



EAST CROMPTON SAINT GEORGE'S PRIMARY SCHOOL

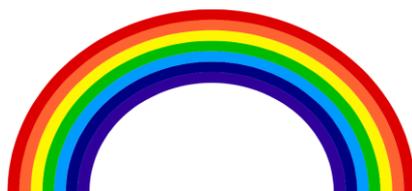
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# BEHAVIOUR MANAGEMENT & ANTI-BULLYING POLICY 2016

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SEPTEMBER 2016

EAST CROMPTON SAINT GEORGE'S CHURCH OF ENGLAND PRIMARY SCHOOL  
GEORGE STREET, SHAW, OLDHAM, OL2 8AX



## **Aims**

- To nurture positive attitudes, so that children learn to be responsible for their behaviour and develop good self-discipline
- To help children to develop emotional literacy and be able to discuss issues that could be affecting them and their behaviour
- To develop the understanding of the importance of reconciliation
- To provide a supportive environment where children know they can look for support and be given time to talk about issues, rather than struggle with emotional difficulties that could lead to negative behaviour – help the children to develop a healthy attitude to finding resolutions to problems.
- To develop an environment where high expectations lead to high levels of achievement.
- To nurture positive attitudes of responsibility to themselves, the community and others
- We are determined to promote and develop a school ethos where bullying is regarded as unacceptable.
- We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment
- To provide an environment where rules are consistently applied

## **Philosophy**

Good behaviour is necessary for effective learning to take place. Here at St. George's we want the best possible educational outcomes for the children and realise that this is only possible, when teachers and parents work in partnership.

It is important that children, parents and teachers are aware of the expectations and consequences at St. George's and that, at times, sensitive judgement may need to be made in exceptional cases.

The majority of our children behave well and should continue to be praised for this. Those that do not follow the rules, should be fully aware that there will be a consequence for their actions. In some cases, interventions may be needed to provide additional support and guidance on how to develop self discipline and how to manage conflicts.

## **Rainbow Rules**

The Rainbow Rules are the rules we teach children to develop good social skills and self discipline. They are as follows:

1. Do your best
2. Keep yourself and others safe
3. Co-operate with others
4. Use friendly language
5. Be respectful

Rainbow Rules are displayed around school and are discussed throughout school life ie in day to day management of behaviour.

### **Rainbow Reflection Time**

As and when needed, children should be encouraged to engage in Rainbow Reflection Time. The discussion should be initiated by the children and relate to school issues (something to celebrate or to resolve). It is important that everyone is given the chance to participate and that, where possible, children seek to find a resolution themselves.

### **Language**

The Rainbow Rules are central to management of behaviour at St. George's. It is important to refer to the Rainbow Rules when speaking to a child and provide some explanations. Dialogue with a child should let them know when they are making positive choices and what they are doing to help them achieve. Where a child is making less positive choices it is important that they are given reinforcement of expectations and how they can put things right.

Children who are making good choices should be praised using the language around the rainbow rules, eg "Well done...I can see you are doing your best by the way you are working sensibly with your partner."

Equally, children who are not making good choices will be spoken to with reference to the Rainbow Rules eg "Sinitta, you are not keeping yourself safe by running down the corridor. You should walk sensibly in school at all times."

Where a child does not have English as their first language or the child has hearing difficulties or other SEN needs – every effort will be made to reinforce expectations using adopted learning styles as is appropriate.

### **Rewards**

We aim to reward positive behaviour as frequently as possible through various methods

- Regular verbal, nonverbal cues that indicate that the child is working within the Rainbow Rules
- Children who continue to make good choices each day are rewarded with a dojo point
- Dojo points given at lunch time
- Dojo points and stickers given for working within the Rainbow Rules
- Dojo points are given for good academic achievement/attitude –these are collated on the class dojo website and on mill group charts.
- Dojo points are collated weekly and play 'Follow the Rainbow' – winning groups participate in sports activities lead by Oldham Athletic Community Trust on a Tuesday lunchtime.
- Head teacher's award given in assembly for good work through the week, as highlighted by the class teacher.

- Children who show they are following the rules and set a good example to others, in agreement of all staff, to be given small responsibilities etc.
- “You’ve been spotted” award in good work assembly for a child. This is given when an adult has spotted a child following the Rainbow Rules ie when moving around school or offers unprompted to support someone
- ‘Always children’ will be rewarded with a treat at the end of a half term. An incident form will equate to 10 minutes lost treat time.

## Sanctions

All staff aim to deal with inappropriate behaviour immediately. Speaking to a child with reference to rainbow rules and making clear where he/she is not making good choices is paramount, as is helping him/her to make positive choices through dialogue or appropriate means.

We aim to support behaviour management through various methods:

Verbal cues and offers of support

Nonverbal cues that the child is working outside the Rainbow Rules eg simply getting child’s attention and pointing to task or indicating what is expected.

