

# Behaviour Policy

September 2017

## Rationale

### Section 10

This document provides a framework for the creation of a happy, secure and orderly environment in which all children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

The staff at all times will promote the positive ethos of the school and the shared responsibility for the welfare of all pupils. Information about incidents of inappropriate behaviour is shared with the pupil's Class Teacher and recorded appropriately.

## Aims

- To ensure appropriate behaviour and language throughout the school.
- To encourage and praise greater effort in both work and behaviour.
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school i.e. teaching and non-teaching staff.
- To ensure that parents are informed and are aware of the disciplinary procedures.
- To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by using assertive discipline techniques.
- To ensure a safe, caring and happy school.
- To promote respect for all pupils and staff in the school
- To promote good citizenship.
- To promote self discipline.
- To prevent bullying.
- To prevent anti racial behaviour.

## Responsibilities:

All members of the school community - teaching and non-teaching staff, parents, pupils and governors, work towards the school aims by:

- providing a well ordered environment in which all are fully aware of behavioural expectations
- treating all children and adults as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- intolerance of all bullying or harassment in any form
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- caring for, and taking pride in, the physical environment of the school
- working as a team, supporting and encouraging each other
- staff will act as positive role models to pupils in matters of dress, punctuality, commitment and demeanour

## Rules

Rules are kept to a minimum and we aim only to introduce them after various discussions with the children, to discuss their opinions. When these rules are given to the children there must be opportunity to discuss them and ensure that they are fully understood and accepted. The rules are mainly those implied by the

Home School Agreements. All Classes negotiate class rules, which are displayed in classrooms and revisited regularly. There are also Playground and Dinner Hall rules.

### **Playground rules suggested by the School Council**

- The picnic tables and benches are for sitting and quiet games.
- Be helpful, kind and polite.
- Respect the environment of the school.
- Respect other people, their games and their belongings.
- Stand silently when the bell rings and classes are summoned.
- All steps and slopes are out of bounds.
- All children should be on the playground during break times.
- Please leave the trees and bushes alone.
- Please drink from the water fountain sensibly.
- When it is wet, please keep off the stepping stones.
- Please keep off the field unless you are given permission.
- Let everyone join in with your game – no children to be left out.
- Always set a good example to the younger children.
- Only go to the toilet when you need to and have asked permission from a member of staff.

### **Dinner hall rules**

- Line up quietly.
- Be well-mannered.
- Talk quietly.
- Put your hand up if you want something.
- Wait patiently until you are asked to leave.
- Try to keep the tables clean and tidy and use the cutlery provided.
- Pick up any food you drop.
- Walk around school quietly.

### **Break and Lunchtime Sanctions**

- Inappropriate behaviour is dealt with by a verbal warning and discussion of the behaviour.
- If the behaviour continues 'Time Out' will be given.
- If the behaviour continues further the class teacher will be informed and the child will be moved to the amber on the class 'Traffic Light System' (see 'Within the classroom') and the incident recorded in the class behaviour book.
- Persistent or more serious incidents such as swearing, insolence, bullying or hurting another pupil are reported directly by break-time/lunchtime staff to the Deputy Headteacher or Headteacher, who will in consultation with the class teacher decide upon an appropriate sanction.

### **Break and Lunchtime Rewards**

- Break-time and Lunchtime staff are invited to nominate pupils for Celebration Assembly awards on Fridays.
- Stickers can be awarded to the children
- Children are offered opportunities to volunteer for tasks around the school
- SPOT (Special pupil on trust) badges can be given to up to 2 children per KS2 class, for children to stay in the school building and do a specific task. For example this may be to further their learning by doing some research or may be tasks which help and support the staff
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## **Section 1**

### **Within the classroom, in assembly and around the school**

In all classes a traffic light system is in operation. Each morning all names start on green. After verbal warnings and if the inappropriate behaviour continues the child moves to amber. This applies to behaviour in school assemblies too. Poor behaviour after a warning will mean a move to amber and loss of all or part

of playtime(s). A Duty Room will be available each day where children missing their lunchtime will be supervised. Individual teachers may also decide to supervise children in their classroom or other location at their discretion during play / lunchtimes.

Further unacceptable behaviour will result in a move to red, whereupon the child will be sent to the Deputy Headteacher / Headteacher who will in consultation with the class teacher decide upon an appropriate sanction. Class teachers will be responsible for contacting the Parents.

