



Positive Behaviour & Anti-Bullying Policy

St. Andrew's C of E Primary School

January 2016

DEMAT Policy Statement

This policy underpins every aspect of school life in all DEMAT schools. At its core is the belief and vision that every member of the community in our schools is valued, honoured and respected. We believe that every child and adult in DEMAT schools has a fundamental right to feel physically and emotionally safe and to be treated with respect and dignity, in order to learn and develop to his or her maximum potential.

For further advice see *DFE guidance*

Policy Principles for DEMAT and St Andrew's CE Primary School

As adults there is an expectation that we should have respect from the children. This works both ways, however. Respect and good behaviour are defined by example. We have high expectations of the children and the rules within this policy define the boundaries of acceptable behaviour. We accept that children will test these boundaries and, whilst the child's behaviour may not be acceptable, the child ALWAYS is. We value each child and accept the challenge to show them that compassion, kindness, respect, politeness and helpfulness are qualities to which we can all aspire.

We expect all members of DEMAT and the school community of St Andrew's school to be involved in promoting positive behaviour, since our behaviour policy is rooted in consideration and respect for others.

It is *vital* that good relationships exist between *all* staff members, including DEMAT officers, that staff work together as a *team* in trust and confidence, demonstrating their respect for pupils and parents. Also that members of the community are made welcome and their contribution to the Christian ethos of the school is valued. Whole school involvement is critical to this approach. At the start of every new school year, the Headteacher discusses and explains the meaning of the school rules with the whole school, involving the School Council. Any agreed changes are then made. Each class teacher also agrees a classroom code for their class, which is displayed on the classroom wall, alongside the school rules.

It is essential that all rewards, sanctions and rules are applied justly, fairly and consistently in DEMAT schools because children are unique individuals and are therefore responded to as such.

St Andrew's Principles and Procedures

The Staff and Governors recognise the crucial role that an effective Positive Behaviour policy can have on all aspects of school life. St Andrew's school expects high standards of behaviour from all pupils, appropriate for their developmental level. There are strategies to reintegrate long-term non-attenders and excluded pupils which address the needs of all pupils. We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline. It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour. We monitor exclusions by gender, ethnicity, special educational need and background is also considered. Action is taken in order to address any disparities between different groups of pupils. The school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have. Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable. Information and advice on attendance and exclusion is made available to parents/carers on request. Such information may be in accessible formats such as relevant community languages and large print.

At St Andrew's we will:

- provide a secure, welcoming and caring environment where the child will feel happy, confident and stimulated to learn;
- identify the boundaries for 'what is' and 'what isn't' acceptable behaviour;
- give children, parents and staff clear and consistent guidelines for the way in which positive behaviour will be rewarded and negative behaviour punished;
- foster and develop each child's social and moral awareness;
- play a vital role in ensuring that all children achieve their academic potential;
- help children's moral and social awareness, including that of citizenship;

- state clearly the procedures for exclusion;
- outline roles and responsibilities.

Good behaviour occurs in an environment where all people are valued for their contribution and where everyone has a sense of responsibility and shared values. It is crucial that all members of a school community recognise the importance of creating a secure and stimulating environment, where there are clear, agreed expectations of behaviour. The development of an accepted school culture is important for the achievement of all the schools aims, especially if the school is to play a major role in the preparation of pupils for the responsibilities, opportunities and experiences of adult life.

The Governors have a high level of expectation regarding behaviour. Being a Church school means that we place a strong emphasis on Christian values and principles.

All persons are expected to manifest behaviour which reflects and supports the following Golden Rules which are displayed throughout the school.

At St Andrew's C.E. Primary School we expect all children and adults to keep these Golden Rules:

We are gentle
We do not hurt others

We are kind and helpful
We do not hurt anybody's feelings

We listen
We do not interrupt

We are honest
We tell the truth

We work hard
We do not waste our own or others' time

We look after property
We do not spoil or damage things

We are polite
We remember our manners

The above Golden Rules reflect the core and wider Christian Values held by the school, which are represented in the log on the cover page of this policy.

Our school aims to help children operate with self-discipline in all aspects of their lives. We recognise that for most children, this is a growing process and that this invariably requires considerable nurturing.

