

# Bury C of E Primary School

## **BEHAVIOUR & ANTI-BULLYING Policy**



Date for review: March 2021

Head Teacher's signature \_\_\_\_\_

Chair of governor's signature \_\_\_\_\_

# BEHAVIOUR & ANTI-BULLYING POLICY

## Statement of Intent

This policy reflects Bury School's Christian value of compassion. We aim to provide:

- **high standards** in both education and behaviour;
- a school where we encourage everyone to **care and respect others** and behave with self-control;
- and an atmosphere of mutual respect and cooperation

We will recognise, reward and praise effort and good behaviour and support children who have behavioural difficulties, in a fair and consistent way with a view to modifying undesirable behaviour.

We aim to carry out the above by:

- ✓ Providing a safe environment for learning;
- ✓ Promoting self-esteem by having a range of rewards and privileges;
- ✓ Carrying out sanctions fairly and consistently;
- ✓ Encouraging partnership and trust with parents;
- ✓ Ensuring that teachers and support staff listen to children;
- ✓ Ensuring that all school rules are clearly communicated to all staff, children and parents;
- ✓ Ensuring that all pupils feel valued at school;
- ✓ Having high expectations of achievement in work and behaviour;
- ✓ Recognising achievements in and out of school positively with praise and encouragement.

## GUIDELINES

### **1. STAFF CONSISTENCY**

It is crucial that all members of staff are consistent in the approach taken to pupil behaviour; familiarity with this document is inevitably fundamental as a result.

Teaching and Support Staff will:

1. Promote good relationships between teacher and pupil by using the curriculum and teaching style best suited to the children;
2. Be aware of our verbal and non-verbal language when dealing with pupils; to avoid confrontation or a 'no-win' situation;
3. Try to anticipate problems before they arise;
4. Be consistent with pupils.

We will also be aware that poor behaviour might be associated with:

1. Poor relationships
2. Poor self-esteem
3. External problems
4. An inappropriate curriculum
5. Inappropriate teaching methods
6. Underlying additional learning needs eg speech and language disorders

### **2. MOTIVATIONAL SYSTEMS**

Every child is different and it is important that each child is encouraged to find areas where they can celebrate success and find fulfilment; all pupils must feel valued at school.

Our policy is based on positive reinforcement about expected behaviour and therefore has a system of rewards. We promote self-esteem through a range of reward and privilege systems.

### **Academic Achievement**

Research shows that this is best done through specific praise for what has been achieved. Positive praise in the form of excessive rewards can lead to the child doing the work for the physical reward and not for the intrinsic reward of wanting to learn. We strive to have children who have an inner determination to improve so that the once the tangible reward is removed, the drive for learning remains.

### **Individual Behaviour and Effort**

Although in each class, behaviour and effort are recognised through a local system specific to each class, to earn **class dojos**, we aim for children to develop their own desire to self-regulate their behaviour and improve their own learning. Rewards are fairly immediate for the younger children but, as the child develops a personal work ethic and finds it easier to recognise the consequences of their behaviour, he/she is encouraged to work to accumulate house points over longer periods.

### **General School Awareness/Praise**

- ✓ Praise in front of other children can be very powerful, in class e.g. for being polite and for behaviour management.
- ✓ Sharing and showing work to another adult – e.g. a former teacher and/or the Headteacher.
- ✓ Personal comments on a child's work in line with the school's marking policy. It is a good tool for feedback to help progress if specific.

## **3. SANCTIONS**

### **Whole School Approach**

Examples of undesirable and unacceptable behaviour include:

- talking out of turn;
- refusing to do tasks;
- pushing and barging;
- temper tantrums;
- insults and harassment;
- deliberately hurting others;
- fighting;
- intimidation or bullying;
- and anti-social behaviour – spitting, swearing, stealing.

