



The Federation of Fountains Earth and St Cuthbert's C of E Primary Schools Behaviour and Anti Bullying Policy



Introduction

Good behaviour is a prerequisite to effective learning and therefore promoting and recognising good behaviour is essential. All children and staff have the right to feel safe in their school environment; the behaviour of everyone should support this. All stakeholders have high expectations of the standard of behaviour in school and provide good role models for the children including respect for everyone. Unacceptable behaviour choices are addressed by establishing the reason for and the consequence of the behaviour including the impact actions may have had on others.

'Every child has the right to learn and no child has the right to disrupt the learning of others'

Principles

1. The school ethos and positive relationships underpin good behaviour. We aim for a calm, purposeful and happy atmosphere in school under the banner of *'learning and growing together'*.
2. The teaching of *Christian Values* support children in understanding how to behave, how to treat one another and how to develop into a caring, respectful and responsible young person. In this way children learn to accept responsibility for their behaviour.
3. Good teaching and learning goes hand in hand with good behaviour. Teaching and learning will be planned to inspire, engage, motivate and to challenge developing a *'lifelong love of learning'*.
4. Attitudes to learning and the motivation to learn are promoted through an exciting curriculum.
5. Staff are expected to set an example treating pupils and each other with courtesy and respect. See Appendix 1 - relationships with pupils
6. Where appropriate the curriculum is used as a vehicle for the promotion of good behaviour. Where unacceptable behaviour choices are made, this is used as an opportunity to discuss what could have been done differently.
7. Expectations of behaviour are high. Pupils are encouraged to be responsible for their own standards of behaviour and they are encouraged to promote standards of good behaviour in other pupils. Older pupils are expected to demonstrate good behaviour to younger ones at all times. *'We nurture and care for each other'*.
8. Children are taught strategies to resolve their own conflicts, to understand their thoughts and feelings and to make choices about their actions without resorting to violence, swearing or abuse.
9. Parents are encouraged to support the school behaviour policy, which is available on request and on the school website.
10. Where the behaviour of a child causes concern parents will be made aware and asked to discuss their child's behaviour with a member of staff. The trigger would be repeated incidents of inappropriate or anti-social behaviour. Intervention would be early and partnership opportunities would be sought with outside agencies.

Implementation

- The federation makes expectations of acceptable behaviour clear through the use of class rules.
- Expectations for moving around the school and playtimes are agreed by all staff in each school and regularly communicated to the children both in class and Collective Worship.
- The federation encourages children to take responsibility for their own actions and behaviour.
- The federation discourages unacceptable behaviour.
- The federation praises good behaviour both privately and publically. See appendix 1 – relationships with the pupils.

We expect our children to:

- Participate in creating class rules and follow these at all times. *
- Work to the best of their abilities and allow others to do the same.
- Treat others with kindness, respect and courtesy.
- Take care of property and the environment in and out of school.
- Take responsibility for their own behaviour.

*These class rules will be shared with parents at welcome evenings and on the class page of the website.

As a staff we will:

- Treat all children fairly, recognising their individuality and needs.
- Be calm and consistent in our manner with the children avoiding confrontational behaviour management.
- Build children's self-esteem and respect the rights of the child.
- Provide a challenging, interesting and engaging curriculum.
- Create a safe and supportive and well-ordered environment physically and emotionally.
- Use rules and sanctions clearly and consistently.

See appendix 1 – relationships with the pupils

To promote good behaviour, we expect parents to:

- Ensure good attendance and punctuality.
- Ensure pupils attend school in good health with adequate diet, exercise and sleep.
- Be organised with kit, letters home, homework in preparation for school.
- Promote good behaviour at home and ask for help from school should this prove challenging.
- Work in partnership with the school to promote good behaviour.
- Take an active interest in children's learning and build their child's esteem through this.

Reward procedures

- Use of verbal praise, a smile or a 'thumbs up' privately and publically.
- Class rewards systems that provide age appropriate responses to good behaviour / attitudes to learning. This may include individual rewards, group rewards or whole class rewards.
- Positive attention for successfully modifying behaviour.
- Additional and different provision for children whose work and/or behaviour falls short of the agreed expectations.
- Weekly certificates and celebrations for personal achievements which may link to behaviour / Christian values.

