

St Michael's Church of England Primary School

Behaviour and Anti Bullying Policy

Reviewed by the governing body: September 2018

We aim to create a welcoming, secure and positive environment at our school. We are a caring community whose values are built on the gospel and reflect mutual trust and respect for all. The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way.

It is everyone's responsibility to promote good behaviour and this policy contains guidance to support this ethos.

Our school has an important role, in partnership with the family and wider community, in nurturing mutual respect, a sense of responsibility and a positive work and behaviour ethic. Our Behaviour Management Policy sets out to ensure that everyone; pupils, their families, staff and visitors to our school understands and adheres to school rules and expectations, and positively contributes towards making the school a pleasant, safe and productive place to learn. We recognise the effect a calm, organised and productive atmosphere has on a child's learning, self-esteem and health.

We are an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. This policy takes full account of the Public Sector Equality Duty.

The **Public Sector Equality Duty** or "general duty"

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following key principles

1. To promote the ethos that all learners are of equal value.

Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

2. To recognize, respect and value difference and understand that diversity is a strength.

We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. To foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. To foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. To have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.

6. To work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Aims and Objectives of our Behaviour and Anti Bullying Policy

- To promote a positive ethos of learning and respect for others where all groups of children make every effort to ensure that others learn and thrive in an atmosphere of respect and dignity.
- To enable children to show very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons.
- To promote excellent attitudes to learning.
- To help children become highly adept at managing their own behaviour.
- To foster a culture of responsibility for actions and consequences.
- To reward positive behaviour individually, in the class, in the playground and during collective worship.
- To provide a clear, systematic and consistently applied structure of rewards and consequences towards positive and inappropriate behaviour respectively.
- To help children become acutely aware of different forms of bullying and actively try to prevent it from occurring.
- To promote and model positive behaviour for **citizens of the future**.

Class and School Rules

The children were consulted and asked to agree a set of rules that they felt would ensure the school was a safe and friendly place to be; rules that were applicable to everyone in the school community. These have become the rules for the whole school. We ask that everyone respects and abides by them. The rules are displayed in class and can be referred to during the school day.

At our school we value and respect others. These rules are essential if we are to have a safe and productive learning environment.

The Golden Rules

We respect each other. We do not hurt other peoples' feelings

We help each other to be safe. We do not fight or rush around

We listen carefully. We do not call out or interrupt

We work hard. We do not waste our own or other peoples' time

We look after things. We do not damage school or personal property

We are honest. We do not mislead or try to cover up the truth

We move quietly and calmly around the school. We do not shout or run

Advice for staff on strategies for promoting positive behaviour

All staff are asked to treat children fairly and sensitively, to listen to them, to hear both sides of any disagreements and help children sort problems out in a reasonable way. Staff should aim to organise life in the classroom in such a way that children always know what they should be doing and are able to work successfully at tasks appropriate to their level of ability. Within such a secure structure we are able to ensure that all children understand and can adhere to what is expected of them in terms of their behaviour.

- Problems are normal when children are learning and are testing the boundaries of acceptable behaviour; don't overreact, deal with situations in a calm & constructive manner.
- Success is measured not by the absence of problems, but by the way we deal with them
- All staff should adopt the school policy of rewards and sanctions. Please do not introduce new systems that are not a part of this policy.
- Acceptable standards of behaviour, work and respect depend on **all staff setting a positive example.**
- Good order is achieved by setting high standards and applying rules firmly and fairly.
- Build and develop relationships and communicate effectively to avoid misunderstandings.
- **Shouting is never acceptable**
- React to problems appropriately
- Address the problem
- Avoid confrontation
- Listen
- Establish the facts
- Judge only when certain

Out and about the school

Informal contact can contribute to good standards of behaviour. Ensure good behaviour by taking the initiative at every opportunity. Expect to:

