



CHILTON COMMUNITY PRIMARY SCHOOL
POSITIVE BEHAVIOUR & ANTI-BULLYING POLICY

<u>Person Responsible:</u>	Mr B Hemmings
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<u>Signed by Chair of Governors</u>

Positive Behaviour Policy and Anti-Bullying Policy

At Chilton Community Primary School we recognise that acceptable behaviour is necessary in order to create a positive climate where effective teaching and learning can take place. The school requires generally accepted and understood codes of conduct by which the school community abides. All staff encourage good standards of behaviour at all times by demonstrating good manners, consideration and respect and the use of positive recognition of good behaviour; all of which, we believe, helps children feel positive about themselves, their abilities, relationships, achievements and their powers of decision making.

Our pupils are regularly taught the school values of Respect, Believe, Achieve through assemblies and lessons and are also taught about British values through the curriculum.

This policy aims to:

- help children to develop a sense of self-discipline and an acceptance of responsibility for their own actions
- use positive reinforcement to promote appropriate behaviour
- support children in the development of skills needed to deal with various situations
- support the children who are the recipients of aggression as well as dealing with the aggressor
- try to avoid exclusions
- create the conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment.

In the classroom

In addition, all classes will have a class charter which gives the children further guidance on the expectations within that year group. These will be visible in the classroom so that any adult including visiting teachers are aware of them. They will be written in a positive form e.g. 'we put our hand up to answer questions' not 'don't shout out!'

Each classroom will have a behaviour chart with the children's names on it. Children can be moved up and down on the display according to their behaviour. Even if children have been moved down and list minutes, this can be gained back through good behaviour and their name moved back up if the teacher deems their behaviour to have improved sufficiently. All children start on the green zone. The yellow zone is a warning. Orange is move somewhere else in the classroom to try and stop the behaviour, red is leave the class for a period of time determined by the teacher – generally this should be no longer than ten minutes but occasionally it may need to be longer. On the positive side, silver is one tree point, gold is two tree points. The learning behaviours on the board should be used by teachers to remind children of the sorts of positive learning behaviour we expect to see in the class.

Positive behaviour will be recognised and rewarded e.g. Celebration assemblies, twitter, certificates, smiley faces, newsletters, display and public recognition.

If the classroom rules are broken children need to know what the consequences will be. The steps will be clear and escalating. It is expected that all staff, regardless of seniority or role take shared responsibility for tackling poor behaviour. It is expected that wherever possible that staff tackle behaviour themselves before referring to a more senior staff member. The SLT and finally the head teacher should be the last resort. This is first and foremost to ensure that all staff members are respected by pupils – reoffering to someone more senior immediately undermines their status in the eyes of the pupils. Secondly, if the head is not used as the last resort then the threat of going to that person is lessened and less effective as a result.

Steps to be taken:

1. Refer child/ren to Chilton school rules and ask which code they are breaking.
2. Give appropriate punishment (e.g. loss of minutes, miss some playtime, talk to child, loss of extra play).

A more serious incident should be referred of SLT and may require one or more of the following. In all cases the consequence must be in proportion to the incident taking full account of the situation and reflection by all staff involved as to what steps could be taken try to avoid repetition of the incident in future :

Refer child to another colleague with work. Inform the child that another incident will require parental involvement.

Write in class incident book.

Inform parent - see after school, telephone, invite parent/s in.

Refer child to DHT.

Home/school book if appropriate.

Parents meet with teacher, child and DHT.

Agreed behaviour modification programme with parent/child/school.

Review of behaviour, modify programme if necessary.

Refer to HT if no change.

Further sanctions if no improvement in behaviour:

- internal exclusion fixed term from starting with single lesson (working in other class no contact with peers)
- lunchtime exclusion (if unacceptable behaviour is at lunchtime)
- fixed term exclusion
- permanent exclusion

Permanent exclusion is a final resort when the school is absolutely certain that everything, which can be done for the child and the parents, has been done.

There might be occasions when serious incidents occur of poor, inappropriate, uncontrolled behaviour, e.g. defying or swearing at an adult or fighting. These will be dealt with as each individual case warrants, and could require the immediate involvement of the head and or deputy.