Responses to unacceptable behaviour

- Provide a reminder / warning giving a reason for this – You need to xxx because xxx.
- Discuss the incidents with the children involved.
- Encourage children to resolve disagreements themselves and to apologise.
- Give opportunity for the child to say what they should have done. It is the behaviour not the child as a person which is unacceptable.
- Each day starts anew so that pupils have a clean slate unless the behaviour takes place at the very end of a day.

Sanctions

Pupils and staff members have a clear understanding of which sanctions can and should be used for inappropriate and anti-social behaviour. Teachers are expected to use a degree of professional judgement in deciding if and when to impose a sanction and the severity of that sanction. As a guide:-

Behaviour	Sanction
Stage 1 Wandering about, calling out, interruption teacher when talking to the whole class, interrupting other pupils, ignoring minor instructions, talking with other pupils at the wrong time, silly noises, pushing in the line	Minimal eye contact Frown Proximity praise Change of seating Name on board as a reminder / amber spot
Stage 2 Repetition of the above to create a disturbance General refusal Cheek, off-hand comments, minor challenge to authority Annoying other children Repeated refusal to do set tasks Silly name calling Swearing and Blasphemy	Verbal reminder but minimal use of words Separation from rest of group Writing letter of apology Completing unfinished work at playtime Time out of class / working in another place in school – 10 minutes Loss of time at break / Lunch if name remains on the board /amber spot*
Stage 3 Harmful or offensive name calling Defiance – ignoring the rules Damaging pupil / school property Fighting and intentional physical harm Throwing dangerous objects Serious challenge to authority Stealing Bullying Persistent swearing and Blasphemy	Headteacher / teacher in charge informed and involved as appropriate Serious behaviour incident form completed Formal contact with parent to agree appropriate consequences and a plan of action Involvement of SENDCO Consider involvement of outside agencies Playtime / lunchtimes missed* on that day and additional day(s) depending of the regularity and recent history of individual Begin a behaviour review for a 10 day period. Review and plan next steps.
Stage 4 Repeated or persistent Bullying Persistent vandalism Persistent Stealing Extreme verbal / physical abuse to any member of staff Extreme danger or violence	Fixed term exclusions will be instituted which give the school time to plan for the return of the pupil. If the actions instituted do not result in an improvement in the pupil's behaviour, then the school may consider the appropriateness of permanent exclusion. Refer to county guidance

In general, it would be expected that all avenues would be explored at the lower levels before escalation. However, escalation should occur when

- A particular one off incident is viewed with greater concern
- Previous level of sanctions employed are proving ineffective

*When a child misses lunchtime or playtime time may be spent:-

- a) Doing classroom / school jobs to provide community service for the school
- b) Discussing inappropriate behaviour with teacher – what the behaviour is that is unacceptable, why it is unacceptable and how this can be rectified in the future
- c) Writing about why their behaviour was inappropriate
- d) Their missed lunchtime / playtime should not be used to do additional work (unless the time missed is because of not completing work in lesson time)

Special Educational Needs (Social, Emotional and Mental Health)

Children who are named on the school's SEN register, as having social, emotional and/or mental health needs which result in challenging behaviour will receive the appropriate support and monitoring. (See Federation SEN policy and the Federation local offer)

Outside agencies and service will be brought in to provide advice and support for children who are displaying challenging behaviour.

This provision will be reviewed regularly in school. Children with a statement of Special Educational Need who have behavioural problems will be reviewed annually, at a formal meeting, which will be attended by a representative of the Behaviour Support Service.

Bullying

“Bullying is the wilful, conscious desire to hurt, threaten or frighten someone. . . . Bullying can be physical and/or verbal in nature.”

In any situation, bullying can include repeated teasing, name-calling, staring, whisper campaigns, threats, blackmail, the taking or hiding of property, intimidation or physical violence.

The federation anti-bullying approach will:

- make it known that bullying will not be tolerated.
- ensure that no-one suffers from verbal, physical, or emotional abuse in any form.
- make the school a place where everyone can feel secure.
- make everyone aware that bullying will be dealt with immediately.
- ensure that no-one feels victimised in any way.
- encourage pupils to share and discuss their problems.
- ensure that staff are aware of signs of bullying.

