



East Bierley CE (VC) Primary School

Behaviour Policy

(Including Anti-Bullying Statement)

2018



Date reviewed: January 2018
Approved by Governors: Standard and effectiveness committee



Our vision:
Always Giving, Always Here

The Decision to portray it on a dove is to symbolise the Hope that is behind all we do, all we are and how we live our lives

Friendship, Trust, Courage, Respect, Forgiveness

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels safe and secure.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. **We expect every member of the school community to behave in a considerate way towards others.**

We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. We expect the whole school community to behave appropriately.

We, as a school, always look for the positive, however, there are occasions where we have to employ strategies to promote and model good behaviour to ensure a safe and positive learning environment. We employ each consequences appropriately to each individual situation and Key Stage.

We recognise the importance of creating a positive, encouraging, calm, industrious, friendly, courteous and caring learning environment that promotes high standards of behaviour.

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All staff take responsibility for ensuring that acceptable behaviour is evident in and around school generally. Every endeavour should be made to highlight, promote and celebrate polite, caring and non-aggressive attitudes among the children.

Presenting the children with a good role model in these areas is the responsibility of us all.

The role of the class teacher

- It is the responsibility of class teachers to ensure that the school rules and Classroom Agreement are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.
- The class teacher may then liaise with external agencies, as necessary, to support and guide the progress of each child.
- The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the headteacher

- It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The headteacher keeps records of all reported serious incidents of misbehaviour.
- The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour.
- For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents and carers

- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

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- We explain the school Behaviour Policy as part of parent information events, and we expect parents and carers to attend and support them.
- We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable consequences to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher.

The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
- The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

The role of other adults in school

- All staff must follow the school behaviour policy. It is important that language use is consistent. Any concerns are reported either to the class teacher, senior lunchtime supervisor or the Headteacher.
- Visitors to school are encouraged to praise good behaviour where it is seen.

Anti-Bullying Statement

We believe that East Bierley Primary School provides a secure environment in which a child can flourish as a learner, grow in self-confidence and learn tolerance and mutual respect. Through this, children will learn to take responsibility for themselves and others. We aim to ensure that all children feel safe from bullying and are confident to seek support from adults should they feel unsafe. Bullying of any kind is unacceptable at our school. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively - **We are a TELLING school**. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

This is considered a serious incident and would follow the consequences identified in Guideline 5 Serious incidents

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We aim to:

- To raise awareness among children, parents/carers and whole school staff about bullying behaviour.
- To implement appropriate strategies for preventing and dealing with bullying promptly and consistently.
- To ensure children have knowledge of and access to, a support structure for both victims and those who are perpetrators of bullying to share worries and seek help.
- To support a school culture where differences and diversity are accepted and celebrated.
- To ensure children's behaviour towards children and adults is respectful and free from any bullying and harassment.

What is Bullying?

- Bullying is premeditated and usually forms a pattern of behaviour rather than an isolated incident. It does not just happen once; it goes on over time and happens again and again - it is repeated. Key words - every day, again and again, all the time, etc
- It is deliberate - hurting someone on purpose - it is not accidentally hurting someone. Bullying is the use of aggression with the intention of hurting another person resulting in pain and distress to the victim.
- It is unfair - the person doing the bullying is stronger or more powerful (or there are more of them) and, even if they are enjoying it, the person they are bullying is not. It involves dominance or exclusion of one child by another, or group of others.

Bullying may include:

- Physical (pushing, hitting, kicking, pinching, any form of violence, threats)
- Verbal (name-calling, sarcasm, spreading rumours, persistent teasing)
- Emotional (tormenting, threatening, ridicule, humiliation, exclusion from groups or activities)
- Cyber (via internet chat sites or mobile phones)
- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact, abusive comments which may have homophobic/sexist messages)
- Unkindness verbal/physical/emotional/cyber due to disability differences or other physical attributes.

Why is it important to respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Statement

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- All governors, teaching and non-teaching staff, children and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All children and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Children and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school.
- Doesn't want to go on the school/public bus.
- Begs to be driven to school.
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant.
- Becomes withdrawn, anxious or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in school work.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or "go missing"
- Asks for money and starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises.
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating
- Is frightened to say what is wrong.
- Gives improbable excuses if any of the above.
- Is afraid to use the internet or mobile phone.
- Is nervous and jumpy when a cyber-message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

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Procedures

1. Report bullying incidents to staff.
2. In cases of bullying, the incidents will be reported by staff to the headteacher.
3. In cases of bullying, parents should be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. An attempt will be made to help the bully (bullies) change their behaviour.

If parents raise concerns about bullying, the Headteacher will be informed by the class teacher. The class teacher and staff within the key stage will monitor and record as appropriate and records will be kept by the Headteacher.

Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
2. In serious cases exclusion will be considered.
3. If possible, the pupils will be reconciled.
4. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention.

We will use KIDSCAPE methods of helping children to prevent bullying. As and when appropriate, these may include:

- Writing a set of school rules
- Signing a behaviour contract.
- Writing stories or poems or drawing pictures about bullying.
- Reading stories about bullying or having them read to a class or assembly.
- Making up role-plays (or using KIDSCAPE role-plays)
- Having discussions about bullying and why it matters.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE) 020 7354 8321

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

KIDSCAPE website www.kidscape.org.uk

Parentline Plus 0808 800 2222

Guidelines attached to the Behaviour Policy

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Guidelines 1	Behaviour in the classroom
Guidelines 2	Children who persistently fail to adhere to school expectations - Behaviour Support Plan
Guidelines 3	Playtime behaviour
Guidelines 4	Lunchtime behaviour
Guidelines 5	Serious incidents
Guidelines 6	Physical Intervention policy

Reference was made to:

Behaviour and Discipline in Schools Advice for Headteachers and Staff January 2016

Guidelines 1: Behaviour within the classroom

Class Agreement

Our class agreements are established through negotiation with children and adults in each class during the first school week in September. Each classroom agreement will be signed by the children and classroom staff. (at the start of the new academic year) this will be then shared with parents during individual class parents meetings held at the start of the school year.

Rewards

In school, we aim to catch children being good and focus on highlighting positive behaviour while adopting a structured and consistent approach to encouraging improvements in behaviour. This can be rewarded with:-

- **Praise**
- **Stickers / stamps.**
- **Golden time** - This is earned collectively as a class when they have filled a jar with marbles. As a class a golden time activity is agreed.
- **Post Card Home** - Children who have made all the right choices all week (who have not moved down the behaviour system) are rewarded with a postcard home.
- **Yellow Certificates** are given out to children to reward exceptional behaviour, these are linked to our school Rights and Responsibilities and celebrated in whole school Celebration Worship.

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- If a class would benefit from additional strategies, these should be discussed with the Head teacher prior to implementation. Examples of strategies which may be used for individual classes in order to address specific behaviours include:

- Secret pupil
- Golden tickets
- Traffic light system

Classroom Consequences

As forgiveness is a Christian value, each child has the opportunity to move back towards the start by changing their behaviour in a positive way. (Children usually move no more than one step at a time.) In order to promote good behaviour and provide motivation to change behaviour, every day children will begin on the start point of their class chart. Within each class there will be a visual reminder of where individual children are in relation to receiving a consequence. The visual reminder will consist of four steps:-

- **Start** - All children start at this point. A verbal reminder will be given before a child is moved down to think to refocus the child.
- **Think** - A reminder that they need to think about their behaviour.
- **Warning** - A consequence will be put in place if another instance of poor behaviour. If a warning is required, SEAL/Restorative Practice language will be used by all staff and children will be reminded about the choice they have.
- **Consequence**
Example consequences available to the class teacher:-
 - **Missing Playtime** - When a child **reaches the consequences section of the class display they automatically miss the following playtime or number of playtimes**. A register is kept each playtime and parents are notified of playtimes missed due to behaviour choices made.
 - **Loss of Golden time** - A child who does not contribute to achieving class Golden Time may not take part in the Golden Time activity.
 - **Exclusion within class** - child to sit on their own and work independently. Every class should have a designated work space that can be used if it is required.
 - **Exclusion out of class**. If the behaviour continues to disrupt the lesson, the teacher may decide to exclude the child from their classroom - it is the class teacher's responsibility to supervise that child with their class support. They may set up an agreement for the child to work in another class.
 - **Behaviour Support Plan**. Any child who persistently fails to adhere to school expectations a behaviour support plan will be put into place. This usually means that the child will be subject individualised rewards and consequences.

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We have a system pairing classes to ensure children are appropriately supervised when missing playtimes.

Guidelines 2: Children who persistently fail to adhere to school expectations (Behaviour Support Plan)

For the small minority of children who persistently make poor choices and need additional support, the class teacher will initiate a behaviour support plan. An individual behaviour plan aims to change behaviours so must be adhered to consistently. Any changes made to the plan must be recorded and discussed with a member of the SLT.

Step 1 - Behaviour Planning Meeting Part A - Identify concerns and establish behaviour Support Plan.

- Class Teacher
- Class support
- Member of SLT if required

*Does an **Individual Risk Assessment** need to be included in the plan if there is a identified specific risk to the child or others? eg physical harm, absconding*

Step 2 - Behaviour Planning Meeting Part B - Share Behaviour Support Plan including a clear explanation why a plan is necessary. Set review date.

- Class Teacher
- Parents
- Child

Step 3 - Implementation of plan.

