Staff can create 'low risk' opportunities such as form time activities, trips and social events where they can build relationships (Kochanek, 2004).

A safe and welcoming environment

"students need a sense of physical and psychological safety for learning to occur because fear and anxiety undermine cognitive capacity and short-circuit the learning process" (Cook-Harvey & Darling-Hammond, 2018, pp.102)

Staff can develop a culture of safety through promoting effective classroom management (EEF, 2019a). Pupils' wellbeing at school stems from feeling that the classroom environment is predictable, secure and conducive to learning (Rathman et al, 2018; Coe et al, 2020). Staff can build safety in their classroom through developing their ability to set expectations, run routines and respond to behaviour (Coe et al, 2020). Pupils will also feel safer if expectations for behaviour are consistently upheld across the whole school, rather than varying between classrooms, as this establishes a predictable environment (Kern & Clemens, 2007; Bennett, 2017, IES, 2008). Staff could also promote specific strategies which helps pupils feel safe. For example, scanning the classroom and narrating pupil actions implies staff are highly attentive (Coe et al, 2020; Rathman et al, 2018).

Staff should also work to ensure all pupils feel welcome at school by cultivating a sense of belonging, which may also increase motivation (Mccrea, 2020; Walton et al, 2012). Staff should intentionally recognise and include all pupils, especially those on the periphery, in their classroom dialogue and management (Mccrea, 2020). They can also foster belonging through developing a shared identity within classrooms, such as by highlighting common goals, successes and preferences (Walton et al, 2012). Even using the inclusive language of 'we', 'us' or referring to a group of pupils as a 'team' can be a powerful driver of belonging (Mccrea, 2020).

In particular, staff will need to develop a whole school approach to anti-bullying to ensure that all pupils feel safe and welcome at school. Being a victim of bullying can have seriously detrimental impacts on a child's behaviour, as well as leading to lower attainment and long-term health and wellbeing. However, proactive whole school approaches designed to prevent bullying by utilising peer networks and promoting empathy and social justice can significantly reduce the likelihood of bullying occurring (EEF, 2019a). For example, staff may reflect that the school's ad-hoc approach to teaching about pro-social relationships and empathy in moments of crisis is less effective, and instead develop a carefully mapped PSHE curriculum and intentional approach day-to-day to teaching social and emotional skills (EEF, 2019a). An effective pupil culture, effective classroom management and trusting relationships with staff are also factors which help to prevent bullying in schools (EEF, 2019). It is also important that staff ensure the school's approach to bullying is well communicated to staff, pupils, parents and the wider community, so that everyone knows how to actively address or report concerning behaviour (EEF, 2019a).

Staff should be vigilant and attentive to potential risks to pupils' safety in a variety of contexts. Staff therefore also needs to establish systems to report safeguarding concerns and ensure that staff are encouraged to report even seemingly small concerns. Systematic monitoring is needed to ensure these systems are being utilised: are issues being raised and are issues being addressed? Responses to these issues should be swift, carefully considered, acknowledging the need for a proactive approach that address the causes as well as consequences. In many cases, supporting a child to feel safe at school will require staff to work in partnership with parents and other agencies.

Staff should constantly review and refine pupil culture, drawing on data, pupil voice and their observations. Pupils needs and dynamics will change over time, and the staff team should re-shape culture in response. Staff should also monitor the experience of groups and individual pupils, particularly those from black, Asian and minority ethnicities (Tereschenko et al., 2020). They will need to take proactive steps to improve staff and pupils' understanding of forms of discrimination and bias and ensure that pupils of all backgrounds are supported and included.

Summary

- Improving pupil culture is likely to enable pupil outcomes to improve and support pupil wellbeing and development.
- A successful school culture is characterised by high expectations and high support.
- Staff can seek to develop pupil culture through intentional design and action, particularly through setting and teaching expectations for behaviour.

Appendix 3: Positive Pupil Behaviour Research Summary

A positive culture for learning is one where pupil behaviour supports rather than impinges on learning. It is a culture where pupils are supported to:

- meet the school's behavioural expectations (Coe et al., 2020; Bennett, 2017)
- actively engage in their learning (Education Endowment Foundation [EEF], 2019) and feel successful (Gutman & Schoon, 2013; McCrea, 2020)

Positive pupil behaviour supports learning. Willingham's (2009) Simple Model of Memory outlines that pupils learn what they attend to. If pupils are not listening to the staff or are distracted by poor behaviour from others in the classroom then they are not thinking actively and effortfully about the content being taught. Active and effortful thinking is important if new knowledge is to be transferred from the working memory to the long-term memory (Willingham, 2009). Pupils need to be focussing on new items of knowledge in working memory so that they are able to make links with prior knowledge stored in the long-term memory in order to contextualise new knowledge. Inappropriate behaviour in a lesson is distracting which prevents the pupil and others from accessing the learning successfully.

Establishing a positive classroom environment, conducive to learning, is important because pupils are influenced by peer culture and social norms (Bennett, 2017). If a pupil sees others in their class engaging in low-level disruption or not doing their homework with no consequences, they may accept this as the social norm of the classroom environment and adjust their own behaviours (Didau & Rose, 2016). On the other hand, if the classroom norms are ones where the majority of pupils are well behaved and hardworking, those who are not aligned may be encouraged to work harder if they realise that they are in the minority. If there is not positive behaviour for learning present, then it is unlikely that pupils will be motivated to learn. Feeling successful can be a really key motivator to learning (McCrea, 2021). When pupils are surrounded by poor classroom behaviour and are themselves distracted, they are prevented from being successful which, over the long-term, reduces their motivation to learn and, in turn, affects outcomes. Praising good behaviour helps highlight desirable social norms and motivates pupils to make positive choices (Didau & Rose, 2016). How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.

As well as being an important determiner of academic outcomes, having positive behaviour for learning supports pupil and staff wellbeing. Inappropriate behaviour can make pupils feel unsafe which can affect their wellbeing and the wellbeing of staff (Education Endowment Foundation [EEF], 2019). When someone is stressed or anxious (whether this be a pupil or a staff), this takes up valuable capacity in the working memory (Sweller et al., 2019), reducing the amount of cognitive load able to be allocated to the pupil learning effectively or to the staff teaching effectively, as well as impacting upon the social development of the pupil.

When considering how to support good behaviour for learning, positivity is important. Behaviour management is about more than addressing inappropriate behaviour; it is also about encouraging and celebrating positive behaviours (Epstein et al., 2008). Whilst many approaches to behaviour are reactive and focus on 'correcting' inappropriate behaviours after they have occurred (Muijs & Reynolds, 2011), proactive approaches increase the chance of pupils experiencing success. Feeling success in learning is correlated with higher levels of life satisfaction, which supports pupils to develop resilience and belief in their own ability to succeed (Rathman et al., 2018; OECD, 2015).

