

Newberries Primary School



Behaviour and Anti- bullying Policy

Play Together, Learn Together, Achieve Together, Grow Together

This policy has been negotiated with the Professional Associations/Trade Unions and is recommended for adoption.



Newberries Primary School

'Play Together, Learn Together, Achieve Together, Grow Together'



Behaviour Policy

This policy has been informed by the DfE document 'Behaviour and discipline in schools' (January 2016).

Introduction

At Newberries Primary School we take a positive and proactive approach to behaviour management. We believe that good behaviour is essential in order for effective teaching and learning to take place, and that both pupils and staff have the right to work in an environment which is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. We believe that high self-esteem promotes good behaviour, effective learning and positive relationships, and that these arise from emphasising potential, rewarding success and giving praise for effort and achievement.

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education.

There are two basic principles upon which our behaviour policy is based:

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable **not** the child
- We believe it is our duty to promote and encourage positive behaviour and not just react to that which is unacceptable

Everyone at Newberries Primary School has a part to play in the promotion of high standards of behaviour. It is important that our clear code of conduct is reinforced by a balanced combination of rewards and consequences within a secure and positive environment.

All staff, regardless of function or the nature of their employment, should feel confident that the decisions taken by them are consistent with the policy and will be supported by colleagues.

Aims

- To promote equality of treatment and equal access to educational opportunity within the school community;
- To promote an environment where we help our children to control themselves and to learn that they are responsible for their own behaviour;
- To create a calm and ordered learning environment;
- To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty;
- To support the development of self-esteem and self-respect by distinguishing between a child and that child's behaviour;

To ensure that appropriate behaviour is encouraged and recognised;

- To develop pride in the school, in work, in effort as well as achievement.

Rights and responsibilities

We value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe and fair learning community for all. The SEAL curriculum resource is used to develop a learning community where social, emotional and behavioural skills can flourish. Children learn how they can make the classroom and school a safe and fair place for everyone, and that it is not okay for other people to make it unsafe or unfair.

Children's rights:	Children's responsibilities:
To be able to learn in a friendly, encouraging, secure, supportive and positive school environment.	To be cooperative and considerate. To do their work on time.
To have appropriate access to the school's facilities.	To share equipment. To care for equipment.
To have appropriate access to the teacher's time.	Not to demand attention all the time. To try to be receptive and cooperative.
To have a safe environment.	To act in a safe and responsible manner for themselves and others.
To be heard and be able to express opinions.	To speak out but also to listen. Not to put others down. Not to dominate.
To know what is acceptable behaviour and the consequences of unacceptable behaviour.	To contribute to discussions regarding fair classroom rules and consequences with their peers and with adults.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning play a significant contribution in ensuring appropriate behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. As adults, we are responsible for a model of positive and respectful behaviour towards children and each other. All children should be treated sensitively; responses should never damage self-esteem, focussing on the behaviour rather than the individual child. We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. We not only model ways of resolving conflict, but also important concepts such as trust, respect and valuing individual diversity. We will actively listen to each other and respond sensitively and constructively to issues.

Staff rights:	Staff responsibilities:
To work in a pleasant and safe environment and to be able to achieve job satisfaction.	To play a part in the running of the school. To prepare lessons thoughtfully. To watch for unsafe things and practices.
To have support from within the education system, including other members of staff if required.	To provide that support both informally and formally.
To be involved in a collaborative decision-making model within the school (curriculum and organisation).	To consult with each other and reach agreement. To make an effort to be involved.
To be treated with courtesy by all.	To treat others with courtesy.
To be able to create time-out situations for children when they are disrupting other people's rights to safe movement,	Not to abuse this or use it to put down or ridicule children. To follow up time-out with conferencing and

learning/teaching or communication.	contracting procedures.
To contact, and have back-up and cooperation from, parents/carers and to be informed of family situations and home problems where they may affect behaviour and attitudes at school.	Teachers to contact the parents/carers if there is a problem. To be approachable, to listen, to make the time, to act on information.

Playground

High expectations of behaviour are applicable in all areas of the school community, including the playground.

