

Streatley C of E (VC) School



## Streatley Church of England (VC) Primary School

Name of policy: Behaviour and Anti-Bullying Policy

Reviewed by: Draft May 2017

Ratified by:

Date last ratified:

Review frequency: 2 years

Date of next review: May 2019

## **Streatley C of E (VC) School Behaviour and Anti-Bullying Policy**

This policy outlines the purpose, nature and management of pupil behaviour and discipline (part 1) at Streatley Primary School as well as our anti-bullying policy (part 2). It reflects the views of teaching staff, pupils and governors and was drawn up as a result of discussion and consultation which took place between September 2012 and February 2013.

This policy will be reviewed annually. The implementation of this policy is the responsibility of all staff (teaching and non-teaching), and will be monitored by the Headteacher. The policy will be made public on the school website and available on request from the school office.

### **Statement of Principles from the Governing Board**

As a school we have high expectations. Our vision states a clear ambition to continually improve and deliver an outstanding education for all our pupils. We recognise and place great importance on the role behaviour and conduct has to play in helping to achieve our vision for the school and our ambitions for each individual pupil. The purpose of the Behaviour and Anti-Bullying policy is to ensure that the school sets out a clear, reasonable and consistent approach to behaviour management, operates with consistency and reflects the values and Christian Ethos of the school.

### **Related school policies and agreements**

The school has policies which support the 'Behaviour and Anti-Bullying Policy' and ensure that other legislation is not breached (e.g. respect of disability, SEN, race and other equalities and human rights). Parents and pupils agree to our 'Behaviour and Anti-Bullying Policy' by signing the 'Home School Agreement' on entry to the school and may be asked to sign additional behaviour agreement forms if there are changes made to the systems in use or the rules in operation thereafter.

### **Part 1: Behaviour**

Below are our school rules along with the strategies in place for rewarding positive behaviour and sanctions that will be used in the event of displays of negative behaviour.

#### **Our school Rules**

These are our school rules and apply to everyone within the school at all times. We want our school to be a place where everyone has a right to...

- Learn
- Be respected
- Be safe

#### **The Behaviour Policy in Practice**

Good to be Green

The practice of managing pupil behaviour on a day to day basis is underpinned by the Good to be Green scheme. The scheme provides:

- a consistent and fair approach to behaviour management;
- clear and visible systems to recognise good behaviour and sanctions for inappropriate behaviour;
- a structure that allows children to take ownership of their behaviour.

The scheme works on the principles that:

- each day is a new day; each session is a new session
- each class has a clearly visible behaviour chart and each day all children begin on green to demonstrate the expectation that each day will be a positive one.

Children earn extra reward time, themed time for end of terms, stickers, postcards, verbal praise and certificates for good behaviour and demonstrating good manners. Children know that there are consequences when making inappropriate behaviour choices.

## **Sanctions**

### **Inside the classroom and learning areas**

Every effort will be made to be patient, not shout and to reward good behaviour. However where children persistently break the school rules the following sanctions occur:

#### **Stage 1**

Child is given an informal verbal warning.

#### **Stage 2**

Child is given a formal verbal warning and their name is written on the board.

#### **Stage 3 (Yellow issued)**

Child is given a yellow mark and this is recorded by time and brief description added. Child's name moves from green place to yellow.

#### **Stage 4 (Red issued)**

A child **receiving a red card will** go to the Link classroom and have some 'Time Out'. The member of staff who gives the red will notify parents to discuss the behaviour. This will be logged by the Headteacher weekly.

## **Unacceptable Behaviour**

**Although it is difficult to draw up a definitive list of examples of unacceptable behaviour**, this list gives staff an idea about the kinds of behaviour which may lead to sanctions. Teachers will always use their professional judgment and knowledge of the child when supporting children who display challenging or inappropriate behaviour.

### High Level: These behaviours may automatically receive a red

Directed swearing

Violent and/ or aggressive behaviour

Spitting

Bullying / Racism/ Homophobia /Sexism (*refer to Anti-Bullying Part 2*)

Deliberate damage to school property

Stealing

Blatant refusal to follow reasonable requests and/ or instructions

Low Level: Children should be aware that low level inappropriate behaviours are not tolerated. The following are examples of behaviour which may result in sanctions.

