

BEHAVIOUR POLICY INCLUDING ANTI BULLYING POLICY

Introduction

‘Good behaviour is a necessary condition for effective learning to take place’

Education Observed DFES 1987

Within any ‘community’ some rules are essential; these are mostly matters of common sense to ensure the safety of our children. The emphasis in St Nicholas CE Primary School is to praise positive behaviour, attitude and effort and to increase children’s awareness of the need to make a positive contribution to their community.

This behaviour policy is to be applied consistently by all adults who work in St Nicholas CE Primary School and has the following aims:

Aims

- Promote good behaviour, self-discipline and respect;
- Prevent bullying;
- Ensure that pupils complete assigned work (pupils learning behaviours);
- Regulate the conduct of pupils

The acceptance and adherence to our behaviour policy will provide a well ordered environment in which all are fully aware of behavioural expectations.

Class Rules

Class teachers within the school will share their expectations of behaviour and will produce the class rules with their pupils. These will be in-line with the schools expectations;

Do be kind and helpful

Do be gentle

Do work hard

Do listen to people

Do look after property

Our expectations are:

We expect all pupils to wear school uniform as outlined in the schools prospectus.

We expect pupils to attend school regularly and be punctual.

We move around the school quietly and sensibly.

We treat all members of the school community with respect and care.

We are aware of personal space and keep our hands and feet to ourselves.

We expect all pupils to develop responsibility for their own actions.

Sanctions will be consistent in order to ensure that we work and play in a safe and secure environment.

Encouraging Positive Behaviour

Good behaviour is the emphasis of the school rather than failure. Rewards can help motivate children to see that good behaviour is valued. The most common reward is praise – informal, formal, public or private – to individuals and groups. The praise is earned through the maintenance of good standards as well as noteworthy achievements. Praise should be used for behaviour, effort and work and should be consistent.

Rewards will be given out at whole school level, class level and individually. Rewards include:- Stickers, House points, Table Points, Class reward, Worker of the week, Pupil of the week, Pupil of the Day, A letter home, Headteacher Certificates, Class Certificates, Special Mention in Assembly.

Language for Learning screeners are used to identify pupils specific areas of difficulty that may result in behaviour challenges. Strategies are implemented to overcome these difficulties and may be identified on the class provision map. 'Catch me being good' cards are also used to encourage good behaviour for some pupils that may require additional encouragement at times.

Parents and pupils are made aware of our reward system and behaviour policy, including the active play in place to promote good playground behaviour at lunch times.

Additional support for identified children requiring behaviour support is available through the school's FLO. Children who go beyond the schools sanctions will be treated as individuals. The school offers support and individual sanctions and rewards according to need. The school will work in conjunction with Outside Agencies, develop Pastoral Support Plans and provide support using the FLO. The FLO can be used to support the child in and out of class, and to pre-empt and resolve issues. If a child reaches the sanctions and additional support in place, alternative hours are implemented.

Sanctions within the classroom

There are specific behaviour steps for Foundation Stage/ KS1 and KS2 (See Appendix). These are adhered to by all staff to provide a consistent approach.

Use of Red Card.

A red card is in every classroom and should be carried by staff when on playground duty. Red cards are for serious incidents and are only used when pupils safety is compromised. In the event of a serious incident occurring, the red card should be sent, with a responsible child to the school office to request the first aider or member of the Leadership Team and possible alert to emergency services.

Positive Handling Plans (PHP)

Good personal and professional relationships between staff and pupils are vital to ensure good order in the school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required.

Where such procedures are known to be required as part of the whole approach to behaviour management we will endeavour to put Positive Handling Plans in place before such interventions are required.

Every effort will be made to ensure that all staff in the school:

- (i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary and

- (ii) Are provided with appropriate training to deal with these difficult situations.

A Positive Handling Plan (PHP)

- is school based
- is time-limited
- has smart targets with practical strategies is owned by the school and is overseen by a key member of staff, e.g. SENCo / Senior Leadership Team
- follows a standard format so involves minimum administration is agreed, where possible, with parents and carers

What is a Pastoral Support Programme?

