



Behaviour & Anti-Bullying Policy

The status of the policy: Approved

Purpose: The purpose is to support staff in how we assess pupils, track their progress and help them achieve the highest possible standards.

Consultation: staff & governors

Links with other policies:

- School vision
- Teaching & Learning

Monitoring and evaluation: Welfare and Parental Involvement

Date established by governing body: October 2017

Date for full implementation: October 2017

Date for review: Oct 2018

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1 Aims of the Policy

The aims of the Behaviour Policy are to:

- Encourage children to have high expectations of their own behaviour.
- Provide opportunities for children to reflect on their own behaviour and how they can change this.
- To emphasise that everyone has Rights and Responsibilities, and encourage children to take responsibility for their actions.
- Encourage increasing independence and self discipline so that each child learns to accept responsibility for his/her own behaviour.
- Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- Have a consistent approach to behaviour throughout the school.
- Make boundaries of acceptable behaviour clear and ensure safety.
- Raise awareness about appropriate behaviour and promote it through positive reinforcement.

2 Core Beliefs

- Every child can be successful.
- Praise and a system of rewards are more likely to change behaviour than blaming and punishing.
- Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- Reinforcing good behaviour helps our children feel good about themselves.
- When using sanctions, apply these appropriately and proportionality using own professional judgment.
- All adults need to be good role models

3 Responsibilities

3.1 Staff responsibilities

Reference needs to be made to the Rights and Responsibility Charter.

- It is important that all adults working in school accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is noticed.
- Treat all children fairly and with respect.
- Raise children's self esteem and develop their full potential.
- Provide a challenging, interesting and relevant curriculum.

- Recognise that each child is an individual and to be aware of their special needs: make adjustments to learning programmes to provide personalised learning.
- Create a safe, welcoming environment both physically and emotionally.
- Set out and use rules and sanctions clearly and consistently.
- While following this policy, staff should take into account the individual situation and use their professional judgment.
- Ensure rewards and sanctions are followed through.
- Be a good role model.
- Form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Offer a framework for social education and encourage children to be aware of the needs of others.
- Provide opportunities for children to take responsibility both within the classroom and through general school duties.
- Develop a **Classroom Charter** (linked to our Rights and Responsibilities Charter) with children so that children are very clear about how they are expected to behave.

In order to encourage good behaviour the staff are to:

- Set a good example themselves.
- Make clear their expectations of good behaviour.
- Discourage unsociable behaviour by promoting mutual respect.
- Encourage children to take responsibility for their own actions and behaviour.
- Be consistent in their discipline of children.
- Praise good behaviour both privately and publicly.

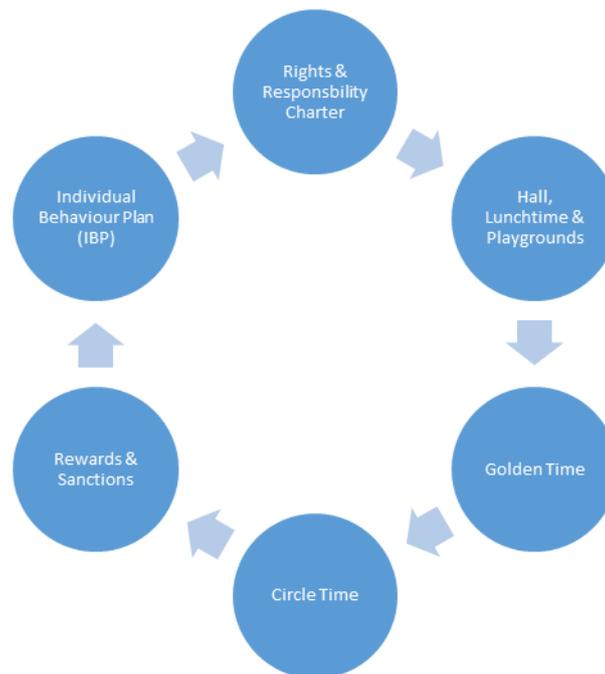
3.2 Children's Responsibilities.

The children's responsibilities are to follow the Rights and Responsibility Charter. In addition to;

- To do their best to contribute to a positive learning environment, and allow others to do the same.
- To follow the instructions of all school staff.
- Reflect on their own behaviour and see where this can change.
- To be actively involved in creating a class charter (linked to the Rights and Responsibility Charter).