Calling out in class

Talking over the teacher or other adult in the classroom

Name calling

## **In the Playground**

A similar system applies:

### **Stage 1**

Child is given an informal verbal warning.

### **Stage 2**

Child is given a formal verbal warning and their name is recorded.

### **Stage 3**

If the behaviour persists, the child takes time out with another member of school staff.

### **Stage 4**

If the behaviour persists, the child remains in time out and receives a red.

Instances of poor behaviour at playtimes and / or lunchtimes are recorded by the teacher on the class record sheets to provide a full picture of behaviour patterns.

The policy of the school also includes the offer of support and pastoral care to all children, especially for pupils who may be the victim of other children's behaviour. All adults working in school are expected to remain vigilant at all times.

Although it is necessary, at times, for staff to raise their voice, e.g. an emergency situation or to gain the attention of a large group etc, no staff member should shout at a child either in class or during break/lunchtimes.

### Fixed term and permanent exclusions

Exclusion is used only for very serious incidents when other methods of support have not been effective. Only the Headteacher has the authority to authorise the exclusion of a child from the school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any school year. The Headteacher may also exclude a pupil permanently. If the Headteacher excludes a pupil, she will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher, makes it clear to the parents that they can, if they wish, appeal against the decision to the governing board. The school informs the parents how to make such an appeal. The Headteacher informs the LA and the governing board about any exclusion. All actions will follow the procedures outlined in West Berkshire's documentation and guidelines regarding this issue.

### **Pupils with Special Educational Needs and/or Disabilities**

As a fully inclusive school, we understand that some children need extra support. Staff are trained to include calming down techniques and how to deal with challenging behaviour. However, a child may have an Individual Behaviour Plan and a personal system for rewards and sanctions in addition to the whole school rewards and sanctions. This is agreed by the SEND co-ordinator, parents/carers, adults working with the child and the child themselves.

The School has due regard for the statutory guidance on identifying, assessing and making provision for pupils with SEN, including those with behavioural, social and emotional needs as given in the Special Needs Code of practice.

The School understands that under the Disability Discrimination Act 1995, it has a legal duty not to discriminate against disabled pupils because of behaviour related to their disability.

**Race and Gender Relations**

The School has due regard to its general duty to eliminate unlawful racial discrimination, and discrimination between genders. The School promotes equality of opportunity and good relations between people of different racial groups and sexes. The school will ensure that it will not discriminate against pupils on racial grounds when managing pupil behaviour.

**Looked After Children**

The School will proactively support and cooperate with foster carers and the Local Authority as a corporate parent when managing the behaviour of 'Looked After Children'.

## **Part 2: Anti-Bullying**

Streatley School is committed to a preventative approach, while ensuring that children learn in a supportive, safe and secure environment that fosters cooperation, mutual respect, valuing of others and equality of opportunity.

Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. We regard all forms of bullying and harassment as unacceptable anti-social behaviour. Bullying and harassment represent an abuse of power over others. Children, staff and parents should feel confident that this kind of behaviour will be actively discouraged and any incidents will be dealt with firmly and fairly.

The main types of bullying are:

- Physical - hitting, kicking and all forms of physical violence, unwanted physical contact, taking belongings and damaging belongings.
- Verbal/mental - nasty teasing, name calling, making offensive remarks, threats, racial taunts, graffiti, sexually abusive comments, sarcasm, spreading rumours.
- Indirect/mental - spreading nasty stories/rumours, social exclusion, the look, the whisper behind the hand, scorn and derision, excluding, tormenting (e.g. hiding books, threatening gestures) Focusing on the issue of sexuality.
- Cyber-bullying. Sending malicious e-mails, telephone calls, text messages on mobile phone, internet chat room misuse. Misuse of any technology e.g. camera and video facilities.

The aims of the policy are:

- To have a consistent approach to anti-bullying throughout the school.
- To raise and maintain self esteem.
- To foster positive, caring attitudes towards each other and encourage mutual respect.
- To ensure each child's safety by setting clear boundaries with regard to acceptable and appropriate behaviour.
- To encourage parental co-operation and involvement in all aspects of their child's life at school.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To encourage a calm, purposeful and happy atmosphere within the school.
- To encourage pupils to treat personal possessions with care, whilst having respect for the property of others.
- To enable pupils, staff and parents to share a feeling of common purpose.