Wherever possible, the class teacher will deal with problems as they arise and consequences are aimed to match the level of poor behaviour. Parents are usually informed in the early stages so that the teacher, parent and child can work to rectify a problem together. The staff will work closely to ensure consistency throughout the school day and class teachers will liaise with others to ensure children are supported, if having behaviour difficulties. In extreme cases of undesirable behaviour, the child should be sent to the Headteacher (this should also apply to pupils who do well and are kind).

In order to ensure consistency from all staff, from March 2017 each class will use the 'Good to be Green' sanction system where a child is given a verbal warning and (if required) move to a Yellow Card. Once a Yellow Card is awarded the child must complete a reflection sheet at the next available break time with the member of staff who gave the Yellow Card. Once this is complete the card returns to Green for the next learning session. If a child continues to break school rules a Red Card is given. This will result in the child being sent to the headteacher and a telephone call made to the parents asking them to reinforce our expectations once the child returns home. A Red Card is logged by the headteacher. Each term the headteacher will look to see if there are any patterns to the frequency of Red Cards and advise the parents as appropriate.

If a child has experienced an event that may affect behaviour, the class teacher should inform the Headteacher or senior staff member, who will take appropriate action. It is also helpful if parents share significant family or home events with staff so that children can be better supported.

All staff in the school have a responsibility to manage children's behaviour. They should show respect themselves and use positive verbal and non-verbal language.

### **Disruptive Classroom Behaviour**

1. Teaching staff need to consider why a child is misbehaving.
2. Teachers should use praise when desired behaviour is shown as this is a powerful tool to modify behaviour.
3. Other strategies include changing the level of work or where the child is sitting, redirecting the child before the behaviour becomes too bad, 'thinking ahead' and using a 'time out' strategy with another member of staff if necessary.
4. If poor behaviour persists, teachers should talk to the Head/SENCO and plan a programme of support.
5. Parents are generally informed before a behaviour has established a pattern.

As a guide, procedures are:

#### **Responses to Challenging Behaviour**

- 1) Recognition of positive behaviour displayed by other pupils
- 2) Verbal warning - with clear explanation of what is unacceptable referring to the Good to be Green rules.
- 3) Yellow card given. The child changes the card and has to fill in a reflection sheet with the adult issuing the card during the next break or lunch. Adult to scribe if the child can't write. The child can change card back to green after filling in the reflection sheet.
- 4) If the child continues to make inappropriate behaviour choices and they have already had a yellow card give verbal warning that they will be given red card.
- 5) Red card given. The child changes the card and has to see HT. They will fill in a reflection sheet and spend some of their lunch break with HT discussing their inappropriate behaviour choices. Parents will be informed and the card logged on the school's internal management system.

At all staff's discretion some of these steps may be omitted when extreme, inappropriate behaviour is witnessed.

#### **Headteacher Involvement**

All behavioural incidences when a red card is given should go via the Headteacher. Parents will be informed at this point.

Fixed term exclusion (in very extreme cases, permanent exclusion) will be the ultimate sanction after the Headteacher has given due consideration to all factors concerning the individual case. For further information, please see DfE guidance, 'Exclusions from maintained schools, academies and pupil referral units in England' September 2017

It is always stressed towards the individual that he/she is still valued but that the extreme behaviour cannot be accepted for reasons of safety and/or the well-being of other children and adults

### **Aggressive Behaviour & Interference with Other Pupils' Learning**

1. Children displaying such behaviours may have other underlying difficulties e.g. social issues or learning difficulties, especially relating to language which may require additional support. The class teacher and SENDCo/Headteacher will share these concerns to plan the best way forward.
2. If a child needs isolating, please send him/her to another class to be supervised (or to another planned zone) with work or a suitable activity.
3. Set the child short term goals that can be achieved. Try to build the child's self-esteem e.g. through reward charts/ positive praise book
4. The child should feel liked but that their behaviour is not tolerated
5. Recurrent meeting with the Head teacher or regular behaviour consequences are logged on the school's Information Management System.
6. Staff should not shout or argue with children. They should follow strategies as suggested or seek assistance.