Pastoral Support Programmes (PSPs) are designed to support young people who are at risk of permanent exclusion or young people who are at risk of becoming disaffected through repeated fixed-term exclusions.

The PSP is a school-based, young person centred approach to address the inclusion of young people with challenging behaviour from a range of perspectives. Targets are set for both the young person and for the range of agencies involved with the young person. Key to this process is the regular review of the PSP that enables close monitoring of the young person within the school environment. A PSP

- is school based
- is time-limited
- has smart targets with practical strategies is owned by the school and is overseen by a key member of staff, e.g. SENCo / SLT
- follows a standard format so involves minimum administration is agreed, where possible, with parents and carers

When to use a PSP

A Pastoral Support Programme is one aspect of a continuum of provision that schools can provide for pupils with Behavioural, Emotional and Social Difficulties(BESD).

In order to ensure PSPs are most effective for the young person and manageable for the school it is recommended that the school implement a range of other interventions prior to the use of a PSP.

DfE guidance notes that a PSP should be used for young people where more of the following apply:

- A young person whose behaviour is rapidly deteriorating and where an Individual Behaviour Plan is not working.
- A young person who has had two or more fixed term exclusions.
- A young person who has had one exclusion of ten days or more.
- A young person who is in danger of permanent exclusion.
- If a young person is returning from an exclusion of ten days or more it is recommended that a PSP is developed prior to return to school in order for it to be used as part of the reintegration process for the young person.

Parent contract

Parent contracts are available through direct application to the Local Authority or St Nicholas CE Primary School and will be considered in cases where there has been serious misbehaviour. Fundamentally the basis for issuing a Parenting Contract is to try to find a

common ground upon which the school, outside agencies and parents can work together in order to reduce their child's chances of re-offending.

Confiscation of inappropriate items

School staff will follow legal guidelines that enable them to confiscate items from pupils. A member of staff may confiscate, retain or dispose of a pupil's property as a punishment so long as it is reasonable circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Staff will also have the power to search without consent for "prohibited items" and will do so under the direction of St Nicholas CE Primary School Senior Leadership. Schools will follow guidance from 'screening, searching and confiscation – advice for head teachers, staff and governing bodies'.

Power to search without consent for 'prohibited items' include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item that has been or likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Internal exclusion, external exclusion and detention

When a pupil presents with persistent disruptive behaviour that has required involvement from another member of staff a report card will be issued and parents will be informed. The report card will have a 1 to 4 grading system (1: outstanding, 2: good, 3: satisfactory, 4: unsatisfactory). If three 4's are obtained in a day or four 4's in a week an internal exclusion will be issued. This will be for a morning session only and will take place in the HT office. Class work will be completed during this time.

When behaviour continues to disrupt following internal exclusion alternative hours will be issued. In some cases it may be necessary for a fixed term exclusion to be issued and a placement will be sought at the Pupil Referral Unit. In extreme examples of behaviour the Headteacher may make the decision for permanent exclusion. This decision will be made through discussion with other senior leaders in the school and through careful consideration of the events that led to this scenario. The Headteacher will make it clear to parents the reason for this decision.

Teachers have the power to issue detention to pupils. The school will make it clear to pupils and parents that detention is used as a sanction. A detention can be given outside of normal school hours. Parent consent is not required for a detention and school will take into consideration whether the detention is likely to put a pupil at risk or any other responsibilities which may impact the detention. When the detention is after school hours/alternative hours

parents will be informed prior to the detention. When issuing a detention the school will adhere to the guidance in 'Behaviour and discipline in schools' (DFE February 2014)

All behaviour steps are outlined on the class behaviour steps in the appendix. In extreme cases of behaviour, the school may make the decision to go to internal, external exclusion or permanent exclusion without a report card being issued.

