

St Mary's Community Primary School

Policy for **Behaviour including Anti-Bullying**

INFORMATION	Policy No.	GP/009
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POLICY FOR BEHAVIOUR (including Anti-Bullying)

Aims

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property)
- To encourage good behaviour rather than simply punish bad behaviour by providing a range of rewards for children of all ages and abilities
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour

Code of Conduct

- All members of the school community are asked to respect each other
- All children are expected to respect their teachers, other adults and fellow pupils
- All children are expected to respect their own and other people's property and to take care of books and equipment
- Children are expected to be well-behaved, well-mannered and attentive
- Children should walk when moving around school
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents could lead to exclusion
- Foul or abusive language must not be used
- Children are expected to be punctual (8.45am – 8.50am)

- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem
- Children should wear the correct school uniform. Jewellery or trainers should not be worn. Hair attire should be simple and in school colours

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

The school will consult and follow advice issued by the department of Education in the event of any incidents relating to behaviour management. This includes any rare event where it might be necessary to screen, conduct a search or confiscate. This can be accessed as follows: [www.gov.uk/Behaviour and discipline in schools guidance for governing bodies.pdf](http://www.gov.uk/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf)

Anti-bullying Rationale

We aim to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. The school operates a zero tolerance approach to bullying – bullying must be challenged immediately, dealt with sensitively and in a sustained manner.

Definition

Bullying may be defined as being ‘a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child’s life, or a series of such incidents.’

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

The four main types of bullying are:

- Physical (hitting, kicking, damaging belongings)
- Verbal (name calling, racist remarks, sexist or homophobic remarks)
- Indirect (spreading rumours, excluding someone from social groups)
- Cyber (sending nasty texts, e-mails, phone calls)

Pupils are encouraged to report any incident which they may feel is bullying to an adult in school. Staff are expected to be alert to all signs of bullying and to act promptly and firmly against it.

St Mary’s Approach to Dealing With Bullying

We believe that there are two components to effective anti-bullying practice: preventing bullying incidents and responding to them.

Punishing bullies does not end bullying. At St Mary’s we stress that it is the bullying behaviour, rather than the person doing the bullying, that is not acceptable.

We positively encourage all pupils to take responsibility for their behaviour and its consequences. We ask them to commit to take action to end bullying and provide support for bullied pupils.

We use the following strategies to ensure a positive ethos in which children feel secure to report incidents of bullying immediately:

- Ensuring that the whole school understands what bullying means, including what a bully is, what a victim is and what the role of the bystander is
- Making clear that a zero tolerance approach to bullying is in place in school
- Encouraging children to report incidents without feeling they are telling tales
- Incidents are taken seriously, investigated and if necessary, acted upon, with clearly defined procedures.

These strategies will be implemented through a range of measures including the following:

- Promote anti-bullying strategies with regular external input
- Address anti-bullying issues as part of the P.H.S.E programme
- Include stories with an anti-bullying message as part of our assemblies

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the member of staff that has been approached will deal with the incident immediately
- Staff will make sure the victim(s) is reassured and feels safe
- Staff will listen to and speak to all children involved about the incident separately
- The problem will be identified and possible solutions suggested
- Staff will encourage a problem solving approach which moves children on from having to justify their behaviour – this may take the form of a group meeting to reconcile pupils
- Staff will reinforce the message that bullying behaviour is not tolerated in St Mary's School
- Appropriate action will be taken quickly to end the behaviour
- Sanctions deemed appropriate will be applied
- If possible, the pupils will be reconciled
- If necessary, support will be given to the bully (bullies) to help them understand and change his/her behaviour
- A member of the SLT will be informed of the incident and the action taken
- In serious cases, parents will be informed and invited to come in and discuss the problem
- After the incident has been investigated and dealt with, each case will be monitored to ensure a successful outcome
- The Headteacher will be informed of all incidents, if not already involved

Advice to pupils

- Treat each other with kindness and respect
- If you see someone being bullied- help them and tell an adult
- If you are being bullied TELL SOMEONE!
- Speak to your teacher – don't exaggerate, be honest and stick to the facts.
- Write it down or draw a picture if it helps you explain.
- If it does not stop – tell the teacher again.

Praise and reward

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children.