There are some clear ways that you can pro-actively foster positive behaviour for learning:

1. Communicating clear expectations

All staff have a responsibility to provide a safe environment in which children can learn and it is, therefore, important to make all staff aware of the importance of rigorously maintaining clear behavioural expectations. Pupils can benefit when the classroom is a predictable place. Setting clear expectations minimises opportunities for misunderstandings, which can lead to misbehaviour. Staff need to be able to clearly explain what their expectations are at the beginning of the school year, reinforce these consistently across the year, and teach pupils to follow them.

You can support this by developing your ability to respond consistently to pupil behaviour through: thoughtful application of rules and sanctions in line with the school's approach; giving manageable, specific and sequential instructions; using consistent language and non-verbal signals for common classroom directions; using early and least-intrusive interventions as an initial response to low level disruption; and responding quickly to any behaviour or bullying that threatens emotional safety.

As well as helping pupils to feel safe, setting clear expectations can also reduce the demand on working memory. When pupils approach a new activity, staff want them to think about the knowledge that they are acquiring (the content), but they must also think about how it must be done (the process). This all takes place in the working memory, therefore adding to pupils' cognitive load (Sweller et al., 2019). Clear expectations, such as noise expectations, behaviour expectations and task expectations allow pupils to follow the intended process and be successful, freeing up working memory to direct pupils' attention towards the lesson content. Purposefully praising adherence to classroom expectations can motivate pupils to make positive choices.

Predictable school environments are good for all pupils and are particularly supportive of pupils with special educational needs and disabilities (SEND) (EEF, 2019). When things feel predictable, pupils are likely to feel safer and more confident, enabling them to focus their attention more effectively on learning. A lack of predictability or consistency can also lead to conflict between the pupil and staff if there is not a mutual understanding of the expectations and this can detract from learning and outcomes. Pupils, especially adolescents, have a 'heightened awareness of fairness' and may respond negatively to differential treatment (EEF, 2019, p.28). Staff can help their pupils by establishing a supportive and inclusive environment with a clear, predictable system of reward and sanctions in the classroom, and you can help by ensuring there is predictability at a whole-school level.

2. Establishing and reinforcing routines

Another way you can support to reduce the load on working memory during lessons is by establishing routines. If something occurs repeatedly in lessons, it can be turned into a routine (McCrea, 2020). Routines make frequently occurring processes automatic. When routines become automated, this helps to reduce pupil cognitive load and frees up capacity in the working memory for the new learning in the lesson (Sweller et al., 2019). For example, when pupils have learnt the process for transitions between learning activities, they can focus their attention on the content of the lesson, rather than focusing on where to sit or how to find their resources. When pupils have learnt the process for working in groups, they will be able to think about the content, which is the important knowledge in the lesson

Consistent reinforcement of routines – and reinforcing the link between routines and lesson success - is important in order to help them become embedded (Thompson & Sparkes, 2020). This can be done by modelling expectations to pupils, getting pupils to practise them until they are automated and positively reinforcing effort and success (Bennett, 2017). For example, showing pupils how you would like them to enter the classroom then asking them to practise it until they get it right. Pupils may not always get it right the first time – and that is why commitment, as well as consistency and clarity, is so important. Habits take a long time to form (Lally et al., 2009). They are easily broken and need to be reset. Staff should be prepared to re-teach, re-model and re-explain until expectations are clear, and all pupils are following. The use of consistent language and non-verbal signals can be used as cues for helping pupils to form these habits around common classroom instructions. For example, raising a hand in the air as a cue for silence.

In the same way that establishing routines within a classroom can help reduce the cognitive load on the pupil, so too can establishing consistent routines across classrooms – especially at secondary school where pupils are entering multiple classroom environments every day. Pupils will feel safer if expectations for behaviour are consistently upheld across the whole school, rather than varying between classrooms, as this establishes a predictable whole-school environment (Kern & Clemens, 2007; Bennett, 2017, IES, 2008). It is beneficial, therefore, that staff bring their classroom expectations and routines in alignment at a whole-school level.

3. Teaching of Model Behaviours

Through establishing routines and setting clear expectations, we can support staff to proactively reduce cognitive load for pupils so that they can more successfully access learning.

Another way that we can be more proactive in reducing the need to manage misbehaviour is through supporting them to teach model learning behaviours. Learning behaviours are any behaviours which support pupils to learn, for example; being able to get attention from a staff; knowing what to do when you are stuck, or expressing your spoken ideas in sentences (EEF 2019). Research suggests that teaching learning behaviours has a positive impact on pupils' academic achievement and cognitive ability (McDermott et al., 2001). This is because pupils who are aware of their own behaviour and have strategies for self-regulation are 'less likely to misbehave at school' and so staff should encourage pupils to be self-reflective of their own behaviour (EEF, 2019. p.16).

Learning behaviours can support pupils in developing self-regulation and self-management, which can lead to short-term success in school and longer-term success beyond school (Cook-Harvey & Darling-Hammond, 2020; EEF, 2019). The ability to regulate one's emotions affects pupils' ability to learn, their success in school and in their future lives.

To support staff to change their practice, they need to understand how to best teach learning behaviours. The teaching of learning behaviours is most effective when they are taught in the context they will be used, rather than as a discreet curriculum and consistently reinforced across their classrooms.

4. Motivating pupils to meet high expectations

A classroom culture conducive to learning is one of high expectations where pupils are expected to, and supported to, achieve (Bennett, 2017) and research suggests a correlation between staff expectations and pupil achievement (Dusek & Josesph, 1983; Cooper, 2000). High expectations can be communicated to pupils through intentional, clear, positive and consistent language that promotes challenge and aspirations for all pupils and colleagues (DfE 2019a). Staff should be encouraged to invest time in creating a positive, motivating environment where there is an understanding that making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.

However, high expectations are not enough. To meet these high expectations there, of course, needs to be appropriate support provided but, more than that, pupils also need to be motivated to want to allocate their available working memory capacity to a task (Brooks & Shell, 2006). Pupils are motivated to learn by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward) (Deci & Ryan, 2008). Extrinsic motivators (such as praise) are a useful way of encouraging good behaviour in lessons, however pupils who have some degree of intrinsic motivation are more likely to achieve (EEF, 2019). Influencing a pupils' levels of intrinsic motivation is incredibly complex and there are many factors which are beyond the control of staff. However, staff may be able to influence pupils' beliefs about their ability to succeed and meet high expectations in a particular subject or for a particular task. This is because pupils' investment in learning is partly driven by their prior experiences and perceptions of success and failure (Bandura, 1977). When pupils feel successful, and have opportunities to experience success, this boosts their sense of self-efficacy (their belief that they have the capacity to succeed in the future) and they are more likely to be motivated in that subject or area (Bandura, 1977), providing that they attribute their past successes to their own effort and hard work and therefore see success as something within their control (Tollefson, 2000). Research also suggest that pupils are more likely to be motivated if they believe that they will be successful if they try and if they value the activity they are being asked to do (Wigfield & Eccles, 2000).