4 Strategies

At the heart of our policy is the promotion of positive behaviour and the promotion of following cycle.



The whole school community has agreed to the following Rights & Responsibility Charter:

1. Everybody has the right to their own ideas, thoughts, opinions and beliefs.
2. Everybody has the right to feel safe, happy and the right to their own personal space.
3. Everybody has the right to freedom from discrimination based on their appearance or beliefs.
4. Everybody has the right to an education and opportunities to develop their talents.
5. Everybody has the responsibility to support the community and the environment.
6. Everybody has the responsibility to look after property.

The Rights and Responsibility Charter will be displayed in all classrooms and learning spaces and should be used as a visual reminder to children of the behaviour expected.

Should inappropriate behaviour occur, the Charter can be used as a discussion point between staff and pupils to reinforce positive behaviour using agreed sanctions.

At the beginning of the school year each class teacher will set out some class rules, which are linked to the Rights and Responsibility Charter. These class rules will support the positive ethos and high expectations set within Birch Hill Primary School.

Parents will be made aware of the rights, responsibilities and duties of the children, parents, teachers and the school at the beginning of each school year (see Home School Agreement).

4.1 Positive Rewards

The staff should recognise that positive encouragement promotes good behaviour in the pupils and helps to raise their self esteem. Therefore the staff will endeavour to:

- acknowledge good behaviour on all occasions;
- make full use of positive rewards;
- give descriptive/specific praise;
- use positive feedback techniques;

The lists below are intended as suggestions. Teachers should feel free to use strategies appropriate to the age and make-up of the class as well as those with which they feel comfortable.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Public praise in the classroom and at Celebration or KS/Team assemblies; • Badges and stickers for good behaviour and good work; • Effort /Progress / Behaviour awards; • Praise during circle time; • Displaying the children's work in the classroom to acknowledge their achievements. • Star readers; • Call in parents to show good work; ("Just A Note"/Postcard Home" to let parents know children have done well) | <ul style="list-style-type: none"> • Behaviour link chart/book to parents. (This is a positive use of a link book). • Home Learning/Achievement board • Golden time • PSHE charts - Friendship tree; • Head Teacher award; children are selected to take good work to HT on Friday afternoon; • Friendship tree/wheel etc. • Awarding merit marks for good work and behaviour leading to the presentation of certificates at a whole school assembly; • Class targets & agreed rewards; |
|---|---|

- Rights & Responsibility Charter Certificate
- Individual Star charts;
- Houses Points/ Chart
- Building Learning Power (BLP) certificate
- End of Term behaviour Effort, Progress, Awards
- Individual Sticker charts;

4.2 Sanctions

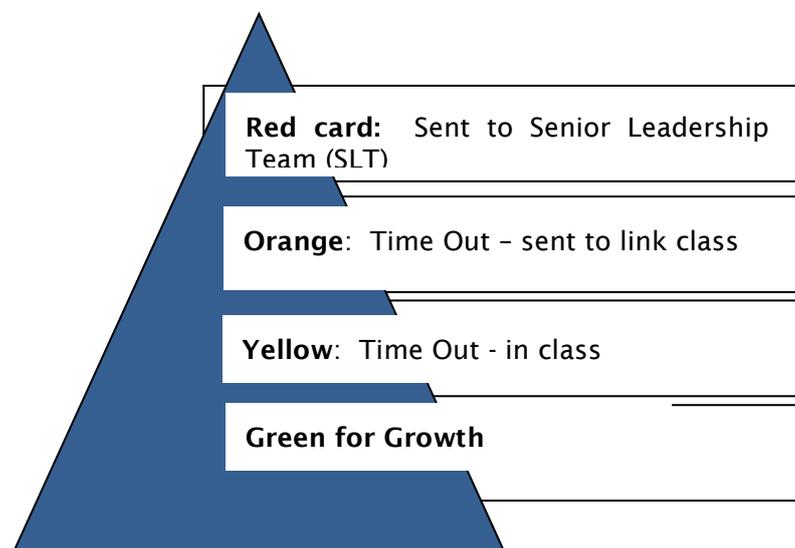
Sanctions should be applied fairly and should be appropriate, taking into account the incident, the behaviour, in terms of severity and duration. When apply sanctions, staff should use their professional judgment. The purpose of a sanction is to

- help children learn that consequences follow actions;
- deter the children from misbehaving again;
- deter other children from misbehaving;
- encourage children to reflect on their behaviour(s)
- to show that a society has rules.