POSITIVE BEHAVIOUR – PROCEDURES

Rewarding children's work and behaviour:

As a school, we are particularly committed to rewarding the achievements and positive behaviour that children display. To that end, we employ a wide range of strategies to recognise and reward both individual children and whole class successes. These strategies include:

CLASS DOJO/HOUSE POINTS

At St. Andrew's we utilise the 'Class Dojo' ICT Application. Class Dojo is a behaviour management tool for the classroom. Each student has a profile – complete with their own avatar – to which teachers can assign positive and negative points (or 'dojos') throughout the lesson. The programme can be operated by a teacher from their computer or tablet, and each time they award a point an (optional) sound plays to alert the class. This information is then recorded on students' profiles so that it can be reviewed throughout the year.

Teachers will give 'Dojo' points for good learning behaviours in the classroom – including (but not limited to) good presentation, asking good questions, being ready to learn or being on task. There are negative sanctions and Dojo points can be lost for low level poor behaviours such as being unprepared for learning, being off task or talking out of turn.

Accumulated 'Dojo' points contribute to both tangible individual and group rewards depending upon the Key Stage in which the pupils are working.

KEY STAGE 1

Children will collect a Stamp in their Achievement Record Card every time they achieve 10 'Dojo' points. This will help them earn a page in the 'Golden Book'. A certificate or small reward (e.g. first to play all week) will be given to those children who have the most points. The teacher may choose to set a whole class target to encourage collaborative work on good learning behaviour (for example 5000 points). When the target is reached, the class will receive a reward in an afternoon session.

KEY STAGE 2

Children will collect a Merit Stamp in their Achievement Record Card every time they achieve 10 'Dojo' points. This will help them to achieve Bronze, Silver and Gold Merit Awards.

In addition to this, children's 'Dojo' Avatars will be grouped into House Teams (these can be set up alongside table groups). Awarded 'Dojo' points translate into House Points. On the Thursday before each KS2 celebration assembly a class monitor will add up the total number of 'Dojo' points for the children in each house and pass this on to the House Captains in Year 6. They will calculate the total house points for each house. The house team trophy will be presented to the House that has amassed the most 'Dojo' points over the last fortnight. During the assembly, the colour ribbons of the winning house will be tied around the trophy and the winning house will be awarded 4 balls for the house 'Totaliser'. The next team will receive 3 balls, the third team 2 balls and the last team, 1 ball.

ACHIEVEMENT RECORD CARD

Good work in school and homework completed to a high standard will be rewarded with stamps (KS1)/ merits (KS2) on the child's individual Achievement Record Card. When a record card is completed, the previous total is written on the front of the new card. The stamps/merits will be totalled across the whole Key Stage. These lead to the following rewards:

FOUNDATION/KEY STAGE 1

50 stamps are rewarded with:

- A certificate at celebration assembly
- KS1 children's names in the Golden book
- Photographs placed on appropriate part of the hall display

KEY STAGE 2

Children begin working towards the Bronze Merit Badge upon entry into Key Stage 2. Each 10 merits are rewarded by a 'Working towards Bronze' certificate which is given out during class assemblies. Reward milestones are as follows:

- Bronze Award – 100 Merits
- Silver Award – 200 Merits
- Gold Award – 300 Merits

Merits are cumulative across Key Stage 2. Upon achieving the Bronze Award, children immediately begin working towards the Silver Award. Again, each 10 Merits are recognised by a 'Working Towards Silver' certificate. The same applies upon achieving the Silver and working towards Gold Award.

WEEKLY CERTIFICATES (alternating KS1 and KS2)

- A minimum of two / maximum of four children from each class are rewarded with certificates at our weekly celebration assembly for demonstrating the Christian Values of our school (as outlined on front cover of Policy) and for either putting good effort or making good progress towards their curriculum targets.
- Children's names and the reason for their certificate is displayed on the power point
- Teachers keep a register to ensure a fair distribution of awards
- Awards for out of school achievements are presented to individual children
- A certificate is issued to the class with the best attendance during the previous fortnight

HALF TERMLY AWARDS

'Walk to School' rewards are also issued termly.

TERMLY AWARDS

Certificates are issued to the children with 100% attendance during the first celebration assembly of the following term.

END OF YEAR AWARDS

Certificates are given to:

- Children with 100% attendance
- Children in Year 2 and Year 6 who have achieved above the 100 scaled score in Reading, Maths and Spelling and Grammar assessments will receive a certificate.
- Harold Day Trophy & £5 book token to the boy & girl in Year 6 who have made the most contribution to school life – chosen by the children.
- The Cup of Kindness is awarded to two children who have demonstrated real kindness towards other pupils. This award chosen by the staff.
- The Pam Cole Handwriting cup is presented to a Year 6 pupil who has demonstrated consistently high quality hand writing
- The Pam Cole Residential Visit cup is presented to a Year 6 pupil who has made the most significant contribution to the Isle of Wight residential visit
- The Rachael Gale Drama Award. This award is presented to the Key Stage 2 child who has given a performance of note in the school production.