Ensuring all pupils have the opportunity to experience meaningful success can, therefore, improve their sense of self-efficacy and their motivation to try harder (McCrea, 2020). Staff can do this by following the principles of good teaching: breaking down learning, managing pupil cognitive load, providing appropriate support and scaffolding and modelling clearly through worked examples, what success looks like. To have a greater impact, it is also important that staff help pupils to attribute their success to hard-work and effort rather than something beyond their control, for example, luck (Weiner, 1985).

Staff can also influence pupils' motivation to aspire to high expectations by helping them to understand the link between hard work, success in school, and their personal aspirations and long-term goals. Staff should ensure they are aware of these by giving pupils opportunities to articulate their long-term goals. Staff can then encourage 'buy-in' from pupils by helping them to relate their long-term goals and aspirations to the curriculum and extra-curricular activities. Alongside this, however, pupils should also be encouraged to understand and express the inherent value of mastering content.

In order to foster a culture of high expectations and effort, staff need to ensure that pupils feel properly supported. Where pupils are not given appropriate support, they can become frustrated and demotivated (Mariani, 1997). However, balancing high-expectations, opportunities for success, and levels of support is challenging for staff to get right. If we praise a pupil for completing an unchallenging task, then we might be inadvertently communicating to them that success should be effortless - which is problematic and untrue - or the pupil might conclude that the staff has low expectations of them, which can be demotivating (Didau & Rose, 2016). Rather than giving pupils opportunities to 'succeed' which are too easy, staff can use appropriate scaffolding to support pupils to 'make the impossible possible' (Didau & Rose, 2016, p.130).

5. Building relationships

The quality of staff-pupil relationships is another key motivating factor (Coe et al., 2020). Forming positive relationships with pupils - by giving purposeful praise, celebrating effort, sharing success, and where pupils believe that their feelings will be considered and understood - can help staff to foster a sense of achievement within their classroom and have an impact on behaviour (EEF, 2019). Positive behaviour is more likely to thrive when relationships at all levels are 'trusting and supportive' (Epstein et al., 2008, P.8).

While every person's behaviour and their motivations for it are complex and unique, the age of pupils, or their actual stage of development, can affect their behaviour in ways that are predictable (EEF, 2019). Therefore, understanding a pupil's context can inform effective responses to complex behaviour or misbehaviour. You can consider the pastoral structures within your school – in a primary school or special school the classroom staff can fill this role of knowing their pupils' contexts and developing strong relationships with them. In secondary schools, pastoral leaders can play an important part in getting to know pupils and helping them to respond to influences outside of the purview of teaching staff, which could be impacting their in-class behaviour (EEF, 2019).

Staff should regularly and intentionally focus a small amount of time on developing relationships with each individual pupil in their class (EEF, 2019) e.g. greeting pupils at the door of the classroom.

6. Tackling bullying and prioritising safeguarding

Having positive relationships between pupils and staff can help identify when there are serious concerns. A key influence on a child's behaviour in school is being the victim of bullying. As well as causing stress for the pupil, being bullied is linked to lower attainment and longer-term health and prosperity outcomes (EPI, 2018). Ensuring safeguarding is the first priority of every colleague in the school. Therefore, creating and implementing a proactive whole school antibullying approach that includes prevention work to encourage pupils to empathise with others, understand the harm caused by bullying, and the importance of playing an active role in supporting all their peers, is vital in creating a positive culture for pupil learning and well-being (EEF, 2019).

Nuances and Caveats

The expectations, rules and routines that are followed in schools differ from school to school. There is no absolute guidance on exactly what rules, routines or expectations are the 'right' ones, just that they should be communicated clearly and established and followed consistently.

Despite consistent systems being beneficial for all pupils, universal behaviour systems are unlikely to meet the needs of all pupils all the time. If pupils need more intensive support with their behaviour, the approach may need to be adapted to individual needs, whilst still aligning with the school's behaviour policy and without lowering expectations of pupil behaviour (EEF, 2019). In these instances, the SENCo (Special Educational Needs Coordinator), pastoral leaders and other specialist colleagues should be empowered to use their valuable expertise to ensure that appropriate support is in place for pupils and their staff.

However, it is important that your staff understand that pupils who need a tailored approach to support their behaviour may not necessarily have a special educational need and, vice versa, children with special educational needs and disabilities will not necessarily need additional support with their behaviour.

There are influences on behaviour which teaching staff can affect directly (such as the classroom environment), others where there is the potential for teaching staff to influence or advise (for example, supporting with friendship groups), and a third category where influences may be outside the purview of teaching staff (such as influences outside of school or adverse childhood experiences) (EEF, 2019). Staff

should be encouraged to focus on the areas where they can directly affect and influence whilst school safeguarding systems should be in place to support pupils with the third category.

Summary

- A positive culture for learning needs to be consciously cultivated.
- Setting clear, consistent expectations minimises opportunities for misunderstandings.
- Establishing and consistently reinforcing routines can reduce distractions and help pupils to focus on learning.
- When pupils feel successful and have experienced success, this has a positive impact upon their levels of motivation for future learning in a subject or area.
- Having high expectations of pupils is not enough; staff should provide support for pupils to fulfil those expectations.
- It is useful to establish positive social norms within the classroom.
- Praising good behaviour helps highlight desirable social norms and motivate pupils to make positive choices.

Appendix 4: Additional Behaviour Needs - Evidence summary

What might cause pupils to have additional behaviour needs?

“Because meeting needs is hard and emotional work, it can be easy to have an emotive reaction to the frustrations that can arise. Avoid negative emotional reactions by understanding learners’ feelings and the reasons for those feelings at the time.” (Thompson & Walsh, 2021)

Suboptimal behaviour can sometimes be influenced by factors that occur outside of our classrooms. For example, we might feel sad at work due to problems in our home life, which might leave us unable to interact as usual. But, if our colleagues try to understand the reason behind our behaviour, they will be in a better position to support us to feel better, rather than mistakenly assume we are just being unfriendly.

It can be helpful to take this approach when supporting pupils’ behaviour too. Where possible, we should try to identify the root cause driving their negative behaviour so that we can offer them the most appropriate support. We can do this by trying to answer the following questions:

- Is this pupil stressed and anxious about something?
- Are they struggling with their learning?
- Is something going on at home such as a divorce or a bereavement?
- Is something going on at school such as bullying?