- Deal with all inappropriate behaviour– even of those pupils are not in your class-**to ignore it is to condone it.**
- Arrive to collect your class before the bell goes at the end of break or lunch
- Help adults on duty to maintain discipline
- Walk your pupils around the school calmly and quietly so that they arrive ready to learn.
- Greet pupils when you see them. **Have a friendly word with them whenever you can.**
- Maintain appropriate standards of speech, manner and dress

- Be models of appropriate behaviour
- Address problems
- Avoid confrontation
- Listen
- Establish the facts
- Judge only when certain
- Use sanctions sparingly
- **Shouting is never acceptable**

Maintaining discipline

Insist on acceptable standards of behaviour, work and politeness.

Expect to:

- Establish your authority firmly and calmly
- Separate the problem from the person
- Share effective strategies with other staff.
- Keep the co-operative children 'on your side' by...

Consistently following the procedures for dealing with unacceptable behaviour.

Consistently following the procedures for recognising appropriate behaviour.

Regularly thanking co-operative children for their good behaviour

Encourage pride in the school

- Insist on a clean and tidy room
- Teach and encourage tidiness. Insist on a litter free environment.
- Leave equipment, furniture and resources in the right place after lessons.
- Report any damage or repairs needed to the school keeper
- Enforce the ban on sweets, chocolate, gum and toys
- Keep displays fresh and attractive
- Keep your teacher area tidy and uncluttered as a model to pupils.
- Deal promptly with poor behaviour– to ignore is to condone.

In the classroom

Create and sustain a positive, supportive and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect.

Expect to:

- Use the 'hand up, mouth closed' method to gain children's attention.
- When you address the class insist on eye contact & pencils down.
- Never shout. Shouting is never acceptable.
- Be on time to collect your class and start lessons on time.
- Be prepared for the lesson with all your resources in place.
- Have a well organised classroom (notices, labels, resources etc)
- Have high teacher expectations set at realistic levels for each child.
- Share learning intentions– give clear instructions

- Keep everyone occupied and interested, provide appropriate work for children at all levels of ability.
- Use praise for all good behaviour
- Give more attention to children for positive behaviour than negative
- Involve children in rule and decision making.
- **Point out that it is not OK to steal other people's learning time.**
- Mark all work promptly and constructively
- Set homework regularly to schedule
- Maintain interesting displays
- Take all bullying, including cyber bullying, racism and unkind behaviour seriously

At lunchtimes

To promote positive behaviour:

- Children are supervised when they are lining up for lunch
- Children are supervised as they are eating
- Children are supervised as they move to their playground
- Children are supervised as they play
- Lunch staff use the agreed positive behaviour promotion strategies & sanctions.

Please never leave pupils outside of classrooms. The problem needs a solution, not a complication. Seek help if you need it.

Rewards and sanctions

Rewards **keep the children ‘on your side’!**

Good citizenship

Smiles on the smile chart– to promote team spirit & cooperation.

Saint/Person of the week award— to promote exemplary good citizens.

Special mention certificates– to promote good social skills & learning behaviours.

Praise postcards- to promote good social skills & learning behaviours.

Good work

- positive verbal & written feedback.
- Use as a model for the rest of the class
- Showing work to another class/teacher/the Headteacher

Sanctions

At our school adults never shout at children.

Shouting at children,

- 1. doesn't work in terms of improving their behaviour**
- 2. makes adults appear silly and undignified**

You have implemented the school positive behaviour reward system in your class. The children's work is at an appropriate level for them. Despite this, someone behaves inappropriately

What can you do about unacceptable behaviour?

Low level inappropriate behaviour

Poor classroom management is often the cause of low level inappropriate behaviour.

Check your classroom management strategies to see if they can be improved.
Then...