In all cases of persistent behaviour the school will seek advice from outside agencies such as specialist teaching service for behaviour to provide the most appropriate support for the pupil. The school will work closely with the parent and a Positive Handling Plan will be issued.

Internal exclusion or alternative hours will take place in the Headteacher office. The parent will be informed of the location. The child will be placed in these rooms away from other pupils and as a disciplinary measure. The school will ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare are met. The school will consider appropriate length of the seclusion and will ensure it is no longer than necessary and the time is used constructively.

Pupils' conduct outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises as seen as reasonable.

The school will discipline non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

These incidents may include: Misbehaviour when the pupil is;

- Taking part in a school organised or school related activity
- Travelling to and from school
- Wearing the school uniform
- In some other way identified as a pupil of the school

Or misbehaviour at any time, whether or not the conditions above apply, that;

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under lawful control of the staff member.

Attendance on school trips is a privilege and not an automatic right. If a pupils behaviour before a trip is consistently unacceptable and they have moved to stage 7 of the behaviour steps (in appendix) they will not be accepted on a trip. The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which compromises the schools code of conduct.

Power to use reasonable force

All members of staff have the power to use reasonable force to prevent pupils committing offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The school refers to the 'Use of reasonable force – advice for school leaders, staff and governing bodies' for guidance.

The Headteacher has also received additional training on moving and handling pupils. St Nicholas CE Primary School is not 'no touch' school. All children involved in actions that may cause harm to themselves or others will be removed by an adult from such situations. The schools maintain a register of training and incidents of behaviour and this is monitored by Governors.

Anti-Bullying Policy

1) Objectives of this Policy

St Nicholas CE (Controlled) Primary School Anti-Bullying Policy outlines what we will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the school community.

2) Our School Community:

- Discusses monitors and reviews our anti-bullying policy on a regular basis.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils' feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying; deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate¹.

3) Definition of bullying

Bullying is “**Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally**”.

Bullying can include: name calling, taunting, mocking, making offensive comments,; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, Social Networking sites and Instant Messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.²

4) Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber bullying.

¹ Adapted from *Bullying – A Charter for Action*, DCSF

² Adapted from *Safe to Learn, Embedding anti-bullying work in schools*, DCSF, 2007

³ *Managing Incidents at school (Joint working between Kent Police and Kent Schools)*

5) Preventing, identifying and responding to bullying

We will:

- Work with staff and outside agencies to identify all forms of prejudice driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council.
- Train all staff including lunchtime staff, learning mentors to identify bullying and follow school policy and procedures on bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Record all forms of bullying covered by this policy by using the online reporting form for any Racial or Bullying incidents that occur in our school.

6) Involvement of pupils

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure pupils know how to express worries and anxieties about bullying.
- Ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied.
- Work with pupils who have been bullying in order to address the problems they have.

7) Liaison with parents and carers

We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying.
- Ensure parents know about our complaints procedure and how to use it effectively.
- Ensure parents / carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

8) Links with other school policies and practices

This Policy links with a number of other policies, practices and action plans at St Nicholas School, including:

- Complaints policy
- Behaviour Policy
- Confidentiality Policy
- The recording of racial incidents

9) Monitoring & review, policy into practice

We will review this Policy at least once every two years as well as if incidents occur that suggest the need for review.

The school uses the guidance by the DFE* and the Anti-Bullying Alliance** to inform its action planning to prevent and tackle bullying³.

10) Responsibilities

This Policy only works if it ensures that the whole community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Leaders, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Head to communicate the policy to the school community.
- Pupils to abide by the policy.