A code of practice for handling any bullying incidents has been discussed and drawn up. It relies on the school being informed of any problems at an early stage so that action can be taken before matters reach extremes. Pupils should feel confident about approaching members of staff with any problems. Parents should feel confident in the knowledge that any approach to school will be dealt with sympathetically and patiently. They will not be dismissed as over-anxious parents.

Code of Practice

To uphold this code, staff will foster and encourage a school atmosphere where pupils are sensitive to and care for the feelings of others, value the contributions others make to school life and value their school, its property and the property of others. Staff will:

- record, investigate and take action in every reported instance of bullying.
- watch for signs of distress in pupils which may indicate that he/she has been the victim of a bullying incident.
- be vigilant at all times, but particularly at break, lunch-times and when numbers of children are in cloakrooms.
- in the first instance deal with classroom incidents themselves, referring to senior staff if appropriate.
- support victims as much as necessary.
- take appropriate action discreetly and sensitively.
- encourage pupils to report incidents.
- use personal and social education to foster and create a caring and co-operative school environment.
- teach appropriate social behaviour by drawing on incidents as they occur in school life.
- consult with mid-day supervisors over lunchtime incidents.
- make the unacceptable nature of bullying behaviour, and the consequences of any repetition, clear to the bully and his/her parents.
- ask parents to keep a home record for further discussion if reports of bullying incidents are persistent

BULLYING INCIDENT PROCEDURE

Pupil reports to member of staff or an incident is observed.

Staff member investigates talking to the individuals separately.

Staff member records incident in the behaviour file if it is deemed to be of a 'severe nature', including names, dates and other relevant details and informs Head and all staff at staff meeting. Ensure MSA's are also aware of the issue.

Problem continues

Staff member talks to the perpetrator and the victim separately. Parents are informed verbally of the problem. All staff updated.

Problem continues

Head talks to the pupils involved and calls in parents. Consider with parents the use of outside agencies

Problem continues

Parents invited in to school to discuss the strong possibility of exclusion and outside agencies contacted as an immediate action.

Appendix 1

Relationships with pupils

Good relationships with the children are a pre-requisite to everything. All staff must form positive relationships with the children so that children know that they care and that they are important as individuals. We can do this by:-

- Praising and positively communicating with all children, in the playground and around school as well as in classrooms. Show that we are interested in them as individuals by talking about home.
- Use other adults 'do you know Mrs x I have just seen xx playing gently with the younger children' isn't he kind?' and in response 'Do you know I have noticed that about xx too. He always thinks about being kind'.
- Using the child's name when communicating as much as possible.
- Insist that children your full name, not 'miss' 'her' him'.
- Modelling positive communication – openly and overtly thank, praise, communicate positively adult to adult, adult to child in earshot of the children. 'Thank you Mrs x that was so thoughtful of you to hold the door open for me' 'Thank you for your help Mrs x appreciate it'.
- Children should see staff laughing, joking and having a good time together in a respectful way so they know that adult relationships are strong.
- Children should not see the staff having disagreements, being negative with each other, whispering or talking in corners about anything. This sets the wrong example and goes against the positive ethos of the school.
- Being clear in our instructions 'I want you to. . .' 'My instruction is
- Instructing the children to talk about what they should do, not what they shouldn't eg say 'please walk' not 'don't run'.
- Keep professional distance with the children as this helps staff to retain authority. Treat all children equally and guard against favouritism.

Praise and Reprimand

Staff should use the following guidelines for praising/reprimanding, ensuring that it is the *behaviour* that we are referring to and not the *child*.

- Use praise more often than reprimand **by at least 3 to 1**.
- Always praise two children first who are doing the right thing *before* reprimanding. Often children will conform so that you can see them doing the right thing too!
- Catch them when they are doing the right thing and praise the behaviour.
- Make praise varied, sincere and if appropriate accompanied by eye contact and touch.
- When praising, be specific about what they are doing right.
- Sometimes children make the wrong choice. With younger children this can be referred to as 'forgetting'. With older children they need the chance to say what they should have done and then demonstrate it - to learn from their action and what the consequence could have been. Be firm but fair 'you need to follow my instructions' you need to keep your hands and feet to yourself'.
- Stay calm, using a raised voice if needed for dangerous circumstances only but not shouting. Go over to the child to talk to them calmly and quietly, don't yell across the playground unless you see immediate danger.
- Do not use argumentative or confrontational language or make a threat you can't carry out eg 'if you do that again xxx will happen.'