



# Harting CofE Primary School

## Behaviour and Anti-Bullying Policy

Owner: Personnel Committee

Reviewers: Full Governor Body

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## **BEHAVIOUR & ANTI-BULLYING POLICY**

### **Statement of Intent**

This policy reflects Harting School's Christian values of love and respect. 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.

This policy should be read with reference to the Child Protection Policy, as appropriate

### **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. Difficult relationships with peers or adults
2. Poor self-esteem
3. An inappropriate curriculum
4. Inappropriate teaching methods

5. Underlying additional needs eg learning or emotionally based, including family upheaval, or more significant issues (see also Child Protection Policy)

## 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

**Merit Certificates** run throughout the school. These are awarded by staff for academic achievement and/or good participation in all curricular areas. Certificates are awarded in sharing assemblies throughout the year. These take the form of a stamp, sticker or tick, dated and signed, on an achievement card. All children from Years 1 to 6 will have an achievement card. The area of achievement must be recorded (written down) so that they can be referred to when children achieve certificates.

Certificates of Merit are generally presented in the next Sharing Assembly and the child's name is noted in the gold book.

●	<b>Bronze</b>	10 merits
●	<b>Silver</b>	20 merits
●	<b>Gold</b>	30 merits
●	<b>Ruby</b>	40 merits
●	<b>Sapphire</b>	60 merits
●	<b>Emerald</b>	80 merits
●	<b>Diamond</b>	100 merits

### Individual Behaviour and Effort

Although in each class, behaviour and effort are recognised through a local system specific to each class, to earn **house points**, 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. Research indicates that inconsistent rewards improve progress better than very tight systems where children do not develop their own motivation.

### Co-operation and Teamwork

In addition, co-operation is fostered through a system of **class rewards**. In the younger classes, teamwork recognised through this system tends to lead to more immediate rewards like choices of activities or treats whilst the older classes may gain an activity of choice or time for games.

In addition, each class is involved in devising a set of rules which are drawn up at the outset of each school year, displayed in the classroom and link to whole school values.

The Little Cup of Kindness is awarded in Worship Assembly each term to someone who has been noted to be kind to others. This is recorded in the Golden Book at the front of the school.

### **Teamwork across the School**

The **house point** system operates to reward good behaviour and effort. It runs across the school but for younger pupils (in year R) stickers are used instead as they have more meaning.

This system is monitored and reviewed with pupils, through discussion with the School Council.

### **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.
- ✓ A comment 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.
- ✓ In year R, immediate response stickers are often more appropriate than house points.

## **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. Should such behaviour occur, parents are informed in the early stages, as appropriate, 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.)

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. A behaviour log for specific incidents (available in the staffroom) monitors behaviour over a period and can be shared with parents, as appropriate. 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 established, '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:

1. Look for and model appropriate behaviour, praising it.
2. Give child/children warning and/or help to avoid the situation by suggesting an activity which will direct attention.
3. Write name on board as a reminder or move name down on class behaviour barometer eg 'rocket'
4. Ask the child to move from the situation, e.g. to a different part of the class or to another teacher and/or provide planned consequence
5. Send to Headteacher in extreme circumstances.

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

1. Children displaying such behaviours may have other underlying difficulties eg social issues or learning difficulties, especially relating to language which may require additional support. The class teacher and SENCO/Headteacher will share these concerns to plan the best way forward.
2. If a child needs isolating, please send him a 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 eg through rewards 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 should be logged.
6. Staff should avoid shouting and arguing 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. Children in Year R play as part of their normal curriculum so will not have an additional playtime, except at lunch times when their year 6 buddies are initially invited to join them .

#### **4. BULLYING, RACIST/'HATE' 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 class teacher will monitor the frequency of complaints/children concerned by logging incidents. Copies will be added to the Head's log to enable any overall pattern to be discerned.
4. If there are repeated incidents, the parents of all parties may need to be contacted by the school.
5. The Headteacher should be informed of the outcomes of discussion.
6. Pupils' behaviour will be monitored and meetings convened 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 circle time or another avenue eg play therapy or ELSA work.

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. 'Team Teach' training of teaching staff ensures de-escalation, including 'positive handling', to safeguard children displaying challenging behaviour.

The school has a zero tolerance policy to racism and homophobia (or any behaviour which isolates or is intolerant of minority groups). Any incidents are reported to the Headteacher. As well as dealing with such incidents, if they occur, we try to promote harmony through avoiding stereotyping, using positive reinforcement and teaching about differences in the PSCHE curriculum (reflecting the school's Christian values of love and respect).

## **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.

## **7. MONITORING**

The Policy will be reviewed annually. The Headteacher will monitor behaviour and bullying termly. The Headteacher will monitor the behaviour log, accident book and achievement awards. 'Hate' incidents are reported to governors termly and the policy is evaluated annually.