Additionally, we should also consider the language we use when discussing pupils with additional behaviour needs with colleagues. For example, describing a pupil as challenging when they do not follow school rules is unhelpful. This is because it labels the child in a negative way, rather than their behaviour. It implies the child cannot change, and that regardless of their behaviour they will always be ‘challenging’. Instead, we need to see that it is the behaviour we find challenging and focus on its cause and identify support. Therefore, in this first section, we shall consider some of the many causes which may lead pupils to have additional behaviour needs.

There are many factors, both positive and negative, which can affect a pupil’s mental health and influence their behaviour in the classroom. Some of these may occur outside of school, such as abuse and neglect, bereavement, or a major illness, but can affect a pupil’s ability to cope with the demands of school life. It is important that staff are aware that some pupils are at greater risk than others of these adverse experiences. For example, pupils with special educational needs and disabilities (SEND) are more vulnerable to abuse and may be less able to report this (NSPCC, 2021). Research has shown a strong link between the number of these adverse childhood experiences (ACEs) and worse outcomes for physical and mental health (Public Health Scotland, 2021).

Negative outcomes include:

- Negative effects on physical, behavioural, cognitive, social, and emotional functioning (Anda et al., 2006)
- Increased post-traumatic stress disorders, depression, conduct disorders (Ludy-Dobson & Perry, 2010)
- Academic failure (Ludy-Dobson & Perry, 2010)
- Increased drug and alcohol abuse, teenage pregnancies (Ludy-Dobson & Perry, 2010)
- Involvement in criminal activity (Ludy-Dobson & Perry, 2010)

Table: Eight areas of executive function (Goldstein, S., & Naglieri, J. A., 2014)

Areas of executive function	Description of the mental process
1. Working memory	retaining and working with information in our brains
2. Attention	controlling our attention
3. Inhibitory control	filtering distractions

Areas of executive function	Description of the mental process
4. Cognitive flexibility	switching mental gears
5. Organisation and planning	resourcing and setting steps towards a goal
6. Self-monitoring	checking and reviewing
7. Emotional self-regulation	managing our emotions
8. Initiation	getting started on a task

Additional behaviour needs can be understood by considering the difficulties these pupils can have processing information in the brain. To learn and socialise with others at optimal levels we need certain interrelated mental processes to work together efficiently. These mental processes are grouped together by cognitive psychologists under the umbrella term ‘executive functions’.

Early traumatic experiences can affect brain development and impact on the functioning of these processes, such as emotional self-regulation. Not all pupils with SEND have additional behaviour needs, however pupils in school with a diagnosis such as Autism, Dyslexia, ADHD, and Dyspraxia, may be more likely to experience challenges with their learning and behaviour due to limitations and difficulties with these mental processes. Additionally, these pupils can feel anxious, stressed, and frustrated due to these processing difficulties. Their self-esteem can be affected due to comparing themselves with peers and from their interactions with adults (Thompson & Walsh, 2021). For example, teachers may have expressed irritation at their inability to pay attention in lessons. All of this can lead to a negative emotional response in these pupils.

It is also important to consider, when a pupil is displaying challenging behaviour, whether they have an unmet special educational need. It can be common for special educational needs to go undetected or only become apparent as pupils get older (Education Endowment Foundation [EEF], 2020). A recent review found that these vulnerable pupils are most at risk of facing exclusion from school, so it is important, as headteachers, to make staff aware of this and have policies in place which protect staff and pupils but also ensure exclusion is used as a last resort (Timpson Review, 2019).

Examples of behaviour which might indicate SEN include (taken from Thompson & Walsh, 2014):

- Refusing to work/ disturbing others from work
- School related anxiety/ poor attendance
- Disrespectful language
- Attentional seeking
- Difficulty working and playing with others
- Emotional outbursts
- Sensory seeking behaviours such as constant fiddling
- Poor organisational skills
- Difficulty following instructions and paying attention

For example, a pupil disturbing their peers may be avoiding work because they are hiding the fact that they are struggling to read and feel anxious about this. It is important that the teacher looks beyond the pupils’ immediate behaviour to identify any possible unmet needs and provide related support. Staff should be curious when pupils display any of these behaviours, and to discuss with the school Special Educational Needs Coordinator (SENCo) whether the root cause could be an unmet special educational need.

Other influences on a pupils’ mental health and subsequent behaviour may occur within school and are listed in the table below. We will consider the second column in the table, which shows some of the protective factors which schools can put in place to support pupils and prevent problems escalating, in greater detail later in this module.

Table: ‘In-school’ influences on pupil’s mental health (Department for Education, 2018)

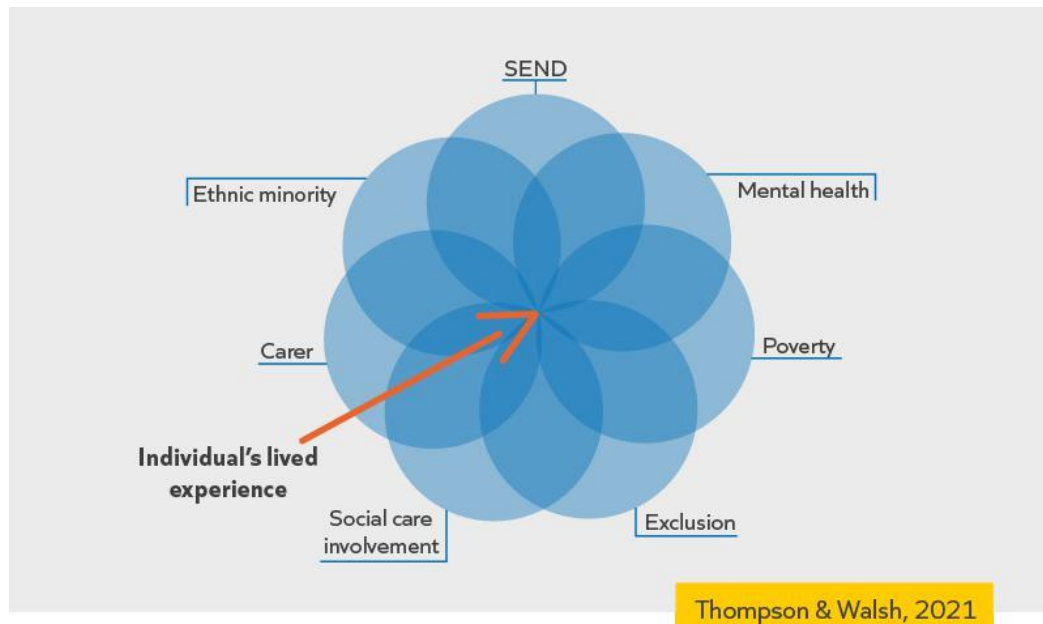
Risk factors	Protective factors
Bullying including online (cyber)	Clear policies on behaviour and bullying Staff behaviour policy (also known as code of conduct) ‘Open door’ policy for children to raise problems
Discrimination	A whole-school approach to promoting good mental health
Breakdown in, or lack of, positive friendships	Good pupil to teacher/school staff relationships
Deviant peer influences	Positive classroom management
Peer pressure (important factor in adolescence)	A sense of belonging Positive peer influences
Peer-on-peer abuse	Positive friendships
Poor pupil to teacher/school staff relationships	Effective safeguarding and Child Protection policies An effective early help process
Academic failure and low self-esteem	Understand their role in and be part of effective multiagency working Appropriate procedures to ensure staff are confident to raise concerns about policies and processes

