



## **BEHAVIOUR MANAGEMENT & ANTI BULLYING POLICY**

**This policy is to be read in conjunction with the school's safeguarding policy.**

### **1. Our aim**

To create a happy and secure environment in which all children can thrive socially, emotionally, spiritually and academically.

At the core of our policy towards good behaviour in our school there are some important underlying principles:

- The teaching and non-teaching staff in this school aim to provide a caring, friendly and safe environment for all of our children so they may learn in a relaxed and secure atmosphere. The children are valued and are encouraged to be polite and courteous to each other and work and play together in a friendly and cooperative manner.
- To develop socially acceptable skills in all children based on the assumption that we should treat others how we wish to be treated ourselves.
- Shared responsibility by all members of staff towards behaviour in our school. This responsibility also extends to the children.
- To establish a consistent approach to the management of behaviour of children in and around the school and an understanding of the importance of focusing on the many positive aspects of behaviour in our school.

### **2. Philosophy in respect of the management of pupil behaviour**

- 2.1** The ethos of this church school is based on Christian values and seeks to provide an environment where children are given a sense of belonging and are encouraged to learn.
- 2.2** The family atmosphere within this small school encourages older children to have due regard for the younger children. We feel this atmosphere is based on harmonious relationships between the teaching staff, the children and all adults within the school.
- 2.3** Children enjoy positive discipline which is seen to be fair and will respect those who tackle the subject in this way. They are more likely to develop self-discipline when given responsibility and challenged and motivated by the tasks set before them.
- 2.4** We offer all children an environment in which their work is valued and in which they are stimulated to learn. Children with special educational needs may be particularly vulnerable and tasks need to be differentiated to match ability and progress and reviewed regularly to avoid frustration.
- 2.5** The children are encouraged throughout the school to become increasingly independent and responsible for their own behaviour. Acceptable social behaviour is encouraged for the benefit of the children, parents and staff.

### **3. Key issues**

#### **3.1 Consistency**

Consistent implementation of a whole school behaviour policy, which includes rewards as well as sanctions, may help to prevent a breakdown in relationships and eliminate the need for exclusion.

#### **3.2 Classroom management**

The aim is to cultivate a calm and relaxed working atmosphere which ensures the optimum opportunity for learning.

- Teachers take control of their working space and are free to arrange their classrooms in the way that will maximise potential for learning, whilst reflecting safety and ease of movement.
- Classrooms are organised to develop pupils' independence. Resources are readily accessible and responsibilities for specific areas delegated.
- Children enter the classroom and sit down / continue their tasks as appropriate, to ensure a prompt start to each session.
- Differentiated and varied activities are planned to encourage a range of pupil responses and cater for a range of learning styles.
- Noise levels are defined according to the type of activity.
- Children stay on task for an appropriate length of time.
- Children respond at the first time of asking.
- Clearing away sessions are shared, controlled and calm experiences. Children are given responsibility and the time to clear away.
- Children enter and leave the classroom in a quiet and orderly manner.
- Children are taught proper use and care of resources and equipment and how to access and return them.
- Responsibility for the atmosphere within the classroom is shared with the children.
- The pace, variety and level of work for individual children is appropriate.
- Good behaviour is reinforced through praise.

#### **3.3 Collective worship and assemblies**

- Children line up quietly in the classroom ready to go into collective worship or assembly.
- Children walk into assembly and sit down in a quiet orderly manner.

#### **3.4 Lunchtimes**

- Children talk quietly to those around them and show good manners when eating.
- Children enter the school and classrooms in an acceptable way following a lunch break.
- Play equipment may be used on the playground at lunchtimes.

#### **3.5 Around school**

- Monitoring behaviour in and around school is the responsibility of all adults.
- Children should walk quietly around the school with minimum disturbance to others.
- The cloakroom and toilet areas should be used sensibly.
- Children should not interfere with others possessions.
- Children will be supervised in the cloakroom at the end of each break time.
- After school, children under the responsibility of their parents/carers are expected to behave in a manner expected of them whilst in school. This includes children who travel to and from school by bus.

#### **3.6 Physical education**

- Children should change for PE quietly and quickly.
- Children should be listened to carefully, respond first time and be calm during these sessions.