The following are examples of behaviours which the school deem to be unacceptable and as such, if they were to occur, an exclusion may be considered (non-exhaustive list):

- Refusal to follow instructions / rules / policies as laid down by the school
- Acting in a manner so as to cause / be likely to cause harm (physical or emotional, actual or perceived) or distress to themselves or others, or endanger themselves or others
- Abuse (verbal or physical) of, or threatening behaviour towards, others
- Causing disruption to the orderly / smooth running of the school
- Causing a detrimental effect to the education of others
- Causing damage to the school or the property of the school / others
- Bullying, including cyber-bullying
- Inappropriate use of the internet / social media to bring the school into disrepute, endanger or cause harm to others. This includes non-conformity to the school's expectations on internet and social media use as set out in both this policy and the Home School Agreement.

Where an exclusion is necessary, parents / carers will be informed as soon as is practicable and clear reasons given for the exclusion. A letter will be given to parents / carers to explain the reasons for the exclusion, their responsibilities during the period of exclusion and their rights.

Following a period of fixed term exclusion, the Head teacher (or other Senior Leadership member if the Head teacher is not available) will meet with the child and their parents / carers to discuss a positive way forward, before they return to class and may include a SPSF. This will, in most cases, be at the beginning of the first day back.

Rewards

Our policy is based on rewarding children for acceptable behaviour mainly through praise, thus encouraging others at the same time e.g. 'Thank you for walking' '..... is ready, well done!' Wherever possible we inform parents of commendable or improved behaviour so that

they don't only see us when their child has misbehaved. Individual teachers have flexibility to develop in class behaviour reward systems as well as using the standard class behaviour chart. Monday assembly is a celebration of achievement and certificates can be given for links to the values of Respect, Believe, Achieve. Whole class awards are given for attendance and tidiest class.

Lunchtime

TA's will follow the guidance within this policy and liaise with staff. More serious incidents will be recorded on SIMS by the teacher or TA following discussion with the class teacher. Serious incidents are referred to a member of SLT or the head who will liaise with the class teacher to organise an appropriate sanction.

Strategies and Sanctions

5 A's – We recognise the 5A's in behaviour escalation (anxiety, anger, aggression, action and adrenalin – see appendix. We aim to give strategies for children to maintain or return to "normal communication".

Calming down - allow time for the child to calm down, remove them or the class from the situation, then, at a suitable moment talk the incident over in detail and write it down.

Listen - aim to be a good listener; children may be able to modify their behaviour more easily if they are encouraged to talk about:

what they have done,

what they should have done and

what they will do next time.

Getting a telling off from an adult with no chance to talk will not encourage this development.

The curriculum - this will support the children - through circle time and PSHE. Self worth is promoted through a variety of opportunities including school council, tree groups, cyber warriors etc.

Parental involvement – We aim to communicate regularly with parents through a variety of means, such as conversations, stickers, letters, certificates etc. This will be done sensitively to avoid any embarrassment. One good strategy is, if possible phone calls before the end of the school day to avoid the parent feeling awkward being spoken to in front of other parents. This is particularly helpful if many conversations are happening with more challenging children.

Missed playtimes - Individual teachers might think missing part of playtime is a suitable consequence of unacceptable actions.

In-school exclusion - occasionally children who are persistently disruptive will be removed from their class and will have to work in another room with the minimum amount of attention. This can be for a single lesson or for longer.

Positive handling

There may be occasions when staff need to physically intervene with children to ensure theirs or other safety or if their behaviour is significantly disrupting the learning of other pupils. Where there is a likelihood that staff may need to use positive handling they will be given training in how to do this safely and effectively.

Where pupils behaviour is such that positive handling is likely to be required parents will be asked to sign an agreement to say they are comfortable with the school using these measures.

Guidance is issued to staff about which positive handling techniques to use. There is a bound and numbered book kept in the school office where staff will need to record use of physical intervention. In the unlikely event that an injury was sustained there is a body map which will need to be completed and stapled into the bound and numbered book on the appropriate page.

Any use of physical intervention will only be carried out when absolutely necessary and will follow the guidance issued in the document "Use of Reasonable Force: Advice for head teachers, staff and governing bodies – July 2013"

Confiscating Property -

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The confiscated item should be retained in a safe place (e.g. the school office) by the teacher until it is to be returned.

2. Power to search without consent for 'prohibited items' including:

- a. Knives and weapons
- b. Alcohol
- c. Illegal drugs
- d. Stolen items
- e. Tobacco and cigarette papers
- f. Pornographic images
- g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Behaviour beyond the School Grounds & School Hours

The school has the right to protect its reputation and deal with situations that occur beyond the school grounds and usual hours, where they could be seen to bring the school into disrepute.