One risk factor, bullying, has been identified as having a major negative influence on pupils’ mental health and subsequent behaviour at school (DfE, 2018). It is of note that disabled children and those with SEND are more likely to experience bullying in school (Anti-Bullying Alliance, 2021). Bullying results in negative academic and wellbeing outcomes for both the victim and bully and is a clear safeguarding concern for a headteacher (EEF, 2019). Therefore, headteachers need to develop an effective anti-bullying strategy outlining ways to prevent and respond to all forms of this behaviour, including cyber bullying, prejudice-based and discriminatory forms of bullying (DfE, 2022).

It is important for staff to consider the underlying causes of their pupils’ behaviour, so they can empathise and identify effective support.

How can teachers get a better understanding of the reasons behind these additional behaviour needs for their specific pupils?

As teachers interact the most with pupils in school, they are in a unique position to identify the, often multiple, overlapping negative factors influencing a pupils’ behaviour. When doing this, it is important that teachers try to understand the pupil’s unique lived experience, rather than make assumptions based on things like their SEND diagnosis (Thompson & Walsh, 2021). This diagram illustrates how teachers should consider the influence of these different components on a pupil.



For example, we may know that a pupil has a diagnosis of speech, language, and communication needs (SLCN), is living in overcrowded housing, has moved schools multiple times, and lacks a strong friendship group. To help such a child it is important that teachers listen to them tell their own story and engage with their family. By building this more holistic understanding of an individual, teachers will be in a better position to provide appropriate support to meet the needs of this pupil.

It is crucial that information is shared with all staff working with a child, appropriately and in a confidential way, so that they can be responsive to pupils' behavioural needs. One way of sharing such information with staff about pupils with SEND, behavioural or medical needs is through pupil profiles, also known as pupil passports (National Association for Special Educational Needs (NASEN), 2019). These are usually a one-page document, which is GDPR compliant, co-produced with the pupil and their parent/carers. The co-production of this information is key since it recognises the pupils' voices in their education, as well as recognising families as experts in their children (Thompson & Walsh 2021). Alternatively, form tutors could set aside small amounts of time with the intention of getting to know pupils individually.

How can teachers support and respond to pupils with additional behaviour needs?

When students were asked about their best teachers, the common attributes were teachers who built relationships with students. (Hattie, 2009, p. 108).

Staff can support and respond to pupils with additional behaviour needs in preventative ways, where they put things in place which reduce the possibility of challenging behaviour arising in the first place. Alternatively, staff may need reactive ways to respond if pupils do display challenging behaviour. We shall look at both of these approaches in this section and cover the following:

1. Preventative approaches:

- Building trusting relationships
- Low arousal approaches
- Consistently applying school behaviour policy
- Adapting teaching to meet pupils' learning needs
- Explicit teaching of learning behaviours

2. Reactive approaches:

- Adapting behaviour management strategies
- Targeted behaviour interventions

Preventative approaches

Building trusting relationships: One preventative approach staff can take is to build trusting relationships with all pupils, especially those more vulnerable individuals. Headteachers can motivate staff to invest time

in this approach by highlighting how it prevents behaviour escalating in the first place with the following benefits:

- motivates pupils to learn and behave
- provides protection against risk factors

Developing warm and nurturing relationships between staff, pupils and their families has been shown to help motivate pupils to learn and behave and therefore create safer learning environments for all (Cornelius-White, 2007). This is because taking the time to do this demonstrates to pupils that staff genuinely care about their feelings, wellbeing, and progress with their learning. We look at how best to build these relationships with parents and carers in your course on 'Working in Partnership' later in this programme.

Supportive, positive teacher-pupil relationships have also been shown to increase pupils' connectedness with school. School connectedness has been described as 'the extent to which students feel personally accepted, respected, included and supported by others in the school social environment' (Goodenow, 1993, p. 80). This essentially describes an inclusive school environment. Research has found the following positive outcomes of these feelings on adolescents:

- protection against peer pressure to engage in negative behaviours (Chapman et al., 2013)
- increased academic motivation, achievement (Wentzel, Battle, Russell & Looney, 2010)
- improved emotional and physical health (Shochet et al., 2007)
- fewer negative behaviours, such as violence and delinquency (Voisin et al., 2005)

One method for supporting effective relationships between teachers and pupils is the Establish- Maintain-Restore method, summarised in the table below (Cooke et al., 2018). The aim of this approach is to build positive relationships with all pupils but to focus intentionally on those pupils who might be harder for staff to connect with. This is a high leverage strategy with a low time commitment, which school leaders might want to consider introducing into their schools.

Table: Establish- Maintain-Restore (EMR) method (Cook et al., 2018, cited in EEF, 2019, p.10)

	Establish	Maintain	Restore
Description	Teacher intentionally cultivates positive relationship with a pupil.	Teacher ensures that these positive interactions are maintained over time.	Intentionally repair any harm to the relationship if there has been a negative interaction between the teacher and pupil, using one or more of the below techniques.

	Establish	Maintain	Restore
Example strategies	Set aside window of time to spend with pupil		
	Inquire about pupil's interests	5-to-1 ratio of positive to negative interactions	Take responsibility for negative interaction
	Communicate positively	Positive notes/ phone calls home	Deliver an empathy statement
	Open ended questions	Greet pupils at the door	Let go of the previous incident and start fresh
	Affirmations		Communicate your care for having the pupil
	Reflexive listening	Relationship check-in Random	
	Validation	Special activities	Engage in mutual problem solving
	Reference pupil info		
	Deliver constructive feedback wisely		

Low arousal approaches: another way to effectively prevent challenging behaviour is to use a low arousal approach to managing behaviour (McDonell, 2011). This is a person-centred, non-confrontational method of managing behaviour and can be summed up by the phrase, 'Don't pour fuel on the fire'. This approach uses a range of strategies with the central aim of reducing stress, fear, and frustration, which in turn avoids crisis situations (Morewood, 2020). It begins by identifying what triggers a pupil to behave in a challenging way and then uses low arousal techniques to deescalate and avoids using punitive consequences, which can escalate the situation. This reduces the stress response in the pupil and requires staff delivering it to remain calm and in control.