Promotion of self-esteem and personal and social skills

We use SEAL (Social and Emotional Aspects of Learning) as a tool for developing all children's social, emotional and behavioural skills. This resource offers an explicit and structured whole-curriculum framework. It is delivered mainly by class teachers but all adults who have contact with children – teaching assistants, lunchtime staff and support staff – need to be aware of the vocabulary used and the key ideas that are introduced to the children.

Our Golden Rules

We have an agreed set of Golden Rules which help us to work together for excellence to ensure Newberries Primary is a successful school.

Do...

- be gentle and calm in school;
- be kind, helpful and respect other people;
- be honest and truthful;
- work hard and use your time well;
- look after property carefully;
- listen to people and wait your turn.

In the Autumn term, as part of their work on the SEAL 'New beginnings' theme, each class creates and signs a Class Charter which states they understand and agree to follow the six Golden Rules. Children are asked to work together to explore what each rule means to them and write, photograph or draw examples of people doing these things. The Golden Rules are displayed around the school and pupils' Class Charters displayed in every classroom.

Rewards: whole-school

Golden Time

Each child starts off with twenty minutes of golden time at the beginning of the week. At the end of the week the twenty minutes are used as golden time. Where a child has chosen to ignore

reminders and warnings about their behaviour, they will lose minutes of golden times however they do have the opportunity to earn these minutes back.

Marble jar – When the class marble jar is full, the whole class then chooses the reward.

Rewards: classroom

Each class will also have individual and whole class reward systems in place to recognise and encourage good behaviour. These may include:

- Smiles, encouragement and praise which is meaningful, specific and refers to the Golden Rules
- Stickers/ badges/ certificates/ achievement certificates
- Showing significant achievements to Head or Deputy, other teachers, other classes and also in assemblies
- Giving a responsible job in the classroom
- Whole class rewards

Food is not used as a reward (in line with ECM agenda where we promote healthy lifestyles and choices.)

We believe the balance between reward and consequence should be biased in favour of rewarding the good behaviour fostered in the school's positive environment.

Consequences for unacceptable behaviour

Hertfordshire steps is the local authorities preferred approach to supporting positive behaviour management in schools and services.

It is a therapeutic approach to behaviour management with an emphasis on consistency, on teaching internal discipline rather than imposing external discipline and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

Within Herts steps where there is evidence of need staff would be trained in restrictive physical intervention. This would be used as a last resort to prevent pupils from hurting themselves or others or seriously damaging property(DfE document 'Behaviour and discipline in schools' (January 2016).

Step 1 – Using positive language

- give a child a visual sign e.g. raised eyebrows
- Use positive phrasing e.g. tells the child what you want them to do (not what you don't want them to do).
- Limited choice e.g. put the pen on the table or in the pot.
- Disempower behaviour e.g you can listen from under the table.

Step 2 – Reminder

- Child should be reminded of expected behaviour and given help to achieve this. E.g. remember to put your hand up. Adult quietly reminds child of the consequence of their

action. 'I've asked you three times to put your hand up, if you don't you will have to move down to the cloud'

Step 3 – Timeout

- if the child still misbehaves, a timeout card will be given and the child will be sent to another class or the 'Time Out' spot (if playtime) for a short time to reflect on their behaviour.

Step 4 – Pre-Exit Card (Yellow Card in Infants)

- If inappropriate behaviour continues, a child will be issued with a pre-exit. They will be withdrawn from the class for a session.
- An adult will complete 'a roots and shoots' sheet with the child in order to help the child recognise the behaviour, repair the situation and follow a consequence.
- At this point, serious or persistent misbehaviour should be brought to the attention of the Key Stage Leader. A child can also reach this stage through a single display of inappropriate behaviour. The Key leader will keep a log of all cards issued.
- Serious incidents will be brought to the attention of the deputy or head teacher.

Step 5 – Exit Card (Red Card in Infants)

- A child can reach this stage through a single display of seriously inappropriate behaviour or by being issued with the third pre-exit card of the term.
- The child will again have the details of the behaviour added to the card, and will be withdrawn from their class to work in another class room for a day in Key stage two and half day in key stage one. The child will be sent to the Headteacher and parents will always be notified at this point.