The school reserves the right to confer consequences upon its pupils where inappropriate behaviours outside of the school could be associated with the school and bring it into disrepute. In severe cases this could include the use of exclusion (e.g. where it was felt that to allow a child to attend school could result in harm / danger to a member(s) of the school community).

Restriction to Movement

Where it feels there is a realistic chance of harm / danger / inappropriate behaviour or disruption to the smooth running of the school, the school also reserves the right to restrict the movement of pupils whilst on the school grounds. The reasons for this may stem from situations that occurred beyond the school itself as well as situations that have occurred within the school grounds. These restrictions may be temporarily applied by any member of staff in an emergency, but will need to be confirmed by a member of the Senior Leadership Team if they are to remain for more than the initial day.

Further guidance

At Chilton Community Primary School, we believe that the disruption of learning time shows a lack of respect for other people and must be dealt with. This is crucial in order to maintain the rights of other class members to learn without disruption. The teacher will discuss the unacceptable behaviour with the child at a time when s/he is no longer disruptive to the group.

The majority of children will be keen to work and will be engaged with their task for the majority of the time. The majority of off task behaviour is non-disruptive and simple redirecting techniques can bring children back on task very quickly reducing the likelihood of disruptive behaviour.

Techniques such as:

The look -give the look that says 'I'm aware of your behaviour and disapprove' this is an effective way of redirecting non-disruptive off task behaviour.

Proximity praise -focus on the behaviour of the children around the child who is off task.

Redirecting -just mentioning the child's name when talking can be enough to bring them back on task.

Physical proximity - re-direct the child back on task simply by walking over and standing close by, the child will know you have arrived and will respond. As soon as the child is back on task find an opportunity to praise him/her.

Hints for staff:

- be positive, and have high expectations of children's behaviour
- respond positively to appropriate behaviour
- start every day new - don't keep referring to previous behaviour
- make sure the child knows it is the behaviour not the person that you do not accept
- avoid confrontation -'do this by the time I count from 5 to 0 - (what happens if they don't) say 'I do not like what you are doing' rather than ' stop that at once.'

Bullying

Bullying is the deliberate, persistent, intentional victimisation of one person, or group of people, by another, in order to hurt, upset and control them, giving the bully a feeling of power. Bullies can torment and oppress physically, verbally and/or psychologically which includes online abuse through text, email or social media.

At Chilton Community Primary School, we do not accept any reason for Bullying, Racist, Sexual and Homophobic incidents. As a school we have a separate reporting and tracking protocol. Please see the Appendix which outlines the protocol to be followed when reporting, together

with the sanction, interventions and support that can be put in place for both the victim and the perpetrator.

November 2020

APPENDIX

Dealing with Bullying, Racist, Sexual and Homophobic incidents

Statement of Intent

At Chilton Community Primary we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying, Racism and homophobic issues of any kind will not be tolerated in our school. We are a Reporting school. This means that anyone who knows of any incident or anything happening is expected to report and tell school staff. All children have an absolute right to be educated in a safe and secure environment. All students must be aware of the distress these incidents can cause and not be mere bystanders.

The School's Approach to Bullying, Racist, Sexual and Homophobic incidents

The school recognises the importance and value in dealing with the issue of Bullying, Racist, Sexual and Homophobic incidents. The school expects all members of its community to be aware of any incidence and know what action to be taken. There is no justification whatsoever for this behaviour and it should not be tolerated in any form. Bullying, Racist, Sexual and Homophobic incidents /behaviour is an issue for both bully and the victim. Both parties will be dealt with in positive and constructive ways which provides opportunities for change and development for the bully and victim alike.

The school recognises and values the home / school partnership in dealing with these incidents. Effective management of these incidents is a shared responsibility involving all adults who work in school, students and parents.

The school has guidelines and actions to deal effectively with the victims and those responsible for Bullying, Racist, Sexual and Homophobic incidents.

Here is a list of common types of bullying:

- Homophobic (any incident perceived by the alleged victim or any other person to be targeted around being lesbian, gay or bisexual. People do not have to be lesbian, gay or bisexual to suffer homophobic bullying)
- Racist (any incident perceived to be racist by the alleged victim or any other person. Incidents related to religion, culture or those involving pupils who identify as Gypsy/Roma traveller)
- Related to disability, SEN or health (behaviour perceived to be insulting to people with a range of medical, mobility, sensory, mental health or learning impairments. Incidents related to other health or Special Educational Needs come under this heading too)
- Related to home circumstances (e.g. young carers or children in care)

- Sexist (incidents perceived to be demeaning to a gender in general. If unchallenged this can eventually lead to domestic violence)
- Sexual (incidents include intrusive language, damage to sexual reputation, inappropriate touching and other behaviour perceived to involve unwanted sexual attention)
- Transphobic (incidents are those perceived to be insulting to someone's gender identity or to transgendered people)

Prevention

In addition the issue of Bullying, Racism, Sexual and Homophobic incidents/ issues will be raised with pupils at a number of levels. Keeping all students safe is a clear priority for our school.

