



# **Behaviour Policy and our Anti-bullying statement**

# BEHAVIOUR POLICY

(including anti-bullying statement)

***This policy was written in June 2019 and will be reviewed and updated by June 2020. The staff member responsible for this policy is Sian Mitchell and the Governor responsible is James Robinson, Designated Safeguarding Governor***

## COVID -19 Addendum – May 2020

As a result of Covid – 19 we have had to make changes to the way that we expect pupils to behave in school. We hope that these are temporary measures, but they are necessary to ensure the safety of everyone in school.

Children should be aware of and follow:-

- Allocated staggered arrival and departure times (see rota).
- School instructions for moving around school. These include keeping a social distance wherever possible and only mixing with their 'bubble'. They should try to stay at least 2 metres away from other pupils in school and each class should adhere to their own school entrance and exit points. Children should follow the one-way system, only touch what is necessary, remain patient when queuing and avoid using lockers and cloakrooms as everything should be brought into class. It is important that children remain seated in their allocated desk for all lessons and tell an adult if they are feeling unwell or experiencing symptoms of coronavirus.
- School instructions on hygiene, such as handwashing and sanitising. We follow the "catch it, bin it, kill it" message. Children should try not to touch their faces, eyes and nose wherever possible. If children need to cough or sneeze, they should do so into a tissue or sleeve and not into their hands or towards anyone else. Used tissues should be put into the bin and hands washed immediately. Toilets are only to be used by pupils at allocated times (see toilet rota) where possible and in small groups as directed by school staff. Children are to be allocated handwashing times to ensure that hands are thoroughly washed before and after each break.
- Rules about sharing any equipment. Pupils should have their own water bottle in class and the water fountain will remain out of bounds. Pupils will bring their own pencil case or tin from home for classroom use. This is to be left in school not to be shared with other pupils. Personal items should not be brought in from home and taking things home from school will be kept to an absolute minimum.
- Amended expectations about breaks or play times, including where children may or may not play. Break times will be staggered and designated days will be allocated for play equipment (see timetable). Children should only use the colour of play and PE equipment that has been allocated to them.
- Schools high expectations of behaviour. Rewards, sanctions and family support will remain in place to ensure the safety of everyone in school.

## **Rationale**

*“Good behaviour is a necessary condition for effective teaching to take place”*

The Staff and the Governing Body accepts this principle and seeks to create an environment in the school, which encourages and reinforces good behaviour. Our school has a central role in the children's social and moral development just as it does in their academic development. Our children bring to school a wide variety of behavioural patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility.

## **Aims of the Policy**

- To create an environment which encourages and reinforces good behaviour in the context of our ethos.
- To define acceptable standards of behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy through the Home School Agreement

## **Purpose**

Our purpose at Leavening Community Primary School is:

**‘Together We Can’**, which is underpinned by our 4 core values of:

- Look and learn beyond the classroom
- Aim high so everyone can shine
- Care, share and belong
- Lead, Teach and Learn with Passion

In this school an ethos of positive behaviour reinforcement is established where children are regularly praised for doing the ‘right’ thing and persistent inappropriate behaviour is not tolerated.

At Leavening school we do not tolerate;

- Dishonesty
- Hurting others in any way, including name-calling.
- Preventing others learning

Our Purpose is designed to give children, parents, staff, governors and our local community a clear and consistent summary of what our school is about and what really matters to us.

Staffs at the school promote this, not by talking about them, but by putting them into action. All adults encountered by the children at school have a responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. We should aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy; think about how we speak to pupils
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;

- Ensure fair treatment for all regardless of age, gender, race, beliefs and ability;
- Show appreciation of the efforts and contribution of all.
- Use positive behaviour reinforcement as the main tool for managing behaviour.