### **3.7 The playground**

- Selected apparatus will be available during most break times.
- Playground rules adopted by the children will be adhered to (see appendix 2)
- Children should keep their hands and feet to themselves.
- During wet playtimes children will undertake a choice of activities available in the classroom.
- Peer mediators will be used to address issues when appropriate.
- At the end of each break, the school bell is rung. The children are trusted to walk directly in from the playground without lining up in a calm and orderly manner. Staff are strategically positioned to ensure this is carried out in a safe and sensible way.

### **3.8 School visits**

- When on transport children will remain seated and use seatbelts.
- The teacher in charge will make a risk assessment of all trips for the safety of all concerned. This must be signed by the headteacher, saved on g-drive and in the “risk assessment” folder in the headteacher’s office.
- Children should behave in an acceptable manner in the community.

### **3.9 Swimming**

- Children will change quickly and quietly.
- Children listen and respond first time to all instructions and emergency signals.
- Children and staff walk around the pool at all times.

## **4 Aims**

The aim is to provide:

- A consistent standard and expectation of behaviour.
- A foundation of self-discipline needed for personal achievement.
- A stable background to develop the self-confidence for personal development.
- A background against which relationships between children, parents/carers and staff can develop with confidence and trust.

## **5 Guidelines**

- Around the school, standards of behaviour are everyone’s responsibility.
- Praise for things ‘well done’, thoughtful, good behaviour and a lack of unacceptable behaviour, is more effective in maintaining standards than a reprimand.
- Children must be aware of what constitutes good behaviour and what they must do to achieve it.
- Recurring problems must be made known to all teaching and non-teaching staff to provide a consistent approach.
- All children must be aware of what is unacceptable behaviour and what is bullying.
- Children are encouraged to report such behaviour to any adult
- Individual reward contracts may be used to target and modify unacceptable behaviour.

## **6 Bullying**

- 6.1 Every adult member of the school community is committed to providing a safe, happy environment for the children in our care. We recognise that even in the most secure of environments bullying can take place. We consider bullying to be an unacceptable form of behaviour and an issue to be treated seriously on every occasion. We believe that every child has the right to feel safe and happy in school.
- 6.2 Children are encouraged to report to any member of staff any behaviour which is causing them concern. All staff are committed to listening to any such complaint and investigating it.
- **6.3** We define bullying as **repeated behaviour** which is deliberately intended to hurt someone either emotionally or physically. It is difficult for those being bullied to defend themselves.

Bullying can take many forms including:

- repeated physical assault
- repeated and targeted teasing
- making deliberate threats towards another person over a period of time
- repeated and targeted name calling
- cyber bullying

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- 6.4 The teaching staff and the children are aware that bullying can be:
- Physical – hitting, kicking, punching, taking belongings.
  - Verbal – name calling, insulting.
  - Indirect – spreading hurtful stories about someone, excluding someone from social groups. This includes cyber bullying

### 6.5 **Signs of bullying**

All teaching and non-teaching staff need to be aware that bullying can result in **depression, low self-esteem, shyness, poor academic achievement, isolation.**

### 6.6 **Anti-Bullying Policy**

Bullying of any form is unacceptable in this school. If bullying does occur, all children should feel that they are able to inform a supervising adult and know that incidents will be dealt with promptly and effectively. Any parent or child who knows that bullying is taking place is encouraged to inform a member of staff as soon as possible.

- All teaching and support staff should have an understanding of bullying.
- The procedures for reporting unacceptable behaviour should be understood and followed.

### 6.7 **Preventative Measures**

We believe the following strategies should reduce the likelihood of bullying. They are agreed whole school strategies that address the key issues identified. However, for some children specific strategies will need to be adopted in relation to individual behaviour.

- Children encouraged to work cooperatively.
- Consistent approach by all adults towards the children.
- Sound adult relationships within the school.
- A secure and safe environment reflecting the ethos of the school.
- Praise, encouragement and rewards for positive and socially acceptable behaviour.
- Parents encouraged to spend time daily with their children.

- Children feeling they are able to report all instances of bullying to the teaching staff without fear or reprisal.
- Children given genuine and sincere praise.
- Children's work is valued and given status by displaying with thought and care.
- Role play and discussions about bullying to encourage empathy with bullies and victims.
- 'Golden Rules' to talk to children by all adults (see appendix 1).
- Regular circle time sessions in every class.
- Focus on expectations for behaviour during collective worship throughout the year.