We can also consider the learning environment we are providing in terms of its arousal levels. This is because some pupils, such as those with a diagnosis of autism can be affected by sensory information (Thompson & Walsh (2021). For example, they may feel increased levels of stress due to the noise, smells and lighting in class. Others may seek out certain sensory stimulation as a means to calm themselves. By considering the impact of the environment on our pupils, we can provide them with a place to learn which reduces levels of anxiety and helps them focus on their learning.

Consistently applying the behaviour policy: another preventative approach is to ensure a clear and easy to use behaviour policy is in place, which staff implement with consistency. Consistency and routine can make pupils feel safe and this reduces the chance of challenging behaviour, such as bullying, disengagement and aggression. This helps ensure the physical and emotional safety of all pupils and staff in school (Cohen, McCabe, Michelli, & Pickeral, 2009; Regan & Michaud, 2011).

Adapting teaching to meet pupils' learning needs: we can also reduce the chances of pupils misbehaving in the first place by making sure they receive the support they need to access learning, for example scaffolds. In this way, pupils experience success as they progress towards their learning goals, which motivates them to learn (Mccrea, 2020). It can also help reduce feelings of anxiety and low self-esteem about their schoolwork. All of this helps reduce the likelihood of off-task and disruptive behaviour. We looked at this in more detail in module 1 of this course.

Explicit teaching of learning behaviours: lastly, we can explicitly teach learning behaviours and self-regulation to pupils, such as learning to persevere with a task. Teachers can do this in a number of ways, such as modelling these behaviours themselves. For example, a teacher can model solving a problem, saying aloud, 'What can I do when I'm stuck? I know I can look at how to solve that step in the worked example'. Research suggests that teaching these behaviours, rather than managing misbehaviour is a more beneficial approach (EEF, 2017). This is because pupils who are aware of their own behaviour and can self-regulate themselves are less likely to display negative behaviour.

Reactive approaches

Pupils with additional behaviour needs may require more intensive, personalised support to manage their behaviour (EEF, 2019). This is to ensure the safety of the pupil and those around them, including staff (DfE, 2022). This can be achieved in a number of ways, for example:

- Adapting behaviour management strategies
- Targeted behaviour interventions

Both of these approaches require staff to have a holistic understanding of the pupil and factors which may be affecting their behaviour. Teachers need to develop a good understanding of pupils' learning needs, so that they can adapt teaching to meet these effectively. This can be achieved by staff taking time to get to know their pupils. Additionally, staff should aim to gather information about the child from a range of sources. For example, speaking to parents, the pupil, other colleagues, and other external specialists who may be support the child, such as the child and adolescent mental health services (CAMHs). Therefore, any support put in place needs to be identified in collaboration with the pupil and their family. For example, there is no point providing a year 10 pupil, who is refusing to come into school, with a member of staff to meet him at the gate, if this particular child shares that this would increase their anxiety.

Adapting behaviour management strategies: when teachers adapt their whole class behaviour management techniques, just as when they adapt their teaching for pupils, they need to maintain high standards. However, we need to start from where a pupil currently is and what they can currently do, as we would with their learning. For example, you may have a pupil in reception who struggles to separate from their parent and come into class, or a year 10 pupil who is a school refuser. For both situations, regardless of the age of the pupil, the pupils should be supported to progress towards the final goal in small steps, which enables them to experience success whilst supporting their anxiety (Allen et al., 2018). As you can see, teachers and school leaders still have high behavioural expectations of these pupils, since they expect them to eventually come into class independently and start the day. However, they are accepting that these pupils have additional needs which require support to be put in place for them to achieve this end goal gradually.

Targeted behaviour interventions: All of the recommendations for applying an effective intervention for supporting a pupil with learning needs can be applied to choosing and implementing an effective intervention to support a pupil's behaviour needs. For example, working through the graduated approach to see what approaches work and what do not, in order to identify the best approach (SEND Code of Practice, 2015). So, as the diagram below shows, teachers would begin by assessing pupils to understand their learning and behavioural needs, followed by planning what to do in response to this need, then delivering or doing this approach and then reviewing whether it's working or something else needs to be tried.



There are many interventions which can be used to support and improve a pupil's behaviour. They are not necessarily radically different from the typical preventative interventions teachers use in class every day to encourage positive behaviour; they are just more personalised, intensive, and targeted. The most effective interventions have been shown to be ones which promote the desired behaviour, rather than punitive ones, which sanction the undesired behaviour (DfE, 2012).

It is really important that, just as with any intervention, staff will need training and support from senior leaders in delivering these to pupils, so that they are delivered with fidelity, making it more likely they will have a positive effect.

Examples of effective interventions include the following:

- social and emotional learning
- parental engagement
- self-regulation
- physical activity
- interventions to reduce specific types of unwanted behaviours

(EEF, 2019)

Evidence supporting the effect of targeted interventions demonstrates that they have a stronger effect on improving behaviour than whole class or school programmes but results are inconsistent (EEF, 2019).

Research suggests that behaviour interventions are more successful if teachers take time in determining the conditions which prompt (antecedent) and reinforce (consequence) a behaviour (IES, 2008). This is because teachers can use this information to tailor an intervention to the specific needs of the child. For example, neutralising events that might trigger problem behaviour and eliminating the consequences of inappropriate behaviour. Functional behavioural assessment interventions usually involve the five steps outlined below:

- **Step 1:** identify the challenging behaviours, the triggers, functions, and previous strategies used
- **Step 2:** decide a positive behavioural strategy to adopt
- **Step 3:** set goals, benchmarks, and responsibilities
- **Step 4:** implement and monitor progress
- **Step 5:** summarize and evaluate outcomes

EEF (2020)

Typically, staff collaborate with key internal staff, such as the SENCo or behaviour lead in school and sometimes external staff, such as a social worker or educational therapist and work through the steps together. For example, they would observe the pupil's behaviour around school and in class to try and identify any triggers for the challenging behaviour and its possible function for the child, for example obtain attention.

Nuances and Caveats

- Not all pupils with SEND will also have behaviour needs nor will all pupils with behaviour needs have SEND. But it is important for staff to be aware that additional behaviour needs may be due to an undiagnosed special educational need.
- It is important that any support put in place for pupils with greater needs complement the school's behaviour policy, rather than replace it, and does not lower expectations of the pupil's behaviour.
- Not all problematic behaviour is caused by an unmet need. There are times when it is not; for example, a pupils might damage school property or have a fight for reasons such as being bored, fitting in with a peer group or simply to test boundaries. However, it is important for staff to consider the cause of the behaviour based on available evidence, rather than make assumptions.