### **Responsibility**

The school's behaviour manager is Sian Mitchell, with Gill Husband holding responsibility for organisation of lunchtimes. the Headteacher, Teachers, Teaching Assistants and Midday Supervisors to encourage and maintain good behaviour. The key aspects of the role include:

- Organising lunchtime rotas for staff on duty
- Arranging lunchtime clubs and activities
- Facilitating the playground leader programme
- Maintaining the vulnerable children register
- Reviewing effectiveness of behaviour systems in school
- Being on duty in the playground at the start of the school day

### **School Rules**

Rules and procedures should be designed to make clear to the children how they can achieve standards of behaviour and should:

- Be kept to a minimum;
- Actively encourage everyone - pupils, parents, staff and governors – to be involved in the development of school rules;
- Be consistently applied and enforced;
- Promote the idea that every individual has responsibilities towards the whole school.

We follow 4 **golden rules** which are visible in all classrooms and throughout school.

1. We are always kind and look after everyone and everything.
2. We follow instructions first time, every time.
3. We embrace challenge and do our best to be the best we can
4. We respect each other and work as a team.

### **Rough Play**

Play fighting or rough play is not tolerated on any level. Pretend play can easily spiral out of control and end in a pupil getting hurt unintentionally. Staff should calmly intervene if any occurrence of this happens and follow this behaviour policy accordingly.

### **Lunch times**

To maintain a high standard of pupil behaviour during lunch time, this behaviour policy must be applied consistently. The school rules should be adhered to and behaviour management should refer to these. Staff should reinforce positive behaviour through:

- Stickers
- Handing out house points
- Choosing 2 pupils each week to go on the golden table (on the last Friday of the month)  
MSA's will take responsibility for managing these systems.

### **Rewards**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The

commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Other forms of recognition may include:-

- House Points
- Together Time Celebration of Success
- Stickers
- Certificates of praise
- Headteacher's awards
- Individual Class Systems of Do-Jo points

## **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. The use of punishment should be characterised by certain features: -

- It must be clear why the sanction is being applied and be put in the context of the school rules.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as it breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions may include: -

- Verbal expressions of disapproval in a calm and respectful manner (**please NO shouting at pupils**)
- 'Timeout', if age appropriate
- Missing part of playtime or lunchtime,
- Temporary withdrawal of privileges e.g. using playtime equipment,
- Class teacher to inform parents,
- Referral to the Head Teacher,
- Ultimately and in the last resort, exclusion (following the LA guidelines).

Our stages of sanctions are as follows:

1. A verbal warning and removed from the situation as appropriate
2. A formal warning( move name down one step on the visual behaviour system)
3. Child's name moved to the next stage on the visual behaviour system; parents and head teacher informed.

For more serious behaviours and/or physical behaviour of a serious nature, a child would proceed immediately to stage 3.

**The school uses a behaviour incident logs to record instances of unacceptable behaviour and define clear process of sanctions. The forms are found on staff share server.**

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the Headteacher and the SENCO.

## **Leavening Community Primary School**

### **Anti-bullying statement**

The aim of our anti-bullying statement is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. This supports our purpose of promoting **'mutual respect and care as well as belonging'**

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to benefit fully from the opportunities available at this school. Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHCE, class tutorial time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

We are working with staff, pupils and parents to create a school community where bullying is not tolerated.

Our school community:

- Discusses, monitors and reviews our anti-bullying statement on a regular basis.
- Supports staff to identify and tackle bullying appropriately.
- Ensures that parents are aware that all bullying concerns will be dealt with sensitively and effectively.
- Reports back quickly to parents/carers regarding their concerns on bullying.
- Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the LEA and relevant statutory/voluntary organisations when appropriate.

From 'Bullying – A Charter for Action'

Pupils who are being bullied may show changes in behaviour, e.g. becoming shy and nervous, change to work patterns, lacking concentration, feigning illness, taking more absences or clinging to adults.

