

LEYLAND ST. JAMES' CE (AIDED) PRIMARY
SCHOOL

Harmful Behaviours Policy (Anti-Harmful behaviours)



*Leyland St. James' Primary School – a Christian family where
all are valued, children achieve and the future begins.*

**Our mission is to serve the community through serving our children. Every child is welcomed regardless of need for 'who so ever welcomes one such child in my name welcomes me' (Matthew 18.5). Everyone is valued; everyone has worth.
We ensure that every child develops within God's love.**

Leyland St. James' CE (Aided) Primary School

Harmful Behaviours Policy (Anti-harmful behaviours policy)

This policy was reviewed by the governors, who felt that the term harmful behaviours is unhelpful when supporting children within school. At Leyland St. James', we feel that support is best given to children when a clear assessment of the harm an incident has caused to a child is undertaken. To this end the harm caused by a verbal, physical or online incident/s will be assessed by the school and the child supported accordingly. Responsibility will always be appropriately taken and effective sanctions followed.

However, when reading this Harmful Behaviours policy please reflect on both our vision and our principles that:

Leyland St. James' CE (Aided) Primary School is a place of love and a place of learning. It is a haven for children and families and supports all kinds of learning and development. At St. James', we believe that all children are made in the image of God without exception. All are loved and called in Christ, without exception, without exclusion.

Setting

Leyland St. James' CE (Aided) Primary school is a medium sized Church of England Primary School based on the outskirts of Preston. As a church school we live our ethos:

‘A Christian family where everyone is valued, children achieve and the future begins’

We also follow closely Christian Values including that of respect and dignity.

This anti-harmful behaviours policy links with our Behaviour for Learning Policy, our Inclusion Policy, child Protection, Safeguarding and equality policies.

Values and Principles

We work successfully to:

- create an environment that is stimulating, welcoming and purposeful for all members of the school community.
- promote a Christian ethos
- enhance children's quality of learning through the delivery of a broad balanced, relevant and creative curriculum, where each child is challenged to achieve his/her full potential
- provide a range of educational and social experiences, free from discrimination, appropriate to the age, ability & needs of our pupils
- encourage children to be tolerant, caring and respectful towards others, their community and the world around them
- value and celebrate the contribution all individuals make to further improving standards in all areas of school life.
- promote, encourage and sustain the physical & emotional health and well-being of all members of the school community

Aims and objectives of the policy

The aims of this policy are:

- To support everyone, keeping them safe in school
- To recognise those behaviours which can be characterised as harmful, such as aggression, anti-social behaviour, a tendency to break school rules, a clear lack of conscience etc
- To recognise signs of harmful behaviours in victims, such as isolation, a dislike of school, anxiety, personality changes, evidence of assault, noticeable lack of confidence, frequently complaining of feeling poorly etc.
- To deal effectively with any concerns brought to the attention of staff
- To promote the message that's its ok to tell, through worship, class work and circle time.
- To reduce the number of incidents taking place.
- To monitor and evaluate the impact of anti-harmful behaviours strategies and support within school.

Definition of 'bullying' (harmful behaviours)

In line with other services within the CYP Directorate we have agreed to adopt the following definition of 'bullying' (harmful behaviours behaviours):

Harmful behaviours fall into two categories:

- i) Emotionally harmful behaviour, such as taunting, spreading hurtful rumours and excluding people from groups, or cyber harmful behaviours and
- ii) Physically harmful behaviour, such as kicking, hitting, pushing or other forms of physically abusive behaviour.

The behaviour constitutes harmful behaviours if:

- It is repetitive, wilful or persistent
- It is intentionally harmful, carried out by an individual or group
- There is an imbalance of power leaving the person who is bullied feeling defenceless.

We acknowledge that harmful behaviour can and does occur anywhere and everywhere; in schools, within the home and the community.