Discipline

Although our focus will be very firmly on rewarding children's positive behaviour, we do acknowledge that some behaviours will fall short of our expectations (outlined in this policy). Disciplinary arrangements reflect the different age and maturity levels of the pupils, as outlined below.

Concerns of a low level nature result in children losing Dojo points.

If children in the Early Years Foundation Stage fail to adhere to the Golden Rules, they are given an initial warning. If this misbehaviour continues they are expected to sit in 'time out' for an identified period of time, dependent on the nature of incident and age of the child. This time is used to remind the children about which Golden Rule(s) they have broken, why their behaviour was unacceptable and to then reflect on their behaviour. In each EYFS classroom, there is an area designed for the children to reflect and study their emotional state as some of our children need support to understand and self-regulate their emotions.

In Key Stage 1, the children will also be warned and offered clear choices before sanctions are applied. If necessary a child may choose to relocate and to improve their behaviour. If poor behaviour continues, a Dojo point may be removed and an amount of break time may be lost.

When a KS2 child breaks a Golden Rule they receive a break or lunchtime detention. This is enforced at the next available opportunity. The child is expected to use this time to reflect on their misdemeanour, to complete their work or to address their misdemeanour in some way.

Lunchtime supervisors can also enforce immediate sanction of periods of 'Time Out' if they personally hear or see inappropriate behaviour. This is recorded in their logbooks and shared with the appropriate class teacher.

Behaviour Cards

Behaviour cards are used to monitor the behaviour of children who either consistently break the Golden Rules or who display a single piece of particularly inappropriate behaviour. They can be used either before or in conjunction with an official yellow or red disciplinary letter.

After the card is issued behaviour will be assessed at the end of each session, with the child also reporting to a member of the senior leadership team at the end of each day. If behaviour does not improve then any detentions will be extended. The report card will also go home to parents each day so that they are aware of any problems or concerns within school.

Yellow & Red Letters

We are deeply committed to working with parents to address any inappropriate behaviour among individual pupils. Therefore any more serious or reoccurring discipline issues will be brought to the attention of parents via a system of coloured letters, identified on the accompanying flow chart. This will also serve as a mechanism for Monitoring & Evaluating discipline & behaviour in school.

ST ANDREW'S CHURCH OF ENGLAND PRIMARY SCHOOL
DISCIPLINE PROCEDURES

Breaking of school rules:

- Identify 'why' behaviour is unacceptable
- Demonstrate appropriate behaviour
- EYFS / KS1 – Time Out
- KS2 Immediate break / lunchtime detention

Serious misbehaviour

Repeated inappropriate behaviour / More serious behaviour

Behaviour Card

- Teacher identifies reason for behaviour card
- Pupil reports to identified staff at the end of each session for a period of 5 school days
- Behaviour card goes SLT and home at the end of each day for signing
- If no significant improvement in behaviour the card is extended for an additional week or the Phase Leader is consulted

Yellow Letter:

- Teacher identifies reasons for discipline on yellow letter
- Child is sent to Phase Leader who signs and copies letter and places in file
- Yellow letters will be sent to parents/carers
- Phase Leader/SLT available to support class teacher with parent consultation.
- Child disciplined by two day's break and lunchtime supervision with teacher / lunchtime staff

If serious misbehaviour or already had Yellow letter within a half term

Red Letter:

- Teacher identifies reasons for discipline on red letter
- Child is sent to member of SLT who signs and copies letter and places in file
- Red letter will be posted to parents/carers – including request to see them.
- Member of SMT available to support class teacher with parent consultation.
- If parent not collecting child, send duplicate red letter home.
- Child disciplined by five day's break and lunchtime supervision with teacher

If two red letters within a term:

- Miss next educational visit / extra curricular activity
- Action plan for improved behaviour established
- Option for parent to work alongside child in school
- Weekly monitoring by parents & school

Extremely serious misbehaviour / three red letters in a term

Consider Exclusion

- Inform Governors Appeals and Exclusion sub-committee
- Follow L.E.A. procedure (*see Exclusion policy*)

St Andrew's CE Primary School's Golden Rules

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St Andrew's CE Primary School

Anti Bullying Policy Statement

Whilst bullying is not seen as a significant problem in St Andrew's CE Primary School, it is recognised that isolated cases of bullying may occur from time-to-time. In order to make these incidents less likely to occur, the staff and children actively promote a zero tolerance attitude towards bullying behaviour. In 2012, a group of children underwent Anti-Bullying training and then became school Anti-bullying Ambassadors. Each year these positions are re-allocated to children in Year 5, moving up to Year 6 as part of our annual 'Smile Day'. The Ambassadors, alongside our 'Playground Buddies' have a key role in modelling zero tolerance towards bullying behaviours and promoting positive behaviours in the playground.