### **Sanctions that may be given by Deputy Headteacher / Headteacher**

When inappropriate behaviour has been continued and the Deputy Headteacher / Headteacher have been informed one or more of the following sanctions may be applied:

- Parents informed
- Removal of child to another classroom or the Headteacher's Office.
- Detention at playtime or lunchtime.
- Participation in any clubs, school trips or sporting events ~~that are not part of curriculum activities~~ may be withheld.
- A behaviour contract set up between child and class teacher. Parents are always involved.
- Half hour – 1 hour after school detention (KS2 only). 24 hours written notice given to parents.
- Debarment at lunchtime – this is regarded as a fixed-term ~~period~~ exclusion

At all stages, the pupil will have the offending behaviour discussed with them by the staff in order to discourage a recurrence of any inappropriate behaviour.

If the inappropriate behaviour continues after the above sanctions have been applied Parents will once again be notified and a meeting arranged. Upon a further re-offence, the school can implement the exclusion process.

### **Exclusion**

Exclusion is the ultimate sanction for our children. The Headteacher can exclude a pupil for persistent disruptive behaviour, violent behaviour towards other children or staff, verbal abusive language to staff, bullying, racist abuse, drug and alcohol related issues, theft and damage. This in most instances will be seen to be affecting the educational entitlement and progress of other children in the school. A fixed term exclusion will be put in place for instances of extreme cyber-bullying too. Parents will be notified of the reason for and the period of exclusion.

Exclusion can range from one day to a set number of days (fixed term) amounting to a maximum of 45 days in one school year. For fixed term exclusions beyond 5 days the school will put in place alternative learning for the child. For all exclusions over 5 days the Governors Discipline Committee will meet with Parents to discuss the exclusion either at school or at an alternative location.

The Headteacher will write to the Parents within one day of the decision to exclude to inform them of this information. Details of the day date and time which the exclusion begins and the day and date when the child is expected back at school. Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies to ensure that the risk of a repetition of the offending behaviour is minimised.

A written record of the discussion, and commitments to the agreed plan, by the parents, the child and the school, will be made. One copy will be kept in school and one sent to the parent.

In extreme cases exclusion could be permanent. If a child is permanently excluded you will be informed immediately by the Headteacher. Details of any relevant previous warning, fixed term exclusions or other school discipline issues will be given. Parents have a right of appeal to the Governing Body, either by a written statement or personal attendance at a Governors Discipline meeting. A 'Notification of Exclusion' form will be completed and sent to the Local Authority.

### **Whole school rewards**

Children are awarded house points for a variety of achievements including good work, greater effort or being helpful. In the weekly celebration assembly, the school House Captains announce the children in each house who have gained the most housepoints during the week, together with the winning house overall.

Class teachers and support staff are able to award house points at any time during the week to any of the children in the school. Children can be nominated by any member of staff for a special mention and a certificate in our weekly 'Celebration Assembly'.

Teachers will recommend children for special end of term certificates for those who have shown considerable improvement or effort throughout the term and these are presented at end of term assemblies.

The main reward for good behaviour is praise from the staff or other children.

The governors present special citizenship awards at the end of the summer term, to nominated year 6 pupils.

### **Examples of how the school discusses appropriate behaviour with the children.**

- A clear focus for work on relationships and feelings as part of the PSHE work throughout school.
- A Programme of Religious Education which includes ethical issues.
- Circle time - an opportunity for open discussion held in class groups at regular intervals.
- The agreement of a set of rules by each class at the beginning of Term 1.

### **Liaison with parents**

Keeping parents informed about their child's behaviour is paramount to supporting the partnership between home and school. Staff will take the opportunity to chat informally to a parent, either in person or over the phone to discuss any behaviour issues. If it appears that this has to be monitored on a regular basis a 'home/school contact' book may be started. The book is written in by the teacher or teaching assistant at the end of each day and sent home.

The parent writes in it each evening and returns the book to school. It may be that when the behaviour improves the contact book can be reduced to a weekly contribution.

### **Outside agencies**

In some cases behavioural concerns about a pupil may need to be discussed with the special educational needs co-ordinator (SENCO), Miss C Rennie. This may lead to the advice of outside agencies being required. The class teacher, parent, SENCO and Headteacher will be involved and may lead to a referral to LIFT (Local Inclusion forum team). Some of the outside agencies will require additional information. Teachers will document evidence of behaviour carefully so that it can be collated when required. Outside agencies include:

Learning Support Service	Speech Therapist
Speech and Language Support	Physiotherapist
Educational Psychologist	School Doctor
Behaviour Support Service	Social Services

### **High Firs definition of bullying:**

- It is deliberately hurtful behaviour (including aggression) that could be physical or emotional.
- It is repeated often over a long period time

Not all incidents of deliberately hurtful behaviour however, can be seen as bullying. Incidents in which bullying behaviour is apparent will be investigated to see if a single incident is a bullying incident or an isolated incident.