* DFE Guidance "Safe to Learn: Embedding anti-bullying work in schools"

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/>

**Anti Bullying Alliance guidance

http://www.antibullyingalliance.org.uk/Page.asp?originx_4237co_4721421398769u17h_2007627412x

Associated Resources to be read in conjunction with this policy:

- Home school agreement
- Keeping children safe in Education (April 2014)
- Special educational needs and disability code of practice: 0 to 25 years
- Screening, searching and confiscation – advice for Headteachers, staff and governing bodies (February 2014)
- Exclusion from maintained schools, academies and pupil referral units in England
- Use of reasonable force (July 2013)
- Parental responsibilities measures for school behaviour and attendance (Nov 2013)

This policy should be read in conjunction with the following school policies:

- SEN policy
- Equalities policy
- Teaching and Learning statement
- Child protection policy
- Online learning policy

Legislative links:

- Education Act 1996/2001/2011
- Schools standards & Framework Act 1998
- Equality Act 2010
- School Information Regulations (England) 2008
- Anti-social Behaviour Act 2003



St Nicholas CE Primary - KS2 Behaviour Steps

Step	Action		Responsible
Step 1	Praise other pupils	Restate the rule	CT
Step 2	First verbal warning	Warning Card	CT
Step 3	2 nd verbal warning	Child moves to orange traffic light. <input type="checkbox"/> Time out in another classroom	CT
Step 4	Final warning- Time out	<input type="checkbox"/> Child moves to red traffic light <input type="checkbox"/> 5 minute period of reflection <input type="checkbox"/> Ignore secondary behaviours <input type="checkbox"/> Parent informed if this becomes regular	CT
Pupils must move through the traffic lights at CT discretion.			
Step 5	Continued high level disruption	<input type="checkbox"/> Parents / Carers informed that behaviour card may have to be put in place to support behaviour	CT
Step 6	Persistent disruption which warrants involvement of other staff	<input type="checkbox"/> In class behaviour card graded 1 to 4 <input type="checkbox"/> Parents informed about card (<u>They must have been informed previously of issues re behaviour</u>)	FLO SLT
Class behaviour cards.			
Step 7	Follow step 1-4as above	<input type="checkbox"/> Red traffic light indicates a grade 4, child to miss play <input type="checkbox"/> Card is to be signed by SLT at the end of each day	CT/TA supervise
Step 7	2 Grade 4's in a day	<input type="checkbox"/> Parents informed <input type="checkbox"/> FLO to meet with parents	CT FLO
Step 8	3 4's in a day or 4 4's in a week	<input type="checkbox"/> FLO supports pupil in/out of class rest of day <input type="checkbox"/> Internal exclusion (am) will take place the next day (mark on Behaviour card) <input type="checkbox"/> CT must provide class work <input type="checkbox"/> 2 nd incidence = whole day internal exclusion	SLT informed and CT inform parents FLO Supervision (Fresh start each term)
	Reduced time table or Alternative hours- 1 st 1 day, 2 nd 3 days, 3 rd 1 week. (mark on Behaviour card)	<input type="checkbox"/> Pupil removed from school for 2 nd session and attends from 3 to 5pm	SLT to supervise
Step 9		<input type="checkbox"/> Exclusion	HT
HT to have completed behaviour cards returned to him			
No 4s in a week means behaviour card is discontinued			
Current Class behaviour cards looked after by CTs			
If card not signed by SLT then first number next day is 4 – CT to support child to get signed			

BEHAVIOUR CARD

PUPIL NAME: _____ CLASS: _____ START DATE: _____

	SESSION 1	SESSION 2	BREAK	SESSION 3	LUNCH	SESSION 4	SESSION 5	SLT
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
COMMENTS								

1- VERY GOOD; 2 – GOOD; 3 – SATISFACTORY; 4 POOR BEHAVIOUR

It is the responsibility of the child to bring this to a member of SLT at the end of each day.

BEHAVIOUR CARD

PUPIL NAME: _____ CLASS: _____ START DATE: _____

	SESSION 1	SESSION 2	BREAK	SESSION 3	LUNCH	SESSION 4	SESSION 5	SLT
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
COMMENTS								

2- VERY GOOD; 2 – GOOD; 3 – SATISFACTORY; 4 POOR BEHAVIOUR

It is the responsibility of the child to bring this to a member of SLT at the end of each day.