

Behaviour & Anti-Bullying Policy



Approved: Spring 2020

Next Review: Spring 2021

This policy was reviewed by members of the School Council in Spring 2018.

Principles:

High standards of pupil behaviour are hallmarks of a good school and it prepares them for their role in the wider community. Effective positive attitudes and consistent strategies throughout the school facilitate learning and therefore good progress. This school recognises that every pupil has a right to enjoy school life, and this requires the environment to be well-ordered, friendly and non-threatening. Also this provides for members of staff to achieve job satisfaction.

Specific Aims:

Whilst recognising that children's situations are different, we aim to establish and maintain strategies to behaviour management:

- To ensure that behaviour within the classrooms allows the delivery of the school's curricular aims and the development of positive attitudes.
- To ensure that every member of the school behaves with consideration and concern for others and their property.
- To demonstrate a clear sense of right and wrong.
- Understand that people are responsible for their actions.
- Realise the importance of honesty, trust, tolerance and co-operation.

Teachers and parents work in partnership to foster good behaviour and to provide role models for behaviour towards other people and towards property. Children are encouraged to develop self-discipline and co-operation. The children will have opportunity to contribute towards the drawing up of rules/codes of conduct for their own classes. They will be aware that good behaviour is appreciated and valued.

School Values and Rules:

The School Values (Respect, Responsibility, Rights, Reflection & Resilience) and rules provide a framework for the attitudes which we encourage throughout the school and are also essential for the safety of pupils whilst on the premises. They are set out as positive statements with examples, and are intended to be understood by the different age groups and at different levels.

Basis of good behaviour:

It is important to understand that good discipline requires consistency and involves every member of staff. Good discipline essentially depends upon: good relationships, good organisation and good consistency in the use of agreed systems

"Good relationships" include pupil-pupil, pupil-adult and adult-adult relationship: the essential core is mutual respect a key school value, a positive rather than a negative approach and an understanding and appreciation of the roles of others.

“Good Organisation” involves having learning challenges, well-understood routines, knowing what is required and having well-planned and effective organisation. In this context, the need for effective organisation applies in the classroom, the school building and on the playground.

‘Good consistency’ a whole school approach of all staff using the whole school traffic light system for dealing with behaviour issues and applying this policy.

Responsibilities, Rewards and Sanctions

Children are expected to demonstrate the values of the school, positive behaviour in and around school and good learning behaviour in the classroom. All of which facilitates the pupils and staff to ‘Reach together for success’.

The following are specific responsibilities found within our school.

- Buddies/Prefects
- House Captains/Vice House Captains
- Play equipment Monitors
- Lunch Monitors
- Corridor/Assembly Monitors
- School Council
- Helpers for parent’s evenings
- Class Monitors/Ambassadors

Pupils are rewarded in a variety of ways within school to encourage and promote good behaviour. These are listed below:

- Specific verbal praise
- House-points
- Badges
- Bookmarks
- Certificates/Stickers
- Vouchers
- Extra playtime
- Class Ambassador Awards
- Reward trips for pupils with responsibilities
- Inviting parents to attend presentations

A hierarchy of sanctions is used that are listed below:

- A calm, quiet word without an audience
- Verbal warnings then action-a ‘traffic light’ system =starting on green, yellow then red (See Appendix A)
- Take away house points or responsibilities (eg. School Council member)
- Miss part of a playtime - Time out place
- Loss of Child Choice Time/Golden Time
- Privileges revoked e.g. withdrawal from a school trip (if a child’s behaviour is considered repeatedly unacceptable and poses a potential risk to themselves/other pupils), disco, After School Club etc
- Break / lunchtime “detention”
- Speak to parents about the behaviour issue
- Speak to Head of Key Stage
- Report to Headteacher
- Meeting with Parents with key personnel
- Internal Detention or after school detention (dependent on age)
- Behaviour Contract
- Fixed Term Exclusion(s)

Consideration of a 'managed move' to another school/PRU Permanent Exclusion

Staff should whenever possible avoid blanket reprimands or punishments for whole groups of pupils.

Disputes between pupils

Disputes will be investigated in a fair manner. Where no concrete evidence can be discovered, staff will use their professional judgement and find as fair a solution as possible. The school expects parents to support the school investigation methods trying to remain as objective as possible.

Detention of pupils:

It has been agreed by the school governors that pupils may be kept in a detention after school hours if, in the considered opinion of staff, this is regarded as an appropriate consequence. A standard letter is available for the use of staff

Detentions should however be given only:

- (a) when appropriate to the circumstances;
- (b) for a period not exceeding one hour;
- (c) following reasonable notice (at least 24hrs) to the parents.

Serious behaviour offences:

There are however some circumstances which should always be regarded as serious, and should be reported immediately to the Headteacher or (in her absence) to a member of the Senior Leadership Team. Examples of such situations would be: Bullying, Violence towards another pupil or adult causing, or with the intention of causing, physical injury of any kind; Seriously disruptive behaviour, Wilful disobedience of a member of staff; Swearing at any member of staff.

In such serious situations further disciplinary procedures will be necessary, and these might result in the pupil's exclusion from school in accordance with L.A. procedures and good practice.

Anti-Bullying Statement

Bullying can happen in school as well as in other walks of life. Bullying is not acceptable at Burton Manor Primary School and it is the school's aim to eradicate such actions. At the same time, we need to educate adults and pupils in what constitutes bullying, why such behaviour is unacceptable and how to deal with bullying should it occur.