#### **Bullying can include action such as**

- Verbal (e.g. teasing, name calling, or threatening people)
- Physical (e.g. hitting or kicking)
- Emotional (e.g. Ignoring people or leaving them out, damaging belongings on purpose)
- Written (e.g. through sending texts or emails)

*Bullying is deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those being bullied to defend themselves.*

#### **Dealing with bullying**

To deal with bullying effectively, pupils, parents and teachers must work together.

#### **Pupils:**

##### **If you are being bullied:**

- try to stay calm and look as confident as you can
- be firm and clear - look them in the eye and tell them to stop
- get away from the situation as quickly as possible and
- tell an adult what has happened straight away

##### **After you have been bullied:**

- tell a teacher or another adult in your school
- tell your family
- if you are scared to tell a teacher or an adult on your own, ask a friend to go with you
- keep on speaking until someone listens and does something to stop the bullying
- don't blame yourself for what has happened

##### **When you are talking to an adult about bullying be clear about:**

- what has happened to you
- how often it has happened
- who was involved
- who saw what was happening
- where it happened
- what you have done about it already

**Parents:**

**If your child has been bullied or you suspect they are being bullied:**

- **calmly talk with your child** about his/her experience
- **make a note of what your child says**, particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened
- **reassure your child** that he/she has done the right thing to tell you about the bullying
- **explain to your child** that should any further incidents occur he/she should report them to a teacher immediately
- **make an appointment** to see your child's class teacher
- **explain to the teacher** the problems your child is experiencing

**When talking with teachers about bullying:**

- **try to stay calm**, bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- **be as specific as possible** about what your child says has happened, give dates, places and names of other children involved
- **make a note** of what action the school intends to take
- **ask if there is anything you can do** to help your child or the school
- **stay in touch with the school**; let them know if things improve as well as if problems continue

**If after talking to the class teacher families feel that their concerns are still not being addressed appropriately they should consider the following steps:**

- **check with the school anti-bullying policy** to see if agreed procedures are being followed
- **make an appointment** to discuss the matter with the Headteacher; keep a record of the meeting
- **discuss your concerns** with a parent governor
- **if this does not help**, write to the Chair of governors explaining your concerns and what you would like to see happening
- **contact the director of education for your authority**; the authority will be able to ensure that the Governors respond to your concerns

**If your child is bullying other children:**

Many children may be involved in bullying other pupils at some time or other. Often parents are not aware that their child is involved in bullying.

**Children sometimes bully others because:**

- **they don't know it's wrong**
- **they are copying older brothers or sisters** or other people in the family whom they admire
- **they haven't learnt** other, better ways of mixing with their school friends
- **their friends** encourage them to bully
- **they are going through a difficult time** and are acting out aggressive feelings

#### **To stop your child from bullying others:**

- **talk with your child**; explain that what he or she is doing is unacceptable and makes other children unhappy
- **discourage other members** of your family from bullying behaviour or from using aggression or force to get what they want
- **show your child** how he/she can join in with other children without bullying
- **make an appointment** to see your child's class teacher or form tutor; explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop him or her bullying others
- **regularly check** with your child how things are going at school
- **give your child lots of praise** and encouragement when he/she is co-operative or kind to other people

#### **School:**

##### **If bullying is suspected or reported to us:**

- We will take seriously all allegations of bullying
- The incident will be dealt with immediately by the member of staff who has been approached, and if this is not the class teacher, they will be informed at the first opportunity.
- Details or allegations of bullying will be recorded in an incident record.
- All relevant staff members will be kept informed (e.g. MSAs or teachers on duty)
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned.
- We will have a 'Beat Bullying' Week every year to raise awareness of what bullying is and how to deal with it.

##### **The following disciplinary steps can ultimately be taken:**

- Official warnings to cease offending
- Exclusion from certain areas of school premises
- Minor fixed term exclusion
- Major fixed term exclusion
- Permanent exclusion

#### **Communication and parental partnership**

We give the highest priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive



relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

**Revised: by children and teachers June 2019**