Step 6 – Additional Exit Cards

It may be necessary at this stage to devise an 'individual risk assessment plan' or a 'personal pastoral support programme' for those in danger of exclusion, which will encourage the child to develop appropriate social behaviour in school and give a consistent approach for adults to teach the appropriate social behaviour. This will always be done in conjunction with parents, Headteacher, Class Teacher and Special Educational Needs Co-ordinator (SENCO) as appropriate.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs relating to behaviour, will find it continually difficult to follow the Golden Rules. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of outside agencies (Education Support Centre, Behaviour Support Team, Educational Psychologist etc.) Parents/carers will be continually involved in supporting the school in managing their child's behaviour issues. It may also be appropriate to complete a Common Assessment Form CAF if multi-agencies are involved with the child or a Pastoral Support Plan if the child is at risk of exclusion.

Our Sunshine System

We celebrate positive learning behaviour and also manage low level behaviour problems through the use of our Sunshine system which can be found in each classroom. See appendix two.

Bullying and harassment

Developing a whole-school approach to bullying takes time, effort, education, attitude change and behaviour change by all members of the school community. We take the issue of bullying seriously and work with members of our school community so that they know:

- What the school means by bullying
- Why bullying is totally unacceptable
- How we address bullying
- What support there is for those who have been bullied or those who bully as well as unambiguous consequences for those who bully.

See appendix three.

Links with home

At Newberries Primary School we believe in working to build a partnership with parents/carers so that they are able to support the school in promoting good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in school and are able to participate in their children's education by having two-way communication with the school. This information is shared by:

- Our Home School Agreement
- Newsletters and through awards which are sent home
- The procedures as laid out in this policy and our parent/carers behaviour leaflet which explains the behaviour system, associated rewards and sanctions
- The procedures as laid out in our Anti-bullying Policy and leaflet for parents/carers
- Ensuring parents are involved in supporting the school in managing their child's behaviour issues including through their involvement in IEP, PSP and CAF meetings where appropriate

Parent/carer rights:	Parent/carer responsibilities:
To have information on school processes and curriculum.	To ask for information if they are unsure or want to know more.
To be able to participate in school activities and decision-making processes.	To make the time to be involved. To make the effort.
To receive and offer information about their children's education and behaviour.	To be open and encouraging and willing to listen. To develop with staff, workable solutions to problems.
To expect consistent approaches to codes of behaviour used by staff throughout the school.	To be involved in planning school policy. To let the school know of concerns about behaviour issues.
To expect that there will be no cultural, sexual or physical discrimination against parents/carers or children.	Not to discriminate or to accept others doing it.

Confiscation of inappropriate items

(DfE document 'Behaviour and discipline in schools' (January 2016).)

Occasionally pupils may bring into school items that are inappropriate. Teachers have the power the power to confiscate, retain or dispose of a pupil's property. If they feel these items will be detrimental to the learning environment.

MONITORING

The Headteacher keeps a record of any bullying or racial harassment incidents, as well as serious incidents of misbehaviour (Pre- Exits and Exit Cards). These are considered in detail at the end of each academic year to analyse patterns in behaviour.

The governing body will ensure that arrangements are made to safeguard and promote the welfare of pupils (DfE 'Behaviour and discipline in schools' (January 2016). They will review this policy every three years unless the government introduces new regulations or recommendations on how the policy might be improved.

Class Teachers keep a record of all timeouts and class incidents and Key Stage Leaders are aware of pupils who are gaining consecutive Time Out cards.

The School Behaviour Policy is also followed at lunchtimes. Staff are encouraged to use positive reinforcement (including praise and stickers) to encourage desirable behaviour. Lunchtime staff are responsible for informing the Class Teacher, Key Stage Leader, Deputy or Head of any negative behaviour incidents as appropriate.

The Headteacher and Deputy monitor the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy.