At Burton Manor we aim to promote sound educational progress within a caring community where the contributions and beliefs of all members are valued. We consider it to be very important to have an ethos and atmosphere to which pupils can relate and in which they feel secure, welcomed and happy. As part of our Anti-Bullying pledge we aim:

- To make children aware of what is bullying.
- To make children and parents aware of the importance of Online-Safety.
- To eradicate bullying from school.
- To support all parties.
- To educate pupils in what bullying is and to the inappropriateness and consequences of bullying.

Classes discuss bullying as part of their PHSE lessons, focus weeks and in response to any disputes. An Anti-Bullying Charter has been developed, in consultation with our School Council. This has been shared with all pupils.

What is bullying? (3 key indications)

- Repetitive or persistent
- Intentionally harmful, physical or verbal, carried out by an individual or a group
- An imbalance of power leaving the victim feeling defenceless/isolated

Bullying is not:

- One off incidents (whether physical or verbal) unless it fulfils criteria above.
- Series of 'falling out' and 'making friends' between specific children

These incidents must be taken seriously and dealt with, but are not identified as bullying.

School Actions

- Staff will act as positive role models.
- Promote appropriate ways of acting through use of agreed school rules and implementation of behaviour policy.
- Teach pupils through school values, PHSE, SMSC and assemblies about bullying and its consequences.
- To provide Online-Safety information and lessons for children and parents.
- Develop an understanding with pupils that bullying is unacceptable and encourage pupils to identify and report bullying, whether they are a victim or a witness.
- Staff will act firmly against bullying wherever it is seen.
- Will investigate all reports of bullying.
- Support and monitor those who are bullied.
- Take actions which aim to stop further bullying taking place.
- Make children aware of their actions and that bullying is unacceptable.
- Monitor pupils found to be bullying and offer support if required.
- Record bullying incidents in the school bullying log.
- Monitor incidents recorded in the log and deal with patterns and serious incidents accordingly.

Parents Actions

- Discourage their children from using bullying behaviour and language at school, at home or elsewhere.

- Watch out for signs that their child is being bullied, or are bullying others using the school's 3 key indicators.
- Contact the school at the first sign if they are worried that their children are being bullied or are bullying others.
- Work together with the school positively.
- Be aware of the importance of Online-Safety.

Strategies for dealing with reports of bullying

1. Discuss incident(s) with those who have been bullied, remaining supportive.
2. Identify whether incident is possible 'bullying' or 'bad behaviour'.
3. Discuss incident with perpetrator(s).
4. Identify whether incident is possible 'bullying' or 'bad behaviour'.
5. If bad behaviour, use appropriate sanction.
6. If bullying, ensure perpetrator(s) are aware of the consequences of their actions.
7. Ensure perpetrator(s) are aware that bullying is not tolerated.
8. Use appropriate sanction – monitor, support, loss of playtime(s), extra work, detention after school.
9. Parents should be informed unless the incident is fairly 'low key', a first offence and you are confident that there will be no re-occurrence.
10. Devise strategies for reconciliation of victim and perpetrator(s)
11. Record incident in the file within the staffroom and notify the Headteacher – copy needed.
12. Give a copy to the office to report the incident on-line to the L.A..
13. Monitor situation.
14. Should further incidents occur with same perpetrator then it may be necessary to implement a 'Pastoral Support Programme'. Headteacher and SENCO must be informed.

Racial Harassment

- The school promotes acceptance of cultural differences and racial harmony through the PSHE scheme of work and assemblies.
- Racial harassment e.g. picking on pupils because of skin colour or cultural differences may also be bullying. This includes racial name-calling.

- Apart from implementing bullying procedures, pupils should also be 'educated' with regard to cultural differences and equal opportunities.

All racial, sexual and discrimination incidents must be reported to the Headteacher and a copy of the report is required.

Special Educational Needs Code of Practice:

Social, Emotional and mental health is one of the categories of Special Educational Needs Code of Practice. A pupil may be placed on the SEMH Code of Practice for SEMH when a Class Teacher recognises a behaviour difficulty and where normal classroom management strategies are not effective. We recognise that we may need to employ further strategies for children who have Additional Needs and whose behaviour cannot be improved or managed through the use of our usual approaches. We follow procedures for Special Needs for these children, seeking support from the Local Authority and the Educational Psychology Service as appropriate (see Inclusion Policy).

Individual Behaviour Plans (IBPs) and pastoral support programmes can be written for pupils requiring further support or children who have an EHC Plan with regard to additional needs for SEMH. A PSP will be developed in consultation with the parent, pupil and other appropriate staff. These plans are shared with all staff working with the young person. Frequent meetings (termly) also focus on support strategies and targets for pupils who are struggling to achieve expected behaviours.

Appendix A

The Traffic Light System

The green card (good behaviour)

All children will start the day with their name on the green traffic light.

The yellow card (warning only)

If a child's behaviour is not appropriate, then a verbal warning should be issued first. However, if they then continue with the behaviour they must then move their name onto the yellow area.

At this stage, there is NO consequence.

This is merely a warning that they need to change their behaviour.

If, after a suitable period of time, their behaviour improves, the child can move their name back onto the green traffic light.

The red card (consequence)

However, if they continue their behaviour, they must then move their name onto red card, for which there is now a consequence.

The order of consequences has been agreed as follows (this is dependent on what the behaviour was):

- Miss 5 minutes of break/lunchtime
- Miss 10 minutes of break/lunchtime
- Miss all of break/lunchtime
- See phase leader
- See deputy head
- See Headteacher

- Privileges revoked e.g. miss a trip, disco, club etc
- Contact parents

Please note that some behaviour will warrant a red card straight away e.g. fighting, swearing etc. and this will need to be dealt with through the agreed order of consequences.