Step 4 - Review Meeting - Review progress towards achieving targets.

Do further targets need to be set?

- Class Teacher
- Parents
- Child

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1. Diary

Brief record of both positive and negative behaviour observed during the day This may be used to jot down notes during the day when issues are class based. All notes should be transferred to integris for ongoing monitoring purposes.

Name:	
Date:	Incident

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2. Prioritising Behaviour

Name:
School Year:
SEN Stage : <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Date:
Recorded by/role:
The things I am most concerned about are: 1. 2. 3. 4. 5.

Guidelines 3: Playtime behaviour

Playground Rules

- We look after each other and play safely
- We follow instructions straight away
- We show respect for people property and the environment
- We ask children on their own to join in without games
- We say sorry if we hurt or bump into anyone by accident
- We stop and stand still when we hear the bell or whistle
- We take care of our equipment

Children who have a personal behaviour plan may be inside at playtime as part of their plan. They will be supervised by a nominated adult.

Actions on the playground - Most minor incidents of disruptive behaviour during playtime are to be dealt with by the adults on duty using a **restorative approach** to resolve conflicts. Adults need to intervene early and pre-empt issues where possible.

Any child who makes poor choices during playtime...

- May be given a warning.
- May have thinking time with the teacher on duty. This will have a specific time limit after which the child is able to continue with their playtime.
- The child may be asked to move down their name on the chart in class (this may be in addition to having thinking time with an adult outside)

For more serious incidents a child may be removed from the playground. They will be taken to the Headteacher (or in her absence a member of the SLT) who will use a restorative approach to deal with the incident. Consequences may include -

- missing further playtimes,
- losing Golden Time,
- Links to individual Support Plan.

It will be at the discretion of the member of SLT when the child returns to class depending upon their readiness to learn and engage fully in the classroom without disrupting the learning of others. They will ensure the class teacher is aware the child is in school and should be registered. If a child is sent in at lunchtime for their behaviour choices, parents will be informed when collecting their child or via a message in the child's planner, as appropriate.

Within any system there needs to be flexibility for staff to use their professional judgement.

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Guidelines 4: Lunchtime behaviour

Supervisors will pass onto SLT, the names of any children having to spend time with them due to behaviour on the playground. This will only be children who repeatedly have to stand with the supervisor but don't go in to school. Recurring instances of poor behaviour will be identified by the Headteacher and steps taken to modify the behaviour.

Children's behaviour should be managed sensitively and in accordance with the school policy.

Whilst children are in the dining area the supervisors should:-

- Ensure that children having school meals line up in a quiet and orderly fashion.
- Ensure all children receive drinks.
- Help children with table manners. E.g. using a knife and fork correctly.
- Encourage children to talk quietly and move around calmly.
- Clear up any spillages
- Assist children as required
- Work as a team to ensure that the children are always supervised.
- Ensure that children do not leave the dining area without an adequate level of supervision.

In the playground, supervisors should:-

- Adopt a friendly but firm style with the children, expecting high standards of behaviour.
- Be polite, calm and controlled at all times, wherever possible refrain from raising your voice.
- Log behaviour incidents that cause concern.
- Report persistent, unacceptable behaviour.
- Look out for signs of bullying.
- Encourage the playing of games by the children or occasionally organise an activity.
- Ensure that children keep to the rules about where they should play. Ensure children who have minor accidents have their injuries attended to and logged appropriately.
- Report more serious injuries to the head or assistant head teachers as soon as possible.
- Be aware of strangers coming onto the premises. Such incidents should be reported to the head teacher.
- Ensure that children do not leave the playground to retrieve balls or to go to the toilet without seeking permission.

At the end of lunchtime, the whistle is an indication to children to **stop and stand still**. This should not be blown until teachers are outside to collect their class. Children will be called to walk into line by class. Responsibility is then passed from the supervisors to the

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class teachers, who escort pupils into school ensuring cloakroom areas are used in a calm and safe manner and outside doors are secured.

Supervisors may need to pass on information to teachers about incidents and behaviour when children are moving into their class lines.

Wet Lunch times - Decision to be made by Senior Lunchtime Supervisor, she should send a message to staff before lunch starts. The Head / Assistant Heads are available to provide additional support during wet lunchtimes. The wet lunch plan will then be implemented.

Guidelines 5: Serious incidents

Serious incidents **MUST** be reported to the head teacher / assistant head. These include:

- Fighting/ aggressive behaviour towards children or staff
- vandalism,
- stealing
- instances of suspected bullying,
- racist incidents
- swearing at an adult
- leaving the classroom, playground or school without permission.