1. Warn the child ONCE. Point out that they are **stealing other children's learning time.**
2. Isolate the child within the class. **In most cases this should solve the problem.**

Persistent low level inappropriate behaviour in lessons

1. Warn the child ONCE. Point out that they are **stealing other children's learning time.**
2. Isolate the child within the class.
In most cases this should solve the problem, but if the persistent low level inappropriate behaviour continues....
3. Send the child (accompanied by a TA) to another class with a behaviour slip with a brief explanation of their behaviour. The child must take work with him/her to complete.
4. The other class accommodates the child and keeps them for an appropriate amount of time (usually the rest of that lesson).

ALL BEHAVIOUR SLIPS MUST BE GIVEN TO THE HEADTEACHER AT THE END OF EACH DAY.

5. **Always follow up by meeting with the child to discuss their inappropriate behaviour.**
6. **Always meet with child's parents to discuss the child's inappropriate behaviour.**
 - State the problem & give specific examples
 - Does the child have problems with his/her behaviour at home?
 - If the child recently joined –did they have problems at their previous school? Ask for specific examples.

REMEMBER...WHEN YOU MEET WITH A CHILD'S PARENT, **ALWAYS** FILL IN AN INFORMATION FORM AND GIVE IT TO THE HEADTEACHER AT THE END OF THE DAY.

More serious inappropriate behaviour in lessons

All of these sanctions need to be discussed and agreed with the Headteacher

- MEET WITH THE CHILD TO DISCUSS THEIR BEHAVIOUR
- Meet with the child's parents to discuss their behaviour– BE CLEAR ABOUT THE SERIOUS NATURE OF THE PROBLEM

Use any /a combination of the following:

- Allocate the child a 'special' isolated place within the classroom where they can't interfere with others learning
- Organise 'special' wet play, wet lunchtime arrangements for the disruptive child- this may include use of 'indoor club'
- Organise special arrangements to help the disruptive child move around the premises safely
- Instigate formal behaviour monitoring using a daily report record
- Refer the child to the PLSS or CAMHS for behaviour support
- Refer the child to the EWO if lateness/attendance problems are an issue
- Move the child to work in a different class for a specified period of time
- Exclude the child for a fixed term
- Place the child on a reduced timetable. This must be reviewed regularly.
- Exclude the child permanently

**If the inappropriate behaviour involves an absolute refusal to follow an adult's instructions, rudeness to a member of staff or presents a danger to others or themselves, the adult must send a message to a senior leader for assistance immediately. (RED CARD)
eg 'Red card in Year 4'**

Inappropriate behaviour during break times/lunchtimes

1. The person on duty must warn the child ONCE that their behaviour is inappropriate and it must stop.

If the inappropriate behaviour persists during that breaktime...

2. Explain clearly to the child exactly what it is about their behaviour that is inappropriate.

Sit the child on the TIME OUT bench for a short period (usually five to ten minutes). Make sure you let the child know when they may leave the TIME OUT bench.

If the inappropriate behaviour continues to persist during that breaktime...

3. Explain clearly to the child exactly what it is about their behaviour that is inappropriate.

Sit the child on the TIME OUT bench for the remainder of break/ lunchtime.

Write a behaviour slip clearly & briefly detailing the child's inappropriate behaviour and the sanctions imposed.

Send the behaviour slip to the child's class teacher at the beginning of the next session.

The behaviour slip must be placed on the Headteacher's desk by the end of the school day.

The class teacher must meet with the child to discuss their inappropriate behaviour.

The class teacher must meet with the child's parent to discuss the child's inappropriate behaviour.

**If the inappropriate behaviour involves an absolute refusal to follow an adult's instructions, rudeness to a member of staff or presents a danger to others or themselves, the person on duty must send a message to a senior leader for assistance immediately. (RED CARD)
eg 'Red card in the KS1 playground'**

Persistent inappropriate behaviour during breaktimes/lunchtimes

The person on duty must inform a senior leader of the nature of the persistent inappropriate behaviour

Together, the senior leader and class teacher may use a selection of the following sanctions:

- Preventing the child from using specific equipment at playtimes/lunchtimes for a specified length of time
- Moving the child to a different playground for a specified length of time
- Withdrawing the child from the playground for a specified length of time

- Using 'indoor club' to 'predict and prevent'
- Sending the child to a classroom for the duration of breaktime/lunchtime
- Place the child on a reduced timetable (This must be reviewed regularly)

The class teacher and a senior leader must meet with the child's parent to discuss the child's inappropriate behaviour.