This procedure begins when a child has been provided with an opportunity to correct their behaviour and chooses not to do so. Staff will reinforce the school's Rights & Responsibility Charter and state the behaviour they want to see, giving the child an opportunity to change their behaviour for the better. If a child continues to break the Rights and Responsibility Charter or show unacceptable behaviour they will be moved onto the warning system, shown below.

The procedure is progressive and children move up the levels if they do not change their behaviour. Each day is a new day and children are given a fresh start.

Interventions will be recorded on the behaviour logging sheet which will be kept by every class teacher and monitored by Key Stage Deputy Heads.



We use a graduated system for sanctions. All children start on **Green for Growth**

- Yellow
- Orange
- Red

Within each section, teachers should feel free to use strategies appropriate to the age and make-up of the class.

At any stage staff may want to discuss behaviour with the parents

Verbal Warnings are used at **all** stages.

- You must give children ample opportunities and encourage them to change their behaviour
- Give children suggestions in how to change their behaviour
- You may also decide to;
 - separated from those with whom they are behaving inappropriately
 - take a child aside and speak to them quietly and discuss what has happened and talk about the consequences of the child's actions.

Yellow

- Separate children who are behaving inappropriately
- Sit in an isolated seat within the classroom
- Loss part of their playtime

Orange

- Work in another classroom for a limited period and
- Loss part of their golden time

Red

- Sent to a member of the Senior Leadership Team / Headteacher

Sanctions

- Loss of Golden Time
- Time Out – in class, or in another class
- Loss of break time, or lunchtime

At any stage staff may want to discuss behaviour with the parents

See also Serious Behaviour Incidents for sanctions for more serious incidents.

Time Out class links

(KR)	↔	(1RW)
(RA)	↔	(1M)
(1RW)	↔	(2HW)
(1M)	↔	(2oS)
(3oB)	↔	(5H)
(3J)	↔	(5D)
(4C)	↔	(6W)
(4R)	↔	(6H)

Guidance on implementing sanctions

All staff need to remember the following when implementing sanctions

- Be consistent
- Use professional judgement
- Comment on the **behaviour** and not the child
- Give private rather than public reprimands where possible
- Take time to repair and rebuild
- Monitor behaviour patterns and keep careful records
- Follow agreed procedures
- Don't take poor behaviour personally
- Make sure all relevant parties are kept informed
- Ask for help if necessary

5 Lunchtime Arrangements

Like the rest of the school, lunchtimes should be a safe and engaging time for children. To support this, we have 'Zone' areas in the playground. These include; sports zone, creative zone and craze zone, there is also a free-flow zone and skipping zone. There is a timetable, each half term, for the different zones.

We also have a 'calm room' that is run by support staff during lunchtimes. The room is used by 'invitation' only and enables those children who find the playground difficult and need a calm area.

We expect all children to follow our Rights & Responsibility Charter at lunchtime. Children not following the charter may be given a warning and encouraged to change their behaviour, if this does not happen children may be sent to Time Out. There is a Time Out rota, which teachers rotate. There is always a member of SLT on duty.

6 Serious Behaviour Incidents

Any serious behavioural incident is referred directly to the Headteacher or another member of the Senior Leadership Team (SLT). It may include the following:

- Violence towards another child or adult with intent to hurt
- Verbal aggression with intent to hurt
- Where a child poses a risk to their own safety or that of others
- Homophobic abuse
- Racist behaviour
- Bullying
- Sexually inappropriate behaviour
- Malicious damage to school property
- Leaving the school without permission
- If a child has needed to be physically restrained

The adult dealing with the incident will record the details in the Serious Incident Log (Red 'Bond' Book).

Parents/carers will be informed. If a child is extremely violent they will automatically be sent to the Headteacher/SLT.

7 Monitoring

Class Behaviour Book				
Date	Name /Class	R&R Charter	Sanction (Orange / Red)	Summary of incident

8 Anti-Bullying

Bullying is defined as any behaviour, or perceived behaviour, often repeated over a period of time, by an individual or group that is deliberately intended to hurt, intimidate, frighten, harm or exclude.