N.B. If the Headteacher is not available, send the child to a senior member of staff.

### **Playtime Behaviour**

Children should be encouraged to walk out to play and reminded, as necessary, of the dangers of running in school.

Fighting and play fighting is not allowed. Children are actively discouraged from using sticks when moving around as they are a safety risk. Children should not climb trees or fences or carry each other piggy back and play equipment should be used appropriately. The dangers involved should be explained.

Staff should encourage play, suggesting ideas where helpful and try to involve children who are feeling left out.

When on duty, the staff should be on the playground before the children and classroom staff ensure that the children have gone out to play.

## **4. BULLYING & RACIAL INCIDENTS**

Bullying is persistent unwelcome behaviour. It can mean many different things. These are some ways children and young people have described bullying:

- being called names;
- being teased;
- having rumours spread about you;
- being ignored and left out;
- being abused on social websites using any of the above;
- receiving unpleasant e-mails or text messages;
- being forced to hand over possessions or having them thrown around;
- being pushed or pulled about;
- being hit or attacked;
- being attacked or teased or called names because of your religion or colour;
- being attacked or teased or called names because of your sexuality.

Under **no circumstances** should bullying be tolerated.

The following steps are to be taken:

1. Be positive. Inform the child who is apparently being bullied and the child/children who are bullying that you are keeping a watch on the situation.
2. Monitor the children's relationships with other children. The class teacher is to inform all staff. The Headteacher will address the children concerned and note the situation. Action will be decided at that point.

3. The head teacher will monitor the frequency of complaints/children concerned by logging incidents on the school's information management system.
4. If there are repeated incidents, the parents of all parties need to be contacted by the school.
5. The Headteacher needs to be informed of the outcomes of discussion (if not already involved).
6. Pupils' behaviour will be monitored and meetings convene if further incidents occur.

When an incident arises and is noted by the class teacher, consideration should be given to how it might be addressed, e.g. in class, through assembly etc

N.B. If a child deliberately hurts another child, they should immediately be sent to the Headteacher, bypassing all stages. The Headteacher will listen to the accounts and assess the situation.

To create a whole school approach we must ensure consistency. Staff should focus on praising good role-models and provide this model themselves.

This policy is in line with Policies for Child Protection and Restraint.

The school has a zero tolerance policy to racism and any incidents are reported to the Headteacher. As well as dealing with racist incidents, if they occur, we try to promote racial harmony through avoiding stereotyping, using positive reinforcement and teaching about differences in the PSHE curriculum.

## **5. PUPILS WITH SPECIAL EDUCATIONAL NEEDS (SEN)**

We endeavour to establish the degree to which a pupil's SEN impinges on his/her ability to manage his/her behaviour and share this information with all staff.

Where appropriate, we consult with other professionals so it is clear if a pupil's behaviour is related to a 'special educational need' or not. We try to ensure that staff respond appropriately to such needs.

## **6 EXCLUSION**

The following types of behaviour are felt to be those that might reasonably lead to permanent exclusion from school:

- Physical violence to staff and/or pupils;
- Threats of physical violence to staff and/or pupils, or in some other way risking the safety of staff or pupils;
- Serious or persistent bullying or racial/sexual intimidation;
- Serious damage to school property;
- Serious and persistent disruption to pupils' learning, including rudeness and disobedience;
- Dealing in and/or supplying drugs or other dangerous substances within school.

When exclusion is being considered, we will consider the effectiveness and purpose of such a decision and question whether there are other means of obtaining the same result. We will do all that we can to avoid exclusion, working with outside agencies and families as closely as possible. Any permanent exclusion of a child with SEN will immediately result in the head teacher trying to arrange an Emergency Annual Review in order to best support the child/ren involved

## **7. MONITORING**

The Policy will be reviewed annually. The Headteacher and SEN Governor will monitor behaviour and bullying termly. The Headteacher and chair of governors will monitor the Red

Card incidents and accident book. Racist incidents are reported to governors termly and the policy is evaluated annually.