Written daily behaviour reports and why we don't send them home...

The schools has taken advice on this issue from a variety of professionals as it is one which parents sometimes raise.

The Educational Psychology Service, the Tavistock Clinic and the Head of the Primary Learning Support Service confirmed that there is no evidence that a diary of daily incidents (written or verbal) sent home at the end of the day works to support improvement in children's behaviour.

They pointed out that there is evidence that daily incident diaries that are shared with parents on a daily basis are usually counterproductive, particularly for children with emotional, social and mental health problems (all of which may be forms of SEN/D.)

- Children can become anxious/frightened about going home because they know that their parent is going to hear bad news about their behaviour.
- Parents, sometimes in denial about their child's poor behaviour, can misuse it to concentrate on irrelevancies e.g. the exact time to the minute of an incident or seeking more and more information about the detail of an incident in order to try to prove that their child was not 'at fault'. This wastes the professional's valuable time and does not help the child.

For the same reasons we do not engage in daily telephone calls to parents to report on pupil behaviour.

What is a behaviour slip (white slip)?

Behaviour slips are a form of communication between school staff.

Behaviour slips are a record of inappropriate behaviour that may form part of a more comprehensive record of a pupil's behaviour.

Behaviour slips are not a sanction.

What are behaviour slips (white slips) used for?

Together, class teachers, support staff and senior leaders use behaviour slips to inform their discussions about patterns in a child's behaviour and make decisions about sanctions/support etc.

What happens to the behaviour slips?

- The Headteacher reads them daily..
- The slips are filed to create a record of behaviour

Use of Reasonable Force (Positive Handling) to Control or Restrain Pupils

Who can use reasonable force ?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or causing disorder
- In a school force is used for two main purposes- to control pupils or to restrain them
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to :

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil from behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts

Incidents of the use of reasonable force are recorded in the *bound and numbered book* and reported to governors termly.

Exclusion

Our school uses the Camden Exclusion Policy.

Exclusion must be considered if the child's behaviour:

- Presents a physical danger to themselves or others
- Presents a psychological danger to themselves or others (this includes all forms of bullying including cyberbullying)
- Prevents other children from learning and teachers from teaching.

Exclusions may be fixed term or permanent. School work will be set for the excluded child by the class teacher. The child's parent or carer may collect this work from the school office.

Following a fixed term exclusion the parent or carer and excluded child must meet with the Headteacher to take part in a reintegration meeting. In some cases the excluded child may attend only part of the meeting. This is at the discretion of the Headteacher. At the reintegration meeting the Headteacher sets out a plan for the child's reintegration in to school.

A reintegration plan may include the following:

- A stepped approach towards reintegrating the child back in to their class eg spending time in another class and being slowly introduced back in to their year group alongside careful monitoring and support.
- A stepped approach towards reintegrating the child back in to the playground eg spending playtimes and lunchtimes inside or in a different playground to their class and being slowly introduced back in to the playground alongside careful monitoring and support.
- Regular meetings between the class teacher, Headteacher and parent/carers.
- Referral of the child to the Primary Learning Support Service (PLSS).
- Referral of the child to the Educational Welfare Officer (EWO).
- Referral to the Child and Adolescent Mental Health Support Team (CAMHS)
- The use of a Parenting Contract to clarify roles and responsibilities of both the school and the child's parents.
- An application to the Local Authority for a grant to support children who are in danger of further exclusion. This money would usually provide short term 1-1 behaviour support for the child during their period of reintegration in to the school.