## 6.8 Procedures and consequences

By enabling children to recognise the consequences of bullying an understanding may be reached into the motives of 'bullies' and the feelings of 'victims'.

- All incidents of bullying must be reported to a member of staff who, in turn, will report the incident to the headteacher. The headteacher is responsible for recording all instances of bullying in a "bullying log".
- Victims and friends of victims should be encouraged to report any incident of bullying.
- A member of the teaching staff will talk to both bully and victim together, if appropriate to mediate and interpret feelings.
- The behaviour should be targeted but not the person.
- The targeted behaviour and threats of bullying must stop immediately.
- The bully must offer an apology face-to-face without excuses.
- Attempt to change the bully's behaviour by explaining the required behaviour in the short term and the long term.
- Explain how frightening bullying is for the victim and try to encourage empathy.
- In more serious and persistent cases parents will be informed and asked to attend a meeting to discuss and try to eliminate the problem.
- The aim is that children should be reconciled.
- Assertiveness strategies should be shown to the children and adopted to support victims.
- Recognise that bullies have problems and sanctions will be imposed for repeated actions.

## 6.9 Courses of action

The bully

- Praise the bully for good behaviour. Create opportunities for them to shine and gain praise.
- Introduce behaviour modification techniques e.g. set up a reward contract for good behaviour targeting specific tasks.
- Ensure all adults are aware of the contract.
- Involve parents in the contract by informing them what is happening. Seek their support.
- Establish clear sanctions, penalties and targets.
- Monitor behaviour and acknowledge improvements and lack of unacceptable behaviour.
- Recognise anger symptoms and develop strategies to deal with them e.g. 'time out' with or without permission.
- Children with persistent behaviour problems will be monitored. If the behaviour cannot be modified within the school referral will be made to the Behaviour Outreach Support Service (BOSS).

The victim

- Reassure that being bullied is not their fault.

- Practise assertiveness training with the child. Encourage them to say “no” very firmly to the bully and walk away.
- Give praise, encouragement and responsibilities to help them feel valued and important.
- Involve the parents.

## **7 Rewards and sanctions**

**7.1** The implementation of this policy is based on the recognition and rewarding of good behaviour. These may include:

- Quiet praise and encouragement
- Public commendations
- Praise stickers
- Display of pupils’ work
- Awards

**7.2** In considering sanctions we must be clear about our definitions of good behaviour, unacceptable behaviour and seriously unacceptable behaviour.

### **7.3 Good behaviour**

Good behaviour, which should be positively encouraged, involves respecting and adhering to the agreed school “golden” rules:

- always listen to what we are being told
- always do things the first time of asking
- respect one another
- be truthful
- always try our best
- behave in a safe way (see appendix 1)

Class teachers work closely with the children to agree a set of class rules, also known as a “class charter” which are based on the “golden rules” but worded appropriately for each specific age group.

### **7.4 Unacceptable behaviour**

Unacceptable behaviour occurs when any of the agreed school or class rules are not adhered to and include:

- Inappropriate shouting in school
- Lack of respect towards others
- Use of offensive language
- Showing lack of consideration for others
- Telling lies

### **7.5 Seriously unacceptable behaviour**

Examples of seriously unacceptable behaviour:

- Swearing
- Bullying or threatening behaviour
- Fighting / kicking / pinching / biting or any other action that causes harm
- Repeated violence
- Vandalism

- Leaving school premises without permission
- Theft

This list is not exhaustive. Other behaviours may also be considered seriously unacceptable.

## 7.6 Rewards

- Praise, encouragement and rewards form the basis of self-discipline and behaviour modification in the school.
- Praise is given for good behaviour.
- Children are regularly informed of their strengths.
- Reward stickers, stamps, feedback in marking and oral feedback are used as appropriate.
- Behaviour modification may involve an individual 'Target and Reward' system for identified children.
- All good work / improvement may be shown by the child to the headteacher and success shared with parents/carers.
- Children who have demonstrated good behaviour throughout the week are celebrated during "good work" assembly

## 7.7 Sanctions

A "smiley face" with every child's name attached to it is displayed in every classroom.