Bullying can take many forms but four main types are:

- **physical:** hitting, kicking, taking belongings, damaging personal property
- **verbal:** name-calling, insulting, racist remarks
- **indirect:** spreading unpleasant stories or excluding someone from social groups
- **cyber bullying:** Bullying by electronic contact repeated over time. For example, by text message, e-mail, through personal websites, video clip bullying, mobile phones, chat room bullying; bullying by instant messaging.

Cyber bullying can follow children into their private spaces and outside school. It is defined as an 'aggressive intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself.'

### **Who is Bullied?**

All children are potential victims of bullying.

A victim of bullying is an individual or group who suffers in any way as a direct result of intentional and persistent harassment and/or victimisation by another individual or group where that harassment and/or victimisation is an abuse of power and is intended to frighten, intimidate or harm. Victims commonly find it difficult to counteract bullying behaviour, or to report their experiences to those who may be able to help them.

There are two main types of victims of bullying:

**Passive victims:** Anxious, lacking in self-confidence, physically weak and unpopular. They do nothing to provoke attacks and do little, if anything to defend themselves.

**Provocative victims:** physically strong and active. They may have problems with concentration, which causes tension and irritation to those around them.

### **BULLIES**

Recent research for the DfE has identified three types of bullies.

**Confident bullies:** physically strong enjoy aggression, feel secure, average popularity.

**Anxious bullies:** weak academically, poor concentration, less popular, less secure.

**Bully/victim:** bullies in some situations, bullied in others, very unpopular.

### **Bullying and the Role of the Group**

The majority of children within a school are not involved in bullying themselves. However, they are likely to know that it is happening. Bullying is commonly a group activity, often with one perpetrator taking a

leading role. Other children may be present and may play a number of subsequent roles. They may be broadly described as either colluders or bystanders. Colluders may assist the bully or may encourage the bullying by laughing, shouting and watching. Bystanders may be present, but may remain uninvolved whilst some children may either intervene directly to stop the bullying or may go and tell an adult.

## **The Impact of Bullying on Children and Schools**

**Victims:** In the short term victims of bullying may become unhappy and distressed. Their self-image is damaged and they may feel anxious and insecure. This may affect their concentration, their learning and their achievement and can contribute to problems with attendance, motivation and general health and well being.

**Bullies:** Those who bully successfully are likely to continue using bullying behaviours in their relationships with other children and adults.

**Academic Attainment and Attendance:** Bullying impacts negatively on the achievement of individuals in school. Children who do not feel safe at school are unlikely to perform to the best of their ability academically and commonly lack confidence, concentration and motivation. Bullying can also have a major effect on attendance, as children refuse to attend school.

## **Bullying, Child Protection and Looked After Children**

In some cases bullying behaviours can be linked to complex abusive experiences the child him/herself may have had or are having, in the home environment.

A child who has been subject to abuse (sexual, physical, emotional or neglect), is likely to have low self esteem and lack confidence. This may mean they are more prone to being bullied than a child who has not had these experiences. Such children are also less likely to trust adults and may well be reticent about 'telling'.

All 'Children Looked After' will have a Personal Education Plan. This plan may contain ~~anti-bullying strategies~~ a variety of strategies to support the child, with review/monitoring in place as part of the plan too.

### **Racist Bullying**

Racist bullying and individual incidents are unacceptable.

Racist bullying can be very complex but if the victim or anyone perceives an incident as racist, it will be investigated and reported as a potential racist incident.

### **Homophobic Bullying**

This involves the targeting of individuals on the basis of their perceived or actual sexuality or sexual orientation. Homophobic bullying can also include name-calling such as the use of the word "gay" as an insult.

### **Gender Bullying (Sexual Harassment)**

Sexual harassment of bullying by gender is common. Gender stereotypes and the experiences some children have of adult relationships can contribute to gender bullying. Examples include name calling such

as 'slag', 'slapper', 'bitch', use of sexual innuendo and unwanted propositioning and commenting on appearance and attractiveness.

### **Bullying Due to Ability, Disability or SEN**

Pupils with SEN or disabilities may not be able to explain experiences as well as other children. Children with behavioural problems may become 'provocative victims'.

Evidence also shows that children of high academic ability and those who work hard at school may be targeted.

### **Supporting and Involving Parents and Carers**

Supporting and involving parents is often key to successful anti-bullying initiatives. Steps that will be taken to ensure parental involvement include:

- Consistency of approach by all school staff, who are aware of the school's bullying policy so that they can respond appropriately and sensitively if approached by a parent
- Involving parents of children involved in bullying and victims at an early stage
- Ongoing contact with parents of both bullies and victims to ensure the problem does not re-occur.

### **Principles**

The school will respond effectively to bullying. We believe every child has the right to learn but no child has the right to disrupt the learning of others.