Evaluation strategies which may be used when reviewing behaviour policies:

Pupil focus

- Perceptions recorded during class and school circle sessions:
 - a) classroom activities
 - b) the dining room
 - c) playground
- Class questionnaires
- Discussions during PSHE and circle time
- Worry box

Parent focus

- Perceptions recorded at reviews or parent evenings
- Questionnaire to parents regarding behaviour issues
- Data provided by families
- Issues raised by parents at meetings, forums etc.

Staff focus

- Rating of behaviour support, provision, resources, advice
- Attendance and discussion at staff meetings, INSET days
- Involvement in behaviour education: resource development, working groups and professional support
- INSET take-up and evaluation

External focus

- Perceptions of visitors and support staff, including educational psychologists, student teacher supervisors
- LEA officials, advisors or consultants
- OFSTED

APPENDIX ONE

Fixed-term and permanent exclusions

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, she/he informs 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 body. The school informs the parents how to make any such appeal.

The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeal panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

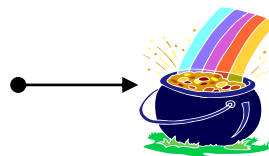
If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Appendix two

Our Sunshine System

We celebrate positive learning behaviour and also manage low level behaviour problems through the use of our Sunshine system which can be found in each classroom. See appendix.

Children who behave exceptionally well will be invited to move up from the Rainbow level to the **Pot of Gold** level

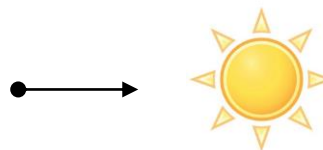


Children who behave particularly well will be invited to move up from the Sunshine level to the **Rainbow** level



Children who behave well will place a marble in the class jar and move their name up to the **Marble jar** level

Every child starts on the **Sunshine** and will remain here by following the Golden Rules and by completing their work appropriately.



3 min of Golden Time lost but when the child makes a positive change they can move back up to the **Sunshine**

5 mins of Golden Time lost on reaching the **Rain** level - but the child can make a change and move back up the levels (*the 3 mins of Golden Time remains lost however*).



5 mins of Golden Time lost on reaching the **Thunder** level - but the child can make a change and move back up the levels (*the 5 mins of Golden Time remains lost however*).

Appendix 3

Aims

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 defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- physical
- verbal
- indirect

What we recognise as bullying:

- Intimidation
- Threats
- Power that is abused
- Physical harassment
- Constant targeted teasing
- Constant targeting name calling and/or repeated personal remarks.
- Influence others to target or withdraw from the victim
- Deliberately causing fear or unhappiness

At Newberries Primary School, we use the SEAL materials as part of our PSHE curriculum to discuss issues around bullying. This includes a whole school focus on Anti-Bullying in the Autumn Term which coincides with National Anti-Bullying Week. Discussions are always linked to our school's Golden Rules and shared Values:

Respect Fairness Honesty Kindness Forgiveness Inclusion

As a school that uses 'Herts Steps' we would teach positive social behaviour using the 'roots and shoots' sheet when there has been an incident of bullying both for the perpetrator and the victim.

Pupils who are a target of bullying may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

All staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Statutory Duty of Schools

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Implementation

The following steps may be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- a clear account of the incident will be recorded and given to the Headteacher or Deputy Headteacher;
- a member of staff will interview all concerned and will record the incident;
- relevant staff will be kept informed and involved;
- parents will be kept informed as appropriate, ensuring confidentiality for those involved;
- punitive measures will be used as appropriate and in consultation with all parties concerned. Sanctions will be applied in line with the school's Behaviour Policy.

Pupils

Pupils who have been bullied will be supported in a range of ways including:

- offering an immediate opportunity to discuss the experience with their class teacher or member of staff of their choice
- reassuring the pupil;
- offering continuous support;
- restoring self-esteem and confidence;
- ensuring that those who bullied them understand the consequences of their behaviour.

Pupils who have bullied will be helped by:

- experiencing defined consequences – in line with the school's Behaviour Policy;
- discussing what happened;
- discovering why the pupil became involved;
- establishing the wrong doing and need to change;
- informing parents or guardians to help change the attitude of the pupil.

Depending on the circumstances around the incident(s), the appropriate sanctions will be applied. These will be applied in line with the progressive sanctions outlined in our behaviour policy.