To whom this policy applies

This policy applies to all adults and children involved in the school community and addresses the following forms of harmful behaviours:

- Child to child
- Adult to child
- Child to adult
- Adult to adult including parental interaction with school workers

All these forms of harmful behaviours also include the use of social networking etc, no matter how general, to berate, belittle or threaten an individual

This policy applies in school (including out of hours activities linked to the school and otherwise), within the local community and on residential or school visits. The policy is applied when concerns of harmful behaviours are brought to the attention of school either through a report or an observation.

All adults within the school, all parents and members of the community have a responsibility and a duty of care to protect individuals from harmful behaviours.

Responding to harmful behaviours behaviour

Procedures for reporting harmful behaviours behaviour:

- The school operates an 'it's ok to tell' policy and the children are actively encouraged to report concerns about themselves and others to adults in school. Other methods for children to share concerns are as follows:
- All adults in school will act on concerns of harmful behaviours if they observe behaviour that may indicate a child is having problems using the anti-harmful behaviours concern form (see below)
- All school staff will take a child's worries seriously and will ensure that time is given over for the concern to be investigated within a reasonable time frame using the most effective adult. Staff **will not** deal with the situation by instructing children to 'ignore' behaviour or by telling children 'not to play with each other'
- If a member of staff is concerned about an observation they have made or receives a report from a parent/other adult about harmful behaviours they will use the following procedures
 - Express concern to the adult or child and reassure that they are there to help
 - Ensure an appointment is made for an appropriate adult to sit and hear the concern in full. This must be done within a reasonable time frame
 - At the appointment, record details with the parent or child.
 - Pass the concern details to a member of the SLT, who will make an electronic copy and send it to the HT, who will log and follow up the concern.
- If any other adult has a concern re: harmful behaviours then it should be reported directly to the HT or child's teacher as outlined above. This action is made clear in our induction paperwork.
- If a parent is concerned about harmful behaviours in relation to themselves, their own or another child, they should report these concerns to the class teacher or the Headteacher immediately without allowing incidents to 'build up'.

Procedures for dealing with incidents including follow up:

- The Headteacher, Lilian Taylor-Bell, has overall responsibility for harmful behaviours procedures, practices, monitoring and evaluation.
- Once a report has been made, it will be fully investigated. The definition of harmful behaviours according to this policy will be applied. The process will continue:
 - If the definition of harmful behaviours does not apply, then the incident will be dealt with by working through our Restorative Approaches mechanisms. This will be done by either the class teacher or a SLT member.
 - If the definition does apply, the HT will ensure clear and open communication with the parents, and, if relevant, other agencies. Strategies may vary but any strategies suggested will be logged electronically.

- Dialogue with the parents and child will continue until issues are resolved.

Procedures for recording harmful behaviours behaviour:

- Any incident or concerns shall be recorded
- All records will be stored in an electronic format alongside the incident log within the HT's CPOMS account.
- This information will be shared within school with those people with a clear link to the individuals involved. For those incidents deemed as harmful behaviours according to the policy's definition, parental contact through the HT will be made.
- Governors will be made aware of the number of incidents and the number of those meeting the definition of harmful behaviours termly at Full Governor meetings.
- Statistics will be analysed to see if our anti-harmful behaviours practices have a positive impact on our children's learning.

Dealing with complaints:

From time to time parents and members of the public may express concern or make a complaint, either orally or in writing, about some aspect of the conduct/operation of the Leyland St. James' School, the conduct of the Headteacher, an individual member of staff, the Governing Body or an individual governor. The Leyland St. James' School will always give serious consideration to concerns and complaints that are brought to its attention. However, anonymous complaints will not normally be considered. In considering concerns or complaints, the Leyland St. James' School will ensure that they are dealt with effectively and with fairness to all parties.

In dealing with your complaint:

- we will deal with your complaint honestly and politely and in confidence;
- it will be looked into thoroughly, fairly and as quickly as possible;
- we will keep you up-to-date with what we are doing;
- we will apologise if we make a mistake; and
- we will tell you what we are doing to put things right.