Consequences for serious incidents

Incidents which are considered more serious may require additional consequences. They are dependent upon the child, the situation and the persistent nature of poor behaviour. The consequences may include (this is not a set list but will be used at the discretion of the teacher to meet the needs of the child and situation):

- Review meeting with head teacher.
- Meeting between class teacher and parents
- Exclusion in class
- Exclusion to another class or from class (see above)
- Meeting with parents, class teacher and head teacher
- Letter home
- Fixed term exclusion
- Permanent exclusion

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The headteacher may exclude a child for one or more fixed periods for up to 45 days in any one school year and may also exclude a child permanently. Exclusions operate on a tiered system depending on the incident and the child. There may be occasions when the headteacher will use their professional judgement to not follow the tiered process where behaviour warrants a higher level of exclusion.

A decision to exclude a child will be taken:

- In response to a constant or serious breach of the school Behaviour Policy
- If allowing the pupil to remain would seriously harm the education or welfare of others.

Incidents of racism or bullying will be dealt with in accordance with the Race Equality Policy and reported to the local authority.

Guidelines 6: Physical Intervention Policy

Introduction

Positive handling describes the full range of Team Teach strategies used to de-escalate, defuse and divert in order to prevent violence and reduce the risk of injury to staff and children.

Positive handling is underpinned by documentation which, in addition to allowing access to education for all, supports the child and aims to provide security and safety, allowing for recovery, repair and reflection for all concerned.

All strategies to deal with challenging behaviour are based on providing the maximum amount of care, control and therapeutic support.

"I care enough about you to help you stay in control."

Training

Staff are trained in positive handling by Team-Teach tutors (www.team-teach.co.uk). The purpose of Team-Teach training is to support adults' understanding and management of challenging behaviour teaching physical techniques within a holistic de-escalation approach, in order to encourage the promotion of socially acceptable behaviours for all concerned.

It is about how adults show restraint rather than apply it!

Schools can use reasonable force to:

- **Remove disruptive pupils from the classroom** where they have refused to follow an instruction to do so

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- **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 another pupil or a member of staff**, or to stop a fight in the setting
- Prevent a pupil behaving in a way that **disrupts a school event or a school trip or visit**
- Restrain a pupil at risk of **harming themselves** through physical outbursts.

(Dfe; Use of Force Guidance)

Additional Support

At this school the following support structures are in place:

- Copies of Individual Behaviour Plans are kept on file to ensure all relevant information about children who are identified as needing additional support is available to all members of staff working with them.
- Where required briefings are held to update staff on current issues and share information. Behaviour is a standing item on staff meeting agendas.
- Appropriate recording allows us to monitor behaviours and interventions and reflect upon these
- Regular refresher meetings in the Team Teach strategies and techniques for all staff, and continuous review by SLT (Senior Leadership Team) to inform these.

Positive Handling Plans (these may be incorporated in an individual behavior support plan)

All pupils who have been identified as presenting a risk should have a Positive Handling Plan. The plan details any

- Behaviour triggers
- Effective strategies
- Preferred physical interventions
- Strategies to avoid

Positive handling plans result from multi-professional collaboration in association with parents and the child if appropriate. They are continually reviewed and altered depending on the child's changing needs. A review must take place at the child's annual review. The SLT will regularly review the list of children requiring a positive handling plan.

Responding to Unforeseen Emergencies

The school recognises that there are unforeseen or emergency situations which may cause the need for a physical intervention. The key principals are that any physical intervention should follow a **dynamic risk assessment** and be:

- **in the best interest of the child;**
- **reasonable and proportionate;**
- **intended to reduce risk;**
- **the least intrusive and restrictive of those options available which are likely to be effective.**

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The Post Incident Support Structure for Children and Staff

People take time to recover from a serious incident. Immediate action should be taken to ensure medical help is sought if necessary. All injuries should be reported and recorded using the school's system (injury in itself is not evidence of malpractice). Time needs to be found for both staff and students for recovery and for the possible depression that will follow a distressing incident as well as the time needed to repair relationships. ***The outcome of a serious incident can be learning, growth and strengthened relationships.***

Complaints

The school has a formal Complaints Procedure, which outlines how the staff, parents and young people can express their concerns appropriately, and includes complaints regarding inappropriate physical interventions. Any staff concerns regarding the welfare of children should be taken to the designated person for child protection. Any safety concerns should be reported to the designated person for Health and Safety.

Recording

Whenever a physical intervention is used the incident **must** be recorded within the Serious Incident Book. All staff involved in an incident should contribute to the record which will be completed within 24 hours. Data entered is stored for a minimum of ten years to safeguard all and in case it forms part of an investigation.

Monitoring and Evaluation

The SLT will ensure that each incident is reviewed and instigate further action as required. They will also carry out a half termly analysis of physical intervention incidents and issues which will be reported to governors. School incident data is open to external monitoring and evaluation.