At St. Mary's we operate a house points system through which children are rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

The children are divided up into four houses. Points are awarded for thoughtfulness, being helpful, good work etc. House points are counted up at the end of the week, both as a class and as a whole school, and the winning house announced in assembly. A visual display, in the main hall, shows the progress houses make each week. We hope children will encourage members of their house to try their best in every aspect of school life.

Every Friday there is a celebration assembly where a 'star'- academic work, 'diamond'- effort and 'angel'- kindness/ helpfulness/ consideration- are recognised from each class. These children are given a certificate and recorded in the weekly newsletter.

Children are encouraged to share their achievements from outside school with in celebration assemblies. These include achievements in swimming, horse-riding, football etc.

Incentive stickers and stamps are available for everyone and are the discretion of class teachers. In addition, each class teacher gives verbal or written praise as often as possible.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

Sanctions

Minor breaches of discipline are generally dealt with by the, class teacher in a caring, supportive and fair manner, with regard to the age of the child.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to punishments.

Sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone, sending work home, letters of apology and loss of responsibility.

Parents will be involved at the earliest possible stage, if problems are persistent or recurring. Children may then be placed on a daily or weekly report system to monitor their behaviour with parents' support.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Head Teacher, or a member of the senior management team, who will deal with it severely, particularly if the problem keeps recurring.

Procedures for Dealing with Major Breaches of Discipline

- A verbal warning by the Head Teacher as to future conduct

- Withdrawal from the classroom for the rest of the day (*last resort*)
- Meeting with parents to inform them of the issues
- A meeting with parents and a letter which includes a warning given about the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring then exclusion procedures are implemented after consultation with the Governing Body
- A case conference involving parents and support agencies
- Permanent exclusion after consultation with the Governing Body and the LA
- Parents have the right of appeal to the Governing Body against any decision to exclude

Lunchtime Supervision

At lunchtime, supervision is carried out by the MSAs who can refer to class teachers or to the Head Teacher if necessary. MSAs are expected to maintain order. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being asked to complete a task to take the heat out of the situation. MSAs will keep note of children who continually misbehave.

MSAs must be treated with the respect expected by all adults at St. Mary's Community Primary School. Verbal or physical abuse will not be tolerated.

Class teachers will be informed of any behaviour incidents that occur during lunch times. Persistent or serious misbehaviour at lunchtime is brought to the attention of the Headteacher. This results in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour.

Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, school events and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively

Care and Control of Children

At all times staff should encourage good behaviour through praise and rewards.

If there is a need for sanctions then the following may be used, depending on each child's needs:

- Redirect to another activity
- Talk to the child – discuss what has happened
- Discussion in groups or whole class
- 'When and then' activities
- Move the child from the group to work on his/her own
- Repeat work
- Miss playtime (must be supervised)

- Behaviour modification programme – setting targets
- Remove child from the class – place with HT or in another class
- Parental involvement
- Daily report
- Sanctions as in Behaviour policy

Serious incidents are recorded in the incident or discipline book.

Critical Incident Book

This is used to record:

- Any incidents involving a child, or anyone employed in school which results in personal injury or significant damage to property
- Loss, theft, or damage to property
- Any other incidents or matters of a serious nature

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc).

Incident forms should be used, recording all details, and are available from the office for all staff.

Incident Record Sheet

This is used to record significant disciplinary measures taken by a member of staff against a child. This sheet is not for minor incidents in day to day classroom management but for serious occurrences of challenging behaviour. All records will be kept on file and hard copies can be obtained as and when necessary.

Challenging Behaviour

Challenging behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Assault
- Defiant refusal
- Absconding

Intervention

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint is necessary. Any use of reasonable force follows the guidance issued by the DfE.

www.gov.uk/Use_of_reasonable_force_advice_Reviewed_July_2015

The child should be removed from the situation as soon as possible and taken to a member of the Senior Management Team who will take immediate action to involve parents.

An incident form should be filled in and the situation discussed with the Head Teacher.

The Head Teacher will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service etc.

An incident involving physical aggression against another person may result in the pupil being excluded.

Behaviour Modification

At St. Mary's Community Primary School most children are well behaved. However, when individual children exhibit behaviour that is unacceptable we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A wide range of rewards are used to reinforce positive behaviour. These can include:

- Change in classroom organisation
- Using different resources
- Rewards of stars/smiley faces on work, on charts and in a special book
- Use of certificates, special stickers for such things as listening, being kind, helpful etc
- Sharing good behaviour with other children/other classes
- Showing assembly
- Involving parents at an early stage to make an action plan together

By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.

