



## Duloe CE VA Junior & Infant School BEHAVIOUR POLICY

### **Introduction**

This document is a statement of the principles, practices and procedures that the school has set in place in order to ensure a safe and orderly environment for all members of the community. As a Church of England Primary School our Behaviour Policy is set within the Christian aims and values we teach.

### **Aims**

**Our aims are that children will:**

- learn to be thoughtful, tolerant and understanding members of society
- help to create an environment in which trust, kindness and respect are valued by all
- recognise the importance of care, compassion, consideration, co-operation and courtesy
- be encouraged and praised for good work and behaviour
- become self-disciplined
- show respect for ALL adult and child members of the school and wider community
- accept responsibility for their own behaviour and for the decisions which they make
- appreciate the importance of adhering to a code of conduct

### **Principles and Strategies for Encouraging and Acknowledging Behaviour and Learning**

#### **Class group rewards:**

**Golden Time:** Each teacher will develop their own system of rewarding behaviour that reflects the above points. This must be managed in a consistent, timely fashion.

#### **Individual Rewards:**

- **Stickers awarded** - by adults in the school as positive reinforcement for caring attitude / effort
- **Golden Tickets** – by all adults in the school to encourage care and thought for others. A chart is kept and children explain why they have received a Golden Ticket in Friendship assembly. Children receive stickers and rewards.

**Important:** It is essential that all children have equal access to rewards within this scheme. It can be easy to overlook the majority of children who work quietly and conscientiously all the time. We also need to acknowledge the high achievers on the same basis. Pupils with special needs – especially those with IEP's which include statements about behaviour will often need a programme of additional strategies to meet their needs.

## **Principles and Strategies for Moderating Poor Behaviour and Creating a Safe Working Environment**

Where unacceptable behaviour occurs at any time during the school day, the following procedures will be followed:

- A member of staff will investigate all incidents through discussion with the children involved. Strategies to promote positive behaviour will be given
- Those at fault will be reminded that this is unacceptable and a suitable apology required
- Removal from planned curricular activities will not be used as a punishment except in extreme circumstances and where the unacceptable behaviour relates particularly to the activity.

Sanctions available to staff are set out below:

### **Individual:**

All staff have their own techniques for maintaining a good working environment in the school. Class code of conduct are displayed clearly in each classroom. If however a child continues to be disruptive the following procedures will be followed:

**Step 1:** A visual prompt will be given to promote individual children to moderate their own behaviour e.g. name on board, smiley face chart

**Step 2:** Withdrawal of privilege or time appropriate to the behaviour pattern and relevant to the individual child

**Step 3:** If steps 1 and 2 have little impact on moderating the behaviour of the child parents will be consulted and agreed support will be put in place.

**Step 4:** Persistent concern regarding behaviour will result in the child being given a report book (How my behaviour has consequences)  
Parents will be informed by the Headteacher. A target sheet will be maintained and sent home to parents daily. Comments may be written as communication between home and school.

In exceptional circumstances if a member of staff and the Headteacher agree Step 4 will be used immediately.

### **Exclusion**

Very serious or repeated cases of unacceptable behaviour will be dealt with by the Headteacher and may result in exclusion. County procedures will be followed immediately this decision is made. If the Headteacher is absent the teacher in charge has the authority to make this decision and report to the Headteacher and Chair of Governors as soon as possible. Any teacher left in charge of the school would have received appropriate behaviour management training.

**Lunchtimes** Supervisors will report to staff if persistent misbehaviour occurs. The appropriate steps (as above) will be taken.

## **General**

Those children with particular behavioural difficulties may have agreed additional procedures and strategies in place for them but where possible the above procedures will apply. Children with particular needs will have a written Individual Behaviour Plan (IBP) which will be shared with families and carers

Records of unacceptable behaviour (those prompting Exclusion or an Individual Behaviour Plan) will be available to the governors on their visits to the school and at governors' meetings.

The Headteacher and Senco are responsible for co-ordinating matters related to behaviour.

## **Policy on Bullying**

### **No one deserves to be bullied**

**Everyone has the right to feel safe in their environment**

**Everyone has the right to be listened to**

**Everyone has the right to be accepted**

**Everyone has the right to be themselves**

### **1. Definition**

"Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else."

- For example; threats of violence, actual physical intimidation, verbal malice, exclusion, words, social ostracism, and aggressive behaviour.
- All bullying is aggression, physical, verbal or psychological.
- Bullying is the illegitimate use of power in order to hurt others

### **2. Recognising Bullies and victims**

There is no stereotype of a bully or a victim

No assumptions will be made regarding any child.

### **4. Preventing Bullying**

4.1 The school will provide a caring, ordered and happy environment.

4.2 We will work to maintain secure and friendly relationship with and between the children, to create a happy environment conducive to good work, positive attitudes and good behaviour.

4.3 In the execution of these aims all adults in the school value the close relationships established with the children. It is our belief that these relationships create a situation where children feel that they can "speak out" and talk about any concerns and worries they have.

4.4 Children are encouraged to talk to the adults in the school about any worries or concerns they may have.

### **5. Dealing with Bullying**

5.1 The whole atmosphere of the school is aimed at making each and every person feel accepted and valued by everyone.

5.2 It is made quite clear to all pupils, parents and adults that any kind of bullying is completely unacceptable.

5.3 The use of negative and destructive criticism is eschewed.

5.4 Praise and encouragement, together with high expectations, are used as much as possible, to encourage high self-esteem.

5.5 All known incidents of bullying are challenged.

5.6 All incidents are carefully listened to.

5.7 The victim is offered immediate sympathetic counselling.

5.8 The pupil responsible for the bullying is challenged. They are expected to give an account of their reasons for their behaviour. The bully will be guided towards an understanding of why their behaviour is unacceptable, and what actions / attitudes / amendments they need to make to improve. If appropriate the bully will be confronted by the victim, and required to apologise.

5.9 In repeated incidents the parents of the bully will be interviewed by the Headteacher, the unacceptable nature of the behaviour, and the consequences of further repetition being made very clear.

The ultimate sanctions will be the exclusion of the bully in line with normal disciplinary procedures.

6.0 All incidents of Bullying or Harrassment will be logged and reported to governors termly,

**Useful links;**

Anti-Bullying in Cornwall 0800 587 5991 [abc@vscornwall.org.uk](mailto:abc@vscornwall.org.uk)

Childline – 0800 1111 ( 24hour helpline)

Kidscape – 020 7730 3300

[www.Kidscape.org.uk](http://www.Kidscape.org.uk)

NSPCC – 0808 800 5000

Victim Support Cornwall

Helpline:0845 0567 999

[support@vscornwall.org.uk](mailto:support@vscornwall.org.uk)

**Adopted :** Summer 2016

**Date for Review :** Summer 2017


**Appendix 1 :**

**Thinking about how my actions have consequences**

**Date:**

**My target; To make sure I listen well , To speak politely to others , To respect school equipment.**

- If I cause too much disruption by shouting aloud, banging objects or leaving the room without permission understand that Mrs Carter has decided I will be sent home with work to complete.
- If I am polite and think about how my actions affect others I will be able to talk to Mrs Carter tomorrow and she will be able to show me how pleased she is.

	8.55 am 3.15pm	10.00	11.00	12.00	1.00	2.00
<b>Fantastic Effort</b>						
 <b>Actions that everyone accepts</b>						
<b>Disappointing actions</b>						

**Comments:**