Support for children, parents and staff during and immediately after incidents:

Support will be offered to anyone involved in an incident deemed as harmful behaviours. This support could involve:

- Support from an individual member of staff
- Nurture group drop in/full nurture group sessions
- Restorative Approaches
- Anxiety support
- Local Authority cyber-harmful behaviours support
- School's own private Educational Psychologist.

Range of actions that may be applied:

This section is taken from our Behaviour for Learning Policy:

Major Behaviours (Deliberate and vicious behaviour that is intentionally used to hurt, harm or severely disrupt)

This will be dealt with Head teacher in partnership with class teacher. Initially, child will be sent (accompanied) to Head or SLT in charge with an explanation of what has occurred, this will be investigated and reported back to class teacher. At this point, the teacher will be asked whether the child can be returned. If this is not a suitable time then a teaching assistant will be used to supervise the child in question until the next session.

If the Head teacher is unavailable, then a member of the SLT must deal with the children (perhaps only briefly) even if teaching a class. If the HT/DHT or another member of SLT is unavailable to discuss the behaviour then the teacher will make note of what has occurred and feed back to the HT/SLT

Exclusions:

The Head teacher and governing body are, in extreme circumstances, also able to consider the following measures:

- Fixed term exclusion from school.

However other proactive, previous measures, such as restorative justice and support by the learning mentor will be used so as to avoid this.

What Happens When the behaviour for learning policy doesn't work?

When a child's behaviour begins to recur, especially those of a persistent or major concern at this point the SENCO will become involved and the following planned:

Level One

The class teacher and behaviour leads work together, seeking out areas of improvement, and in turn adopting a plan of action. At this level the class teacher is the person with responsibility for implementing the plan.

Level Two (School Action)

This is characterised by a continued audit and a plan to improve the behavioural environment alongside the use of a behavioural risk assessment. At this level, responsibility for plan and risk assessment is held jointly between the SENCO and class teacher. At this stage parents will be informed.

Level Three (School Action Plus)

Emphasis is on the plan with the involvement of outside agencies. The SENCO takes the lead role working closely with the class teacher.

Should the behaviour problem that is being exhibited by the child fail to be resolved at level three, outside specialists will be consulted to liaise about how the school can be supported in determining whether other forms of provision may be necessary or appropriate.

Intervention strategies

These interventions and/or other services may be used after an incident of harmful behaviours:

- Support from an individual member of staff
- Nurture group drop in/full nurture group sessions

- Restorative Approaches
- Local Authority cyber-harmful behaviours support
- School's own private Educational Psychologist.

Preventative measures

The school adopts a range of measures to actively prevent harmful behaviours behaviour (including Cyber harmful behaviours) such as:

- Providing a safe and secure environment
- Restorative approaches
- Developing the resilience of children to deal with issues
- Operating an open door and "OK to Tell" policy
- Offering mentoring, counselling, EP and peer support
- Offering mediation services
- Strong ethos
- Appropriate continuing professional development for adults including parents and carers

Implementing the policy

The HT and governors have responsibility for ensuring that the policy is carried out. The policy will be brought to the attention of children and adults on a regular basis through:

- The school prospectus
- Sea-Saw or School APP.
- The school web page

Monitoring the anti-harmful behaviours policy

It is the HT's responsibility to:

- establish baseline data on which to build the monitoring process
- monitor the number and types of harmful behaviours incidents including certain groups of children
- check that recording and reporting procedures are being applied consistently
- canvas opinions amongst children and young people as to the effectiveness of the policy.

This will be done using:

- Parental Questionnaires
- Harmful behaviours concern forms

Evaluating the anti-harmful behaviours policy

This policy will be reviewed, firstly by the anti-harmful behaviours working party (vulnerable children's team) and then by governors on an annual basis. It will be reviewed against the following criteria:

- Numbers of incidents by the definition of harmful behaviours
- The children's expression of feeling safe
- The children's ability to meet their potential.

Last reviewed by team: Summer 2021

Reviewed by governors: Autumn 2021