At dinner times, if a child is presenting some minor anti-social behaviour, the child will stand at the wall for not conforming to the rules in the playground. If their behaviour is deemed to wholly unacceptable, they will be withdrawn from the playground on a playground exclusion for as long as deemed necessary by the adult.

Incident forms are completed if, the adult dealing with the incident, feels it appropriate to record as evidence and as a record of consequences. These are very important if there has been any physical or verbal abuse to an adult or child.

Parents will be notified of incidents if the SLT member deems it necessary.

When a child has not responded to a prompt in class, a dojo point will be deducted. The adult might decide to withdraw the child to see if there is an underlying cause. If an incident continues for a significant length of time, an adult will time to monitor how much lost learning time needs to be paid back.

Lost learning will be paid back at the convenience of the teacher (as the teacher might be on duty etc.)

Where a child has accrued lost learning time regularly, the lost learning records need to be started to be monitored to identify what could be triggering the behaviour

Parents will be notified of concerns around behaviour and be made aware of the outcomes of lost learning monitoring.

Repeatedly flouting the Rainbow Rules in class will result in an exit.

## **Exits**

Exits are managed time out that the teacher or teaching assistant has initiated. This could be as a result of constant low level disruption, emotional difficulties or as a result of an incident in class.

## **Internal Exclusions, fixed term or permanent exclusions**

- Where a child has not been following the Rainbow Rules, it might be necessary for the child to work away from the classroom and be given an internal exclusion with a TA. Internal exclusions are discussed with the parent. Where there has been three internal exclusions a parent consultation will take place.
- Fixed or permanent exclusions are put in place as a last resort. We follow LA guidelines on exclusions, a copy of which is kept in the Headteacher's office.

## **Physical Management**

Accepting that everyone has a duty of care, in extreme cases where staff have good grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others, or causing serious damage to property, the intervention of physical management may be needed. Actions should be reasonable, proportionate and in the best interest of the child.

## **Critical Incident – 'Come Now' situation**

- When involved in a situation where a child's behaviour is particularly challenging, it is important to remain as calm as possible.
- Initiate 'Come Now' procedures ie send for an adult from next class, office, hall via another child
- TRY TO RE-ASSURE CHILD IN CRISIS, DIVERT ATTENTION, DE-ESCALATE
- REMAIN CALM IN MANNER AND VOICE AT ALL TIMES
- Once support arrives, explain to child that he/she needs to do in order to get it right – adults to remain non-challenging.
- Allow some space for child to calm down
- If child is noncompliant and remains a danger to him/herself or others, physical management may be necessary – two persons present throughout preferably with a critical observer if both people remain engaged in physical management.
- Once child demonstrates he/she is calm and relaxes in the hold, withdrawal of physical management can start
- Re-assure child, check if he/she needs a drink if it has been for some time as children do exert themselves occasionally during crisis, speak calmly, discuss incident, how to make it better next time, explain the consequence of actions. Physical management is an intervention not a punishment.
- Contact parent/guardians about the situation and outcome

## **Lunchtime behaviour**

The children are expected to continue to follow the Rainbow Rules with the support of the midday supervisors and supporting TA's.

Midday supervisors will award 2 children a dojo point, from their designated class, for following a specific rainbow rule.

Children who are not behaving sensibly in the hall, having lunch, will be asked to sit at the Lunchtime support table either immediately or the next day.

Children who do not follow the Rainbow Rules in the playground will lose the opportunity to socialize with their peers – for minor incidents the child will stand at the wall, for more serious incidents they will be withdrawn from the playground.

Children who make good choices will be allowed to sit at the Captains Table and be allowed to go for lunch earlier than the rest of the key stage/class.

Some children will need interventions to support their behaviour on the playground.

## **Accusations/allegations against staff**

Make contact with the Local Authority Designated Officer (LADO) Collette Morris on 0161 770 8870 for advice immediately. Do not start own investigations.

## **Anti-bullying**

### **Bullying Definition**

We agree that:

- Bullying is usually physical hurting someone – physically or emotionally
- Cyber bullying causes great emotional distress
- Bullying usually happens when the relationship is imbalanced.
- Bullying is usually on-going.

### **Bullying/Cyber bullying Prevention**

Preventing and raising awareness of bullying/cyber bullying is essential to keeping incidents in our school to a minimum. Through assemblies, class discussions, circle time and the curriculum, pupils are given regular opportunities to discuss what bullying/cyber bullying is and explore the emotional aspects of the victim and the bully. Pupils are encouraged to tell an adult if he/she, or another child they know, is experiencing bullying/cyberbullying.

## **Responding to Bullying**

All cases of alleged bullying/cyber bullying should be reported to the Head teacher/Deputy Head teacher or senior member of staff.

In any case of alleged bullying/cyber bullying, either the class teacher, the head teacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and any witnesses.

If the allegation of bullying/cyber bullying is upheld, the Head teacher (or senior leader) should seek to use a reconciliatory approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s) and all parents informed as soon as possible. All bullying/cyber bullying incidents must be recorded on an incident form. Outcomes of meeting with parents should also be included along with sanctions.