Appendix 1.

Record Keeping

Each Teacher will have a behaviour file containing proforma's for recording issues regarding behaviour. All completed records should be given to the Headteacher

Behaviour incident form (A)

Use these sheets with pupils to record any issues that arise in the playground or class where the pupil behaves inappropriately. These are for more minor incidents where a moment of reflection is a suitable consequence

Record of incident/ behaviour sheet (B)

Use these sheets to record any incidents where children display inappropriate behaviour. Please use one sheet for each child as this will provide an overview of the frequency and type of behaviour over a period of time.

Please use these sheets to record any concerns related to the general welfare of any child.

Checklist of Disruptive Behaviours (C)

Child Protection Sheet (D)

Please record any information that comes to your attention with regard to issues of child protection. Once completed these forms must be handed in person to the Head teacher for action and central filing

Racist Incidents

Any racist incident should be recorded in the Racist Incident Book situated in the main office.

Form A

St Mary's CP School
Behaviour incident form

Record of incident/ conversation

NAME OF CHILD (REN)	
CLASS	

Recorded by _____

Date_____ **Time**_____

Record of incident _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
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Signature_____

Date_____

Countersigned _____

Date_____

Mrs J. Balado (Head Teacher)

(Please use the back of this sheet to record if necessary)

CHECKLIST OF DISRUPTIVE BEHAVIOUR

This information is to help us identify the specific disruptive behaviours displayed by the pupil. Please tick each of the following behaviours in the appropriate column.

- A = Average occurrence for pupils in class
 + = More frequent than for average pupil
 - = Less frequent than for average pupil

Please mark with an asterisk any behaviour which you consider to occur in extreme form or with excessive frequency.

NAME OF PUPIL	SCHOOL				NCYG		
	-	A	+		-	A	+
A				C			
1 Turns round in seat				1 Cries			
2 Rocks in chair				2 Laughs/giggles inappropriately			
3 Sits out of position in seat				3 Makes non-verbal noises			
4 Fidgets				4 Whistles			
5 Plays with toys or possessions				5 Sings			
6 Shuffles chair				6 Tells lies			
7 Stands up				7 Pulls funny faces			
8 Changes seat				8 Makes inappropriate gestures			
9 Moves from seat				9 Talks to self			
10 Walks about class							
11 Runs about class				D			
12 Leaves classroom							
13 Climbs on furniture				1 Damages own work			
14 Lies on floor				2 Damages own property			
15 Crawls on floor				3 Damages class furniture/ equipment			
				4 Writes on furniture			
B				5 Writes on wall			
				6 Spits on floor			
1 Moves furniture				7 Deliberately disarranges dress			
2 Throws pellets/papers				8 Hurts self			
3 Throws equipment/books				9 Feigns illness			
4 Throws furniture				10 Feigns need to go to toilet			
5 Bangs furniture				11 Plays with or strikes matches			
6 Stamps feet				12 Damages others' property			
7 Taps hand on furniture				13 Takes others' property			
8 Taps pencil/ruler				14 Interferes with teachers' property			

E	-	A	+	F	-	A	+
1 Carries on distracting conversation with other pupil				1 Carries on distracting conversation with teacher			
2 Shouts at other pupil				2 Calls out to teacher			
3 Verbally abuses other pupils				3 Shouts at teacher			
4 Spits at other pupil				4 Mimics teacher			
5 Obliquely assaults another, e.g. drawing pin on chair				5 Verbally abuses teacher under breath			
6 Mimics other pupil				6 Verbally abuses teacher directly			
7 Strikes with hand another pupil				7 Clings to teacher			
8 Strikes with weapon another pupil				8 Assaults teacher obliquely, e.g. practical joke			
9 Pokes another pupil				9 Assaults teacher directly			
10 Kicks another pupil				10 Verbally threatens teacher			
11 Pushes another pupil				11 Physically threatens teacher			
12 Trips another pupil				12 Fails to follow teachers' instructions			
13 Bites another pupil				13 Refuses to attempt work			
14 Scratches another pupil				14 Arrives late			
15 Pinches another pupil				15 Leaves coat on			
16 'Strangles' another pupil				16 Packs away early			
17 Clings to another pupil				17 Fails to leave classroom			
18 Verbally threatens other pupil							
19 Physically threatens other pupil							
G – Any Other (Please specify)							

The checklist can be used as a standalone resource by schools working with parents/carers, or in conjunction with advice/ consultation from external professionals. It is designed to assist in identifying priority behaviour targets to address and is particularly suitable for use in early intervention. It can also be used to plan progression to other aspects of behaviour causing concern as progress is made with initial targets. Strategies to address the target behaviours should be developed in the context of possible causes which may be external to the pupil or the school. The NCC behaviour Strategy gives more detail (inset link)

Priority behaviours to target

1

2

Teachers name: Date:

Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to The Head Teacher if they have a safeguarding concern about a child in our school.