We recognise that there are no quick answers but we aim to address issues fairly and properly to find effective solutions.

The belief that bullying is a serious issue and that it is unacceptable in any form in our school. The consistent application of the 'Good to be Green' behaviour system by every member of the school community. All adults in the school model the school's core values. The school grounds are designed to offer children a range of options for playtimes and lunchtimes. Areas include seating and quiet areas, playground and field area. A staggered lunchtime for upper and lower school children also increases the available playing area and reduces waiting and queuing times. The School Council are encouraged to

find strategies to improve mutual respect and valuing of others through discussion and suggestions throughout the school community.

Childline telephone numbers displayed clearly throughout school.

To ensure the success of the Anti Bullying Policy, staff should:

- Ensure the emotional well-being of all pupils, developing their social skills and self esteem and making pupils feel safe, valued, confident and listened to; listen, believe, act
- Explore assembly and circle time themes such as friendship, conflict, power, trust and co-operation making dealing with bullying explicit.
- Involve children in the issues and give ownership to develop approaches and reduce the likelihood of bullying.
- Minimise and monitor areas of risk, for example between lessons, in toilets, at play, in certain subject areas or on transport.
- Have respect for every pupil as an individual.
- Have an awareness of more vulnerable pupils.
- Actively reinforce socially responsible behaviour.
- Disapprove of unkind and socially irresponsible behaviour.
- Watch for early signs of distress/shyness/feigning illness, unusual absences etc.
- Identify the bully and obtain witnesses if possible.
- Help pupils to find their own solutions to their personal disagreements.
- Discuss the problem with the parents of the bully and victim.
- Record all serious incidents and recurring minor incidents.
- Inform team leaders about all serious incidents of bullying.
- Report recorded incidents to the Headteacher.
- Continue monitoring the situation.

### **Responses**

Support will be given to both the bullies and the victims

The Headteacher will discuss the situation with the pupils and parents and monitor the situation.

Dealing with pupils involved in incidents – perpetrators, onlookers/silent witnesses, recipients, there should be:

- clear disapproval of the behaviour (not the person)
- discussion – getting participants to think about the behaviour – open questions
- mediation, reparation, restorative justice, for example writing a letter of apology
- focussing on positive solution
- work on changing the behaviour and perception of the behaviour ('just a bit of fun', 'only joking', 'they didn't mind')
- sanctions – use with care – punitive response mirrors bullying
- consistency – clear lines of reporting, clear consequences
- clear support available to recipients, to make feel safer
- involvement of other pupils to support
- involvement of parents in positive problem-solving, changing behaviour

In repeated or serious cases the school may follow the following sanctions: fixed term exclusion, permanent exclusion

To ensure the success of the Anti-Bullying Policy pupils are expected:

#### Witnesses

- Encourage the victim to tell a responsible adult
- Tell a responsible adult themselves
- Avoid any action which would appear to lend support to the actions of bullies

#### Victims

- Inform a responsible adult

To ensure the success of the Anti-Bullying Policy parents are expected:

- Watch for early signs of distress/shyness/feigning illness unusual absences etc
- Contact the school if concerned
- Discourage children from using bullying behaviour at home or elsewhere
- Show children how to resolve difficult situations without using violence or aggression
- To be involved at an early stage with any concerns about their child

If parents believe that their child has been bullied they should:

- Calmly talk with their child about his/her experience
- Make a note of what their child says
- Reassure their child
- Explain to their child that any further incidents should be reported to a teacher immediately
- Contact their child's teacher and explain the problems their child is experiencing
- Inform the school if the problem persists

If parents realise that their child is bullying other children:

- Talk with their child and explain that what he/she is doing is unacceptable
- Show their child how he/she can join in with others without bullying
- Speak to their child's class teacher
- Monitor the situation
- Praise and encourage their child when he/she is co-operative or kind to other people

This policy is written in accordance with the legal requirements on schools within the following:

- The 1986 Education Act
- The 1993 Education Act
- The 1997 Education Act
- The School Standards and Framework Act 1998
- The Health and Safety at Work Act (1974)
- The Human Rights Act 1998

This policy is regularly monitored by the Headteacher, Staff and the Curriculum and Standards Committee, and it will be fully reviewed every two years.