The four main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist, sexist or otherwise hurtful remarks)
- indirect (spreading rumours, excluding someone from social groups and cyber-bullying)

- Social (isolation and rejection from peer groups)

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- Physical: pushing, kicking, hitting, punching or any use of violence;
- Racist: racial taunts, graffiti, gestures;
- Sexual: unwanted physical contact or sexually abusive comments;
- Homophobic: because of, or focussing on the issue of sexuality;
- Verbal: name-calling, sarcasm, spreading rumours, teasing;
- Cyber: all areas of internet ,such as email & internet chat room misuse, mobile threats by text messaging & calls; misuse of associated technology , i.e. camera & video facilities

Bullying behaviour at this school is regarded as particularly serious and all staff take firm action against it. Each member of staff makes it very clear to his/her own class that bullying behaviour is not acceptable either in the classroom, on the playground or anywhere else in school, and incidents of bullying will always be reported and dealt with.

All members of staff positively encourage good behaviour from the children and nurture in them a caring and co-operative attitude. They discuss with their classes the value of friendship, personal feelings, and attitudes towards others of a different race, age, culture or gender. It is school policy to recognise children who behave well.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, circle time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

The staff are aware of the differences between bullying and boisterous behaviour and they ensure that the children are adequately supervised at all times. The staff are aware of early signs of distress produced in some children who are being bullied and understand the reasons why they may become victims of such behaviour. Therefore, all members of staff are required to:

- find time to listen to children who say they are being bullied;
- give support to both victims and bullies in order to prevent re-occurrence;

- involve parents and explain any actions taken in school so that they can give their help and support to the situation;
- keep a written record;
- Involve buddies/peer mentor

If further action is required the teacher will report the bullying incident to the team leader and then the deputy head or Headteacher who will give their support and guidance.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, circle time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

School Senior Leadership Team (SLT) will decide if the incident needs to be logged as a Serious Behavioural Incident. All serious incidents are report to school governors for monitoring.

8.1 Procedures

1. Children must report bullying incidents to staff. Staff need to be aware of children who appear to be being bullied: changes in behaviour can indicate this.
2. In cases of serious bullying, the incidents will be recorded by staff in a diary and reported to the head on the fortnightly evaluation.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem;
4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly;
5. An attempt will be made to help the bully (bullies) change their behaviour;
6. The bully (bullies) may be asked to genuinely apologise;
7. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Pupils who have been bullied will be helped and supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence
- discussing what happened
- discovering why the pupil became involved
- establishing the wrongdoing and need to change

- informing parents or guardians to help change the attitude of the pupil

The following disciplinary steps can be taken:

- Warnings to cease offending
- Removal from the playground for set periods of time
- Exclusion from certain areas of school premises
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion

8.2 Behavioural Support:

Some children will have times in their school lives when they need special educational support. Individual pupil needs should be identified as early as possible. Class teachers have a behaviour file containing checklists and observation records which they can use for assessment. The teacher will discuss their concerns with the parent and use this information to help identify any necessary provision – i.e. the way the child will be supported and helped to improve his or her behaviour. Various strategies can be implemented and have proved to be effective:

- A reward programme
- A behaviour contract
- Weekly reports and/or meetings with parents
- Good news books

Any child who presents a persistent behaviour problem will be considered for Special Educational Needs. At this stage the SENCO will determine whether it is appropriate to collect further information from outside agencies, e.g. health, social or educational welfare agencies. An individual education plan may be implemented and reviewed with the child and the parents every half term. The IEP will need to reflect any psychological / medical diagnosis and any expert advice offered

8.3 Physical Restraint:

Section 550A of the 1996 Education Act explained that teachers may use reasonable force to control or restrain pupils. The occasions when it may be necessary to do so fall into three categories – self defence, averting injury or significant damage to property and dealing with a pupil who is behaving in a way that is compromising good order and discipline. The Education and Inspections Act 2006 has confirmed that it is essential for a school to have a policy about the use of force to restrain to prevent injury. This policy is accompanied by guidance from the DfES (Circular 10/98) which sets out the what reasonable force is and the conditions under which it might be applied.

Teachers are expected to use the minimum amount of force necessary to deal with a situation and, if at all possible, avoid using physical contact at all. Parents will be informed if it has been necessary to restrain a child and all such incidents logged.