Summary

- Staff need to spend time getting to know pupils and use a range of sources, such as experts and parents, to better understand possible causes of challenging behaviour.
- Building trusting relationships with pupils can prevent challenging behaviour occurring in the first place.
- Some pupils will require their behaviour to be supported in a more personalised way whilst still maintaining high expectations.
- Dealing with challenging behaviour can affect staff wellbeing, therefore, supportive relationships between staff should be encouraged, as well as time for rest and recovery away from work.

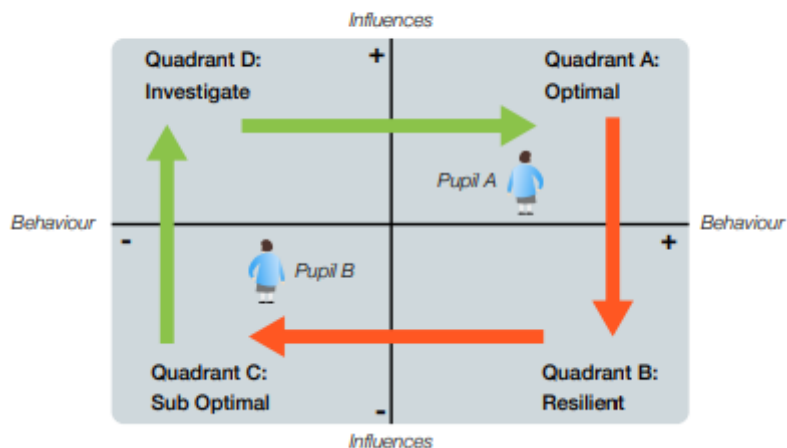
Appendix 5: Managing misbehaviour - Evidence summary

Consider the things that might affect pupil behaviour and what the school can do to address these. There are many factors that can explain pupil behaviour in schools. Figure 2 highlights the interactions between positive and negative influences over behaviour and illustrates how pupils will move between quadrants depending on the influence of life and educational events.

By becoming aware of events before their effect becomes extreme, there is more chance of mitigating any negative change and of being able to keep the pupil in positive zones, both in terms of overall school behaviour and overall influences.

When the school becomes aware of a negative change in circumstance, they could act to increase the number of positive influences or reduce the negative, perhaps through counselling. If behaviour deteriorates, they will be in a better position to counteract the negative influence with an appropriate positive intervention.

Figure 2: The link between positive and negative school behaviour and influences



Consider, for example, Pupil A in Year 8 who has experienced the death of a close relative. The pupil begins in Quadrant A (the optimal position). However, the bereavement is understandably a negative influence on behaviour and the pupil may gradually move through the quadrants (first to bottom right and then bottom left). These changes may be subtle but over time they can have a substantial effect on the pupil's wellbeing or curricular development.

Or consider the example of Pupil B, a Year 10 pupil who has been disrupting lessons and walking out of class. Investigating this behaviour, the school staff team becomes aware that she has not made solid friendships so has low social confidence since moving to the school the previous term. Alongside implementing the sanctions in the school's behaviour policy, school staff focus on improving the influences on Pupil B's behaviour. An informal meeting with her form tutor reveals that she is a talented musician, so she is encouraged to join the school band where she makes more friends. She is also encouraged to have regular conversations with her in-school mentor. As her influences in school improve, Pupil B becomes more aware of her own behaviours as well as being positively influenced by the friends and mentor she has grown close to; she adjusts her behaviour positively without much disciplinary action being taken.

Being in an informed position where staff can be aware of negative influences starting or continuing to affect a pupil's life is key to building understanding and to identifying the most effective behaviour management approach.

Negative experiences that might influence behaviour

There is a growing body of research identifying the harmful effects of adverse childhood experiences (ACEs) on the rest of a person's life. ACEs are significant stressful events occurring during childhood or adolescence and can be direct, such as the child suffering abuse or neglect, or indirect, such as the child's parent suffering mental illness or drug addiction. The research suggests that ACEs have a strong link with chronic diseases, social and emotional issues, with a higher ACE score correlating with worse outcomes on all fronts. Two thirds of people have at least one ACE, but the 8% of people in England who have four or more ACEs are at an increased risk of a range of negative health outcomes such as heart disease, respiratory disease, drug addiction, or self-harm.

ACEs can be a helpful way of understanding how services can be tailored towards individuals. This research is in its early stages even within healthcare, but as the terminology is becoming more prevalent in

schools, some are beginning to use ACEs as a framework to understand their pupils. Knowing about any trauma a pupil has experienced or is experiencing can inform support a school provides.

Teachers want their pupils to learn yet report disruptive behaviours as preventing this. In a recent Teacher Tapp survey, 28% of primary and 31% of secondary teachers said that in their last lesson, teaching and learning had largely stopped because of poor behaviour. Teachers often have a plethora of techniques in their repertoires to manage misbehaviour and low-level disruption within their classroom. However, whilst it is impossible to eradicate all misbehaviour, it can certainly be minimised and the general climate for learning can be improved through the explicit teaching of learning behaviours, reducing the need for teachers to constantly 'manage' misbehaviour. A learning behaviour is any behaviour that supports learning, such as paying attention to the teacher or persevering with a difficult task.

The importance of teaching learning behaviours

Managing a child's misbehaviour does not necessarily lead to that child learning: they may be quieter, but not necessarily engaging with the content of the lesson. Instead, research suggests that when children improve their learning behaviours, this skill set can improve both academic achievement and cognitive ability. Pupils who are aware of their own behaviour, who can self-regulate and deploy coping skills, will be less likely to misbehave in school. Once such strategies have been developed and strengthened, they turn into essential life skills and help students to become motivated and determined to succeed. Behaviour-for learning approaches can be supported by the evidence on social and emotional learning, self-regulation, and essential life skills.

What are the learning behaviours that we should focus on?

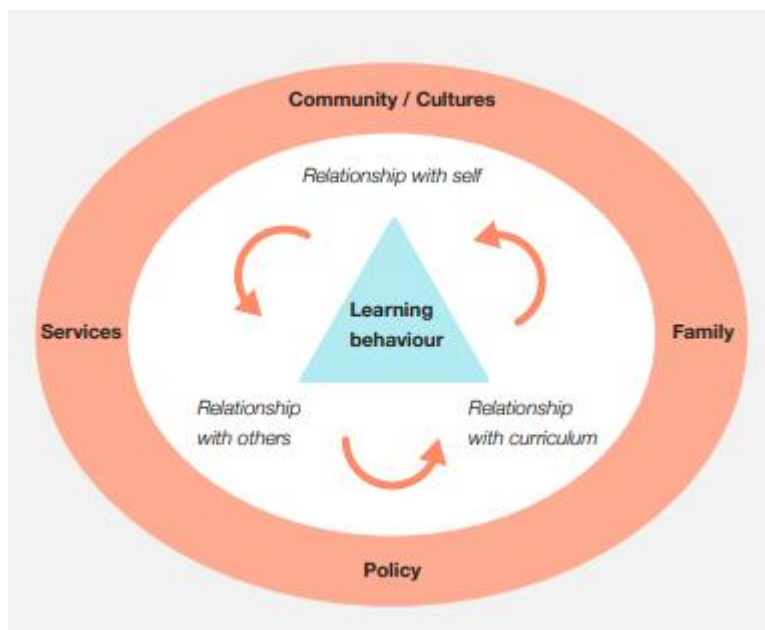
Although much of the research available focuses on evaluating specific interventions or outcomes, Ellis and Tod's recent review of the literature provides a conceptual framework for teachers to use to evaluate approaches to managing misbehaviour and to teach behaviour for learning.