1. If a child is not adhering to the school or class rules (see 7.3), either in or out of the classroom, then he/she should be given a "warning".
2. If the child still does not respond, or there are further instances of unacceptable behaviour during the day, then the child's name should be removed from the "smiley face" for the remainder of the day.

*NB All children's names will be returned to the "smiley face" at the beginning of the next school day.*

3. Should further instances of unacceptable behaviour occur, the child will miss a playtime. The child should be situated, during the playtime, in a place where they can be properly supervised at all times by a member of staff.
4. If further instances of unacceptable behaviour occur on the same day, the child will be excluded from his/her classroom for a given period of time (usually one session).
5. The headteacher will become involved if further instances of unacceptable behaviour occur on the same day by discussing the matter with the child.
6. If the unacceptable behaviour continues after this, the child's parents/carers will be invited into school to discuss the matter further.
7. Each instance will be considered separately. Fixed term exclusion from school may be deemed appropriate.
8. Ongoing serious issues may result in permanent exclusion from school (refer to 9).

If a child engages in what is considered to be seriously unacceptable behaviour (as listed in 7.5) it may be deemed necessary to move directly to one of the later stages of above procedure.

Sometimes children require specific individualised programmes of support to help them adhere to the school and class rules. In this instance, extra strategies will be implemented according to the child's needs.

## **8 School pastoral system**

- A structured system will assist in anticipating, identifying and monitoring potential areas of breakdown.
- It is the role of all teaching, support staff and adults within the school to manage behaviour.
- Class teachers will play a key role in monitoring children in their class and offering appropriate support.
- Early intervention, involving teaching staff and parents/carers, may eliminate any crises.
- Lunchtime supervisors will report all instances of unacceptable and persistent behaviour to the relevant class teacher and, if necessary, to the headteacher.

## **9 Exclusion procedures in a voluntary aided church school**

The use of exclusion as a sanction against misbehaviour is to be used as a last resort in the disciplinary process and all reasonable steps to avoid exclusion will be taken. The school adheres to the BOSS procedure for supporting a pupil at risk of permanent exclusion. It is vital that procedures are in place in order that Governors are prepared to act without delay and within the prescribed time limits.

- The Education Act 1986 makes it clear that only the headteacher has the power to exclude a child, either for a fixed period or on a permanent basis.
- The responsibility for setting up procedures for dealing with exclusions rests with the Governing Body.
- Delegated responsibility for exclusion will need to be made to an exclusion / discipline committee whose role is to hear representations from parents and the headteacher on individual cases of exclusion.
- The only options open to the committee are to confirm the headteacher's decision to exclude or to direct the headteacher to reinstate the child immediately or by a specified date.

## **10 Monitoring**

- This policy is monitored by the headteacher and teaching staff in the day-to-day running of the school.
- The school is a community and the broad principles within this policy apply to school activities both on and off the site.
- Areas of success will be reflected in the behaviour of the children and the caring atmosphere that prevails based on the relationships within the school.



- Areas of concern will be identified and reviewed on a continuous basis.
- Lunchtime supervisors are fully aware of the school's behaviour policy and the need to maintain a consistent approach to the children through the 'Golden Rules' (see appendix 1)

Signed \_\_\_\_\_ (Headteacher)

Signed \_\_\_\_\_ (Chair of Governors)

Date May 2016

Review Date May 2018

## **GOLDEN RULES**










We will...

- always listen to what we are being told
- always do things the first time of asking
- respect one another
- be truthful
- always try our best
- behave in a safe way



# Playground Rules



-  Look after our equipment so that it can be used again.
- Help others when they are sad  or hurt. 
- Only use the equipment in the play zones.
-  Stand in silence and look at the adult on duty when a hand is raised or the bell is rung.
-  Choose games that are safe and friendly.
- The Quiet Corner needs to be kept quiet, ssh! 
-  Choose your words carefully so other people's feelings are not hurt.
- Share the bars with others and only wear sensible footwear. 
-  Please keep our playground tidy.

Thank you.

### Appendix 3

If I do not follow the school rules I will:

1. be given a warning.

2. have my name taken off the smiley face.

3. miss a playtime.

4. be asked to work in a different class.

5. be asked to go and talk to Mr Morley about my behaviour.

6. be asked to come to a meeting with Mr Morley and my parents to talk about my behaviour.