Discriminating Between Behaviour Patterns

Bullying

- May be focused on younger smaller children and timid children - increasingly relying on threat or force.
- Wilful conscious desire to hurt, threaten and frighten
- Spoiling other children's play and activities - showing violence and hostility
- Using rough intimidating behaviour

Bossiness

- Telling others what to do in a bossy, arrogant manner (usually grow out of it as they mature and learn social skills).

Boisterousness

- Rowdy uncontrolled behaviour - may be dangerous but not vindictive - high spirited, not unfriendly.

10 Equal Opportunities

Due regard will be paid to the school's equal opportunities policy to ensure that children are not discriminated against in the application of this curriculum policy.

11 Special Educational Needs

Due regard will be paid to the school's Special Educational Needs policy to ensure that pupils with special needs are catered for in the application of this curriculum policy.

12 Gifted and Talented Pupils

Due regard will be paid to the school's policy for gifted and talented pupils to ensure these pupils are catered for in the application of this curriculum policy.

13 Health and Safety

Due regard will be paid to the school's health and safety policy to ensure that school guidelines are followed in the application of this curriculum policy.

14 Monitoring, evaluation and review

Staff and Governors will review this policy annually and assess its implementation and effectiveness. Incidents will be documented and reported to Governors by the headteacher in their termly report; serious incidents will be reported to the local authority. The policy will be promoted and implemented throughout the school.

Appendix

- *Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.*
- *The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.*
- *Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour, it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should consider whether a multi-agency assessment that goes beyond the pupil's educational needs is required. Exclusion Guidance (DfE 2017)*

A number of options are available to head teachers/teachers in charge in response to a serious breach of behaviour policy:

- a) **restorative justice**, enables the offender to redress the harm that has been done to a 'victim', and enables all parties with a stake in the outcome to participate fully in the process.
- b) **mediation**, through a third party, usually a trained mediator, is another approach that may lead to a satisfactory outcome, particularly where there has been conflict between two parties, e.g. a pupil and a teacher, or two pupils;
- c) **internal exclusion** can be used to defuse a situation(s) that occur in school that require a pupil to be removed from class but may not require removal from the school premises. The internal exclusion could be to a designated area within the school, with appropriate support and supervision, or to another class on a temporary basis, and may continue during break periods. Internal exclusion should be for the shortest time possible and should be subject to review.
- d) **managed move** to another school to enable the pupil to have a fresh start in a new school. We may ask another head teacher to admit the pupil. This should only be done with the full knowledge and co-operation of all the parties involved, including the parents, governors and the LA, and in circumstances where it is in the best interests of the pupil concerned.
- e) In extreme cases **fixed-term exclusions** may be triggered by particularly abusive violent or damaging behaviour. In most cases it is expected that an IEP and a social inclusion programme, including pastoral support, will be tried out before such action is contemplated.

The length of a temporary exclusion will depend on the severity of the behaviour.

Any child excluded for more than 5 days will be provided with tuition. Where shorter temporary exclusions are concerned homework will be provided.

When a child returns from a temporary inclusion a reintegration meeting is set up. This will involve the parents, the child, the Local Authority Inclusion Officer and the Headteacher.

f) If the behaviour continues and the support available proves unsuccessful a **permanent exclusion** may be considered. A permanent exclusion is a very serious decision and the Headteacher will consult with the Deputy Headteacher and Chair of the Governing Body before enforcing it.

THE LAW

a. As legislation is often amended and Regulations introduced, the references made in this Policy may be to legislation that has been superseded. For an up to date list of legislation applying to schools, please refer to the GovernorNet website www.governornet.co.uk and the Health and Safety Executive website www.hse.gov.uk.

i. Education Act 2002.

ii. Education (Pupil Exclusions and Appeals) (Maintained Schools) (England) Regulations 2002.

Current guidance (Sept 2017)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Parent Guide to Exclusion

The DfE have published a useful guide to exclusion for parents

<http://schools.bracknell-forest.gov.uk/sites/default/files/assets/exclusion-guidance-for-parents.pdf>

Bracknell forest have also published *A GUIDE FOR PARENTS ON EXCLUSION APPEAL REVIEW PANELS*

<http://schools.bracknell-forest.gov.uk/sites/default/files/assets/a-parents-guide-exclusions-appeals-nov-2017.pdf>