The model (see Figure 3) suggests that each of three pupil relationships – with themselves, with others and with the curriculum - impacts on the other, and positive change can be achieved by recognising which of these relationships needs to be developed or strengthened with specific teaching. This could be for the whole class, for a small group, or on an individual basis.

Possible factors that influence pupil behaviour and the extent to which schools can affect these. The framework suggests that learning behaviours fall within the realm of the school's—and even the individual teacher's— influence and thus warrant more attention from school practitioners.

Ellis and Tod's model is adapted from a previous framework from Powell and Tod in 2004²², shown in Figure 3. In this model, a single learning behaviour (from those detailed below) is placed at the centre of the model. The triangle surrounding this behaviour is the 'triangle of influence' representing the behaviour being influenced by emotional, social, and cognitive factors. These factors and the learning behaviour itself can be addressed through the three relationships (with self, others, and the curriculum) experienced by the individual in the classroom.

Changing a learning behaviour is a dynamic process with reciprocal influences, as represented by the arrows. The circle, and terms inside this, show the influence of context. For example, if dealing with setbacks was placed in the middle of the triangle, although this is a mostly emotional learning behaviour, it will be influenced by social and cognitive factors—perhaps being embarrassed in front of peers (a social factor) is often a reason the pupil wants to give up, and limited experience of success is influencing the



want to give up more quickly. A teacher hoping to improve this pupil's responses to setbacks could respond by:

- **increasing engagement (relationship with self)**—discussing a time the pupil has given up when experiencing a setback and challenging them to stick with the next task, listening to any concerns the pupil has about being able to achieve or issues with self-motivation;
- **improving access (relationship with curriculum)**—ensuring the pupil has appropriately levelled work that will lead to the experience of success as long as they stick with it; praising the pupil for achieving and highlighting that their perseverance got them through it; and
- **ensuring participation (relationship with others)**—set a classroom culture where pupils are proud to say they found a task difficult at first and are not afraid to get things wrong.

A range of learning behaviours is outlined below though there may be other terms and concepts you already use that suit your own school context better.

- **Emotional learning behaviours:**
inner voice, mental well-being, dealing with setbacks; and self-esteem, self-worth, and self-competence.
- **Social learning behaviours:**
pupil relationship with teacher, pupil relationship with peers, collaborative learning, and bullying.
- **Cognitive learning behaviours:**
motivation, growth mindset, working memory/ cognitive load, and communication—improving through effective teacher-pupil dialogue, modelling.

Motivation

Extrinsic motivation—in the form of external influences such as gaining rewards and praise—is useful to address some minor misbehaviours or to encourage positive behaviour. Teachers can use tangible techniques such as rewards and sanctions, or less tangible strategies such as praise and criticism, to improve motivation, behaviour, and learning. However, it is intrinsic motivation, or self-motivation, that is crucial to improving resilience, achieving goals, and ultimately is the key determiner to success. Children who are intrinsically motivated achieve better and are less likely to misbehave.

Carol Dweck's research on 'growth mindset'—the theory that intelligence is not a fixed characteristic but can instead be increased through effort—suggests that teaching students to have this mindset can motivate children not only to improve academically but also to behave better. In her book, Dweck also discusses how teaching children skills such as collaboration and self-improvement can reduce bullying and empower bystanders to stand up to bullying that may be taking place.

Encouraging a growth mindset rather than a fixed mindset involves, as a teacher:

- having a growth mindset yourself—truly believe that all your students will achieve and improve;
- praising a students' effort rather than the person, the end piece of work or results ('You have worked so hard on this'; 'You're persevering brilliantly through tough new concepts'); and
- avoiding fixed mindset labelling that praises intelligence or talent ('You're so clever'; 'You're so talented').

Intrinsic motivation approaches are rooted in cognitive psychology but are challenging to implement impactfully in schools. With growth mindset in particular, it has become very popular for schools to promote a growth mindset but study results have been mixed. Dweck herself has warned that mindset approaches are difficult to implement:

"It's really hard to pass a growth mindset on to others and create a growth mindset culture. It's not about educators giving a mindset lecture or putting up a poster – it's about embodying it in all their practices."

Staff should be aware that light-touch training in a growth mindset approach is unlikely to be effective on its own: this strategy requires careful consideration.

Sanctions

Research indicates that frequently sending children out of class as a disciplinary measure is ineffective and counterproductive, as it reduces a child's access to crucial learning, can undermine a teacher's authority, and provides no effective solution for addressing misbehaviour. While removal from the classroom can be justified in extreme cases for the safety of others, it should not be a go-to strategy and often leads to

learning gaps, social exclusion for students with SEND and a cycle of underachievement. Instead, staff should focus on using strategies that keep children in the classroom and engaged, as this is strongly linked to better academic and social outcomes.

Negative Impacts of Sending Children Out of Class

- **Reduced Learning:** Children miss out on vital instruction and lose learning opportunities, creating gaps in their knowledge and understanding.
- **Undermined Authority:** It signals that the teacher is unable to manage the behaviour, which can diminish their authority in the long run.
- **Missed Social Interaction:** Children miss opportunities for positive peer and teacher interactions, which are crucial for social and emotional development.
- **Cycle of Disengagement:** For students with special educational needs and disabilities (SEND), being sent out can lead to further feelings of social exclusion and an over-reliance on support staff.
- **Lack of Connection to Consequence:** The child may not associate their behaviour with the immediate consequence if they are not with their teacher.

Effective Alternatives

Instead of removing students, schools should consider use of strategies that foster engagement and address the root causes of misbehaviour:

- **Classroom Management Strategies:** Focus on keeping all students engaged and in the classroom environment.
- **Targeted Support for SEND:** Provide appropriate support and inclusive environments for students with SEND to prevent them from disengaging.
- **Understanding Root Causes:** Explore the reasons behind a child's behaviour, as some may be experiencing overwhelmed, anxiety, or other life pressures.