Full name of child	Date of Birth	Year group	Your name and position in school

Nature of concern/disclosure	
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.	
Was there an injury? Yes / No	Did you see it? Yes / No
Describe the injury:	
Have you filled in a body plan to show where the injury is and its approximate size? Yes / No	
Was anyone else with you? Who?	
Has this happened before?	Did you report the previous incident?
Who are you passing this information to? Name:	Date:
Position:	Time:
Your signature:	
Date:	

Action taken by SDP

Referred to...?

Education
Attendance
Service

Police

School Nurse

Social Services

Connexions

Parents

Other

Parents informed? Yes / No (If No, state reason)

Feedback given to...?

Pastoral team

Tutor

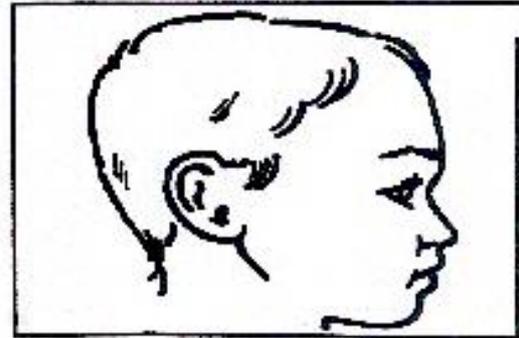
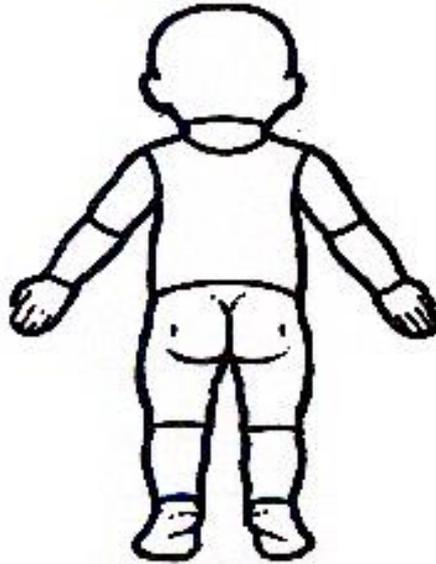
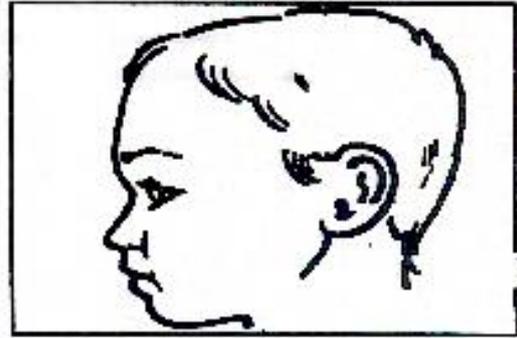
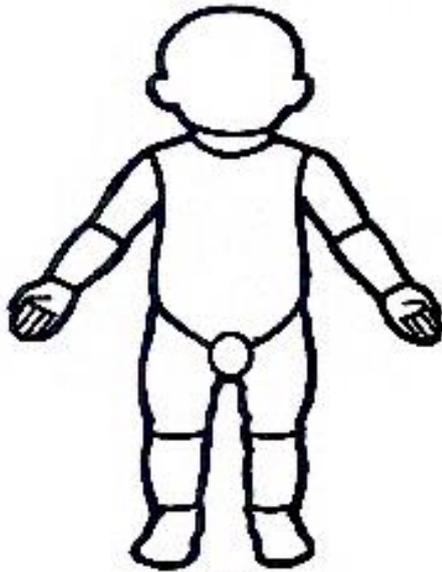
Student

Person who recorded disclosure

Full name:

SDP Signature:

Young Child



Older Child