At a whole school level – through assemblies, themed weeks, Tree groups. Governors and parent engagement etc.

At classroom level – during PSHE lessons, through the ‘concerns’ postbox, through the weekly ‘time to talk sessions’ with a nominated TA

At an individual level – pupils who are victims of Bullying, Racist, Sexual and Homophobic incidents will be offered additional support and guidance. Pupils who have instigated Bullying, Racist, Sexual and Homophobic incidents to others will be given strategies to enable them to bring their unacceptable behaviour under control and prevent further incidents.

Pupils will be positively encouraged to talk to staff about incidents of Bullying, Racist, Sexual and Homophobic incidents.

Parents who believe their children are the victims of Bullying, Racist, Sexual and Homophobic incidents should report their concerns to school at the earliest opportunity and be prepared to work with school to keep their children safe in the future.

Similarly, if parents believe that their children are instigating Bullying, Racist, Sexual and Homophobic incidents this information should be shared with school so that steps can be taken to address this problem and to prevent further incidents occurring.

Protocol

The school follows a set procedure in an attempt to address any suspected or reported incidents of Bullying, Racist, Sexual and Homophobic incidents.

In all such cases the school reacts firmly and promptly in accordance with the following guidelines: -

1. Any student who has knowledge of an incident of bullying whether directed personally or towards others should enlist and receive the support of a trusted adult. Where possible information will be confidential.

2. All adults working in school should be vigilant both in class and around the school. Any student who feels threatened for any reason should be listened to, taken seriously and given appropriate support.
3. Cases should be directed for prompt attention in the usual route: - initially via the class teacher and then to a member of SLT
4. An enquiry should be put in place with evidence from witnesses and victim(s) as appropriate and parents notified as soon as possible that an incident occurred in school.
5. Where there is proof or strong suspicion parents of both parties should be involved at an early stage.
6. Assistance of Support Services (e.g Educational Psychologist) should be enlisted at an appropriate stage in order to help counsel the victim in appropriate ways of counteracting Bullying, Racist, Sexual and Homophobic incidents and where necessary to advise on the adoption of strategies to modify behaviour of the instigator.
7. The police will be involved where necessary.
8. Sanctions should be operated in cases where bullying is proven. These may include:-
Withdrawal of freedom:
 - ♣ Including time in isolation
 - ♣ Exclusion from school at specific times eg lunchtime
 - ♣ Exclusion from school for a fixed period or permanently by the Head teacher.
 - ♣ Engagement with the instigator to reinforce the message that bullying is not acceptable
 - ♣ Meeting with PCSO safer school for restorative justice work
 - ♣ Signing of a contract
 - ♣ Detention
 - ♣ Education of the bully regarding issues such as racism, sexism and homophobia
 - ♣ Removal from class, group or set
 - ♣ Withholding participation in sporting or out of school activities

Monitoring and Evaluating:

- ♣ The incidents of bullying should be recorded in a consistent way that allows for monitoring of behaviour (see folder in school office)
- ♣ The Head teacher (Student Support) will keep a record of incidents of a serious discriminating nature report to the governing body.

Post Incident Response for Victims of Bullying

We intend to offer a proactive, sympathetic and supportive response to the victims of Bullying, Racist, Sexual and Homophobic incidents . Each case will be taken on an individual basis. The exact nature of the response will be determined by the pupil's individual needs and may include: -

- ♣ Positive reinforcement that reporting the incident was the correct thing to do
- ♣ Sympathy and empathy
- ♣ Strategies to stop future incidents
- ♣ Counselling
- ♣ Befriending
- ♣ Assertiveness training
- ♣ Extra supervision and monitoring
- ♣ Creation of a Support Group
- ♣ Peer mediation / mentoring
- ♣ Informing and involving parents
- ♣ Arrangements to review progress
- ♣ Parents contacted daily or weekly to update on progress

By such means we aim to create a friendly, open and caring environment where each individual appreciates his / her positive part in the school and wider community.

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