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative teamwork and the school welcomes and encourages the involvement of the LA, governors, parents and carers and others in the community. If a Parent has any concerns about their child, they should not hesitate to contact the Class Teacher as soon as possible.

The safety and happiness of our pupils is paramount.

### **Strategies to prevent bullying**

- Challenging bullying as part of the school ethos
- Circle Time
- Pupil Questionnaires
- Buddying
- School Council work
- Assemblies
- The curriculum (PSHE)
- Support for midday staff
- Peer mentoring initiative
- Improved mechanisms for reporting bullying

### **If Incidents of bullying behaviour occur**

- Incidents investigated in accordance with the Behaviour policy
- Parents of bullies and victims informed
- On-going contact with parents to ensure the problem does not re-occur

### **Behaviour outside of school not on the school's business**

Pupils' behaviour in the vicinity of the school or on a journey to or from the school is subject to the school's behaviour policy, including grounds for exclusion. The school may also implement this policy where there is a clear link between a child's behaviour out of school and the need to maintain good behaviour and discipline in school.

**Monitoring**

In light of this policy the management team will continually monitor the behaviour throughout the school.

The effects of this policy will be evaluated through consultation with all the parties involved, i.e. children, staff and the governing body including our parent governors.

Discussed and agreed with staff, Parent Governors and School Council- July 2017

Review date- July 2018

## **THE USE OF FORCE TO CONTROL AND RESTRAIN PUPILS**

The School follows the Department for Education and Skills (DfE) guidelines on the use of physical force as well as those of the Local Authority (LA).

In very rare circumstances, members of staff are required to use physical force when dealing with pupils. In the vast majority of cases the clearly outlined procedures of the School's Behaviour and Discipline Policy should be sufficient to deal with any problems of pupil discipline. However, 'reasonable force' can be used by Teachers, Teaching Assistants, Lunchtime Supervisors and appointed First Aiders to prevent a pupil from doing, or continuing to do, any of the following:

1. Committing a criminal offence (or, for children under the age of criminal responsibility, behaving in a way that would be an offence if they were older).
2. Injuring themselves or others.
3. Causing damage to property including their own.
4. Engaging in behaviour prejudicial to maintaining good order and discipline in school (including educational visits and authorised out of school activities).

In nearly all cases, the Headteacher or another member of the senior teaching staff will be sent for to deal with a problem that may require the use of force e.g. removing a disruptive pupil from a classroom. Children must realise that they cannot disrupt the education of other pupils and remain in some way 'untouchable' or 'above the law'. It is our school policy to remove unruly children from classrooms. If they refuse to co-operate then the use of responsible and reasonable force to remove them is both legal and consistent with DfE and LA guidelines.

The Headteacher will inform parents of any such occurrences.

## HIGH FIRS PRIMARY SCHOOL - LEVELS OF BEHAVIOUR

LOW	MEDIUM	HIGH
<p><b><i>These are isolated incidents which will generally be addressed with a reminder or warning by a supervising adult.</i></b></p>	<p><b><i>These are more serious incidences or persistent repetition of the behaviours above. They may be addressed by the moving of a child's name onto "Amber" and the associated sanctions.</i></b></p>	<p><b><i>These are serious incidences or persistent repetition of the behaviours above. They may be addressed by the moving of a child's name onto "Red" and the associated sanctions, including notifying parents. Persistent or extreme incidences may lead to internal exclusion, suspension or exclusion.</i></b></p>
<p>Ignoring simple instructions Refusal to speak when spoken to Calling out Inattention Interrupting Silly behaviour (eg giggling) Leaving seat / place without permission Interfering with learning or belongings of other children Attention-seeking distractions Pushing in line Insensitive movement around the school Talking in assembly Talking whilst an adult or child is doing so Responding negatively verbally or by actions to the remarks or comments of others Whispering behind hands Inappropriate answers to questions Ill treatment or disrespect for equipment Spoiling others' play</p>	<p><i>Persistent repetition of Low Level behaviours</i></p> <p>Writing unpleasant notes or messages about others Answering adults back Sneering / turning away / staring when spoken to by an adult Lying Inappropriate language Gossiping about peers or adults Deliberate provocation of others Physical – poking / pinching / biting / tripping / etc Verbal – name calling / enticement Destruction or theft of others' property Inappropriate gestures Encouragement of others to do any of the above</p>	<p><i>Persistent repetition of Moderate Level behaviours</i></p> <p>Violence towards others – punching / slapping / hitting / strangling Use of weapons Bullying – verbal or physical Racial or Homophobic abuse Negative comments related to disability Misuse of internet Damage to school property Use of inappropriate, graphic language</p>