Anti-Bullying

Actions to Tackle Bullying

We are vigilant for signs of bullying and always take reports of incidents seriously. We use the curriculum to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We treat all bullying incidents equally seriously.

Monitoring of bullying

The school monitors bullying very carefully so that instances are extremely rare. Bullying includes: cyber bullying, prejudice based bullying relating to special educational need, sexual orientation, sex, race, appearance, religion and belief, gender reassignment or disability. Incidents of bullying are reported to school governors on a termly basis.

What is bullying?

There are many definitions of bullying, but most have 3 things in common:

- It is deliberately hurtful behaviour
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves

This is a definition of bullying that is easy for children to understand (Olweus 1991)

“A pupil is being bullied or picked on, when another pupil or group of pupils says nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, when no-one ever talks to them and things like that. These things can happen frequently and it is difficult for the pupil to defend him/herself. It is also bullying when a pupil is teased repeatedly in a nasty way.

However if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying.”

The effects of bullying

All forms of bullying are hurtful and may have a devastating effect on those who are bullied. Whilst some children may recover from bullying, there are others who suffer lasting consequences. Children who are bullied may see themselves as inadequate and friendless and suffer from loss of confidence and low self-esteem.

Bullies may also suffer from long lasting consequences and if offered no support, may continue with bullying behaviour into their adult lives. For this reason, it is important that they receive support to enable them to change their behaviour.

Strategies in use at our school in order to address bullying

Preventative strategies

- The school behaviour policy stresses making expectations clear to children about their behaviour with others and promoting positive behaviours.
- Bullying is discussed regularly in class sessions and at assemblies. There is a strong focus on encouraging children to tell an adult if they are sad about anything.
- Playground Friends are available to play with and include children who may be feeling lonely.
- Circle Time which allows children to talk about feelings in a safe context and to bring out bullying issues.
- Constantly improving the school's grounds, creating more cooperative play space and variety in the environment, reducing the domination of the playground by rough games and football. Providing constructive and collaborative play opportunities.

Once a bullying incident has occurred

- The children are constantly encouraged to tell someone.
- We involve parents of all parties.
- All staff are informed & asked to particularly look out for the victim & bully.
- Victims of bullying are given the space to say how they would like incidents to be dealt with (children vary– some like to talk to the bully face to face with a teacher, some like to have a member of staff deal directly with the bully, some just want the school to watch out for incidents at first, some want the chance for a supervised talk with friends to sort out relationship problems)- it depends on the nature and severity of the bullying.
- Once a situation has been resolved we ask victims of bullying and bullies on a regular basis if they are OK.

Advice to children about bullying

- If you are a victim of bullying, you can tell a member of staff (anyone you feel safe to talk to). It is not weak to do this.
- If you do not want to tell anyone at school, you can tell your parents who will tell us.
- Friends of victims should let staff know of bullying incidents.
- Nobody deserves to be bullied– remember, you have a right for this not to happen to you.

Advice to parents /carers about bullying

If your child is bullying or being bullied they may:

- Change their behaviour
- Be unwilling to talk about their day—It is quite common for children not to want to talk about their day directly after school. You might find children more willing to talk during bath time or bedtime story when they are more relaxed.
- Look less happy
- Come home with cuts and bruises
- Come home with toys and things you have not bought for them
- Not want to wear their glasses
- Take things from home without you knowing
- Avoid certain children or activities
- Be reluctant to come to school

How can parents help to prevent bullying?

- Everybody gets angry. Help your child to express it without hurting others.
- Encourage your child to tell a member of staff straight away if they get hurt at school.
- Praise your child when they sort out problems by talking rather than hurting others.
- Involve yourself in school activities.

- Make immediate contact with the school at any time over bullying incidents.
- Do not intervene with other children or children's parents, but let the school know.
- Allow the school to seek further professional advice and support over difficult bullying.