Our school values, in particular of Community, Nurture, Integrity and Respect also contribute in promoting behaviours in school which make bullying a rare occurrence. These values are explored in class and in communal worship on a daily basis.

We are very proud that when OFSTED last visited our school they found that: 'Pupils behave well in and out of lessons, are consistently polite and respectful towards each other and cooperate well in lessons. Pupils say they enjoy school and feel very safe.' We are confident that this policy supports staff in keeping our school a safe and welcoming environment in which pupils feel safe and nurtured. However it is important that all staff are vigilant regarding signs of distress in children that may be victims of bullying.

Bullying:

Bullying is an act of aggression, causing embarrassment, pain or discomfort to someone. It can take a number of forms; physical, verbal, making gestures, extortion and exclusion. It is an abuse of power. It can be planned and organised, or it may be unintentional. It may be perpetrated by individuals or by groups of pupils. It may include "The persistent and deliberate attempt to hurt or humiliate someone." It can also include incidents away from the school premises which are school related, but it excludes injury through accident. It is recognised that some bullying might be through individual incidents of a relatively minor nature but which assume a greater significance when viewed in context, perhaps through their frequency, or intent.

St Andrew's CE Primary School views bullying seriously. The principal aim of this and other related policies is to foster an atmosphere where bullying is strongly discouraged and is seen to be both inappropriate and totally unacceptable. Where bullying does occur students and parents are encouraged to report it. All reports will be followed up and the school undertakes to:

- operate a reporting and recording procedure
- deal with all reports speedily, fairly and positively
- take account of the evidence and all views
- provide anonymity for the victim whenever possible
- offer advice and support to the victim and parents
- offer advice and support to the person responsible
- ensure that all involved are kept informed
- operate a system of sanctions or punishments which will reflect the seriousness of the offence

Children are not expected to tolerate bullying or to suffer in silence. They will be encouraged to disclose problems in an environment in which they feel safe and have confidence. Early intervention is important if behaviour is to be changed.

Parents

We would encourage all of our parents to be confident in school staff in dealing with incidents of bullying behaviour. If a child reports bullying at home (where they would feel most confident to talk about their fears) we would encourage you to:

- collect as much information as possible
- reassure your child that this will be dealt with quickly
- discuss the incident in detail as soon as possible with your child's class teacher (contactable by email or telephone if you are not at school the next day) and allow them to investigate and speak to the other parties involved
- support the strategies put in place by the school and keep the teacher informed of any developments

The Procedure to be adopted in dealing with bullying incidents:

A decision needs to be taken initially about the level of seriousness of the incidents concerned, before beginning the anti-bullying process.

Procedure:

1. After the first known incident, both parties should be counselled by the class teacher or member of the Senior Leadership Team. Parents/carers of both children should be contacted, either face to face or by telephone to discuss the incident. A strategy may be put in place at this time to prevent further incidents.
2. If the incidents continue, the parents are invited into school to see the Assistant or Headteacher. A strategy is developed with the consent of both sets of parents/carers concerned to deal with the problem. A particular member of staff may be nominated as a mentor to the children involved. Other children within the friendship group may be a part of the strategy developed.
3. If the incidents still continue, the parents/carers are brought in to see the Headteacher. Further counselling or mediation takes place of both bully and victim. Additional external help may be sought for the bully and victim through educational welfare.
4. As a last resort, if the incidents still continue, exclusion proceedings may begin.

Recording:

1. Wherever possible (or age appropriate) bullied pupils should record the events in writing.
2. The bully should also record the events in writing.
3. Discussions with both parties should be fully documented, as soon as possible after the events.
4. The parents/carers should be brought in and given copies of all the reports. If unable to attend, they should be sent copies.
5. The parents/carers of the pupils should be asked to respond to the reports, in writing or notes of comments/actions should be made during meetings.
6. All the above must be filed in the pupils' files.
7. Each incident must be recorded in the St Andrew's CE Primary School Register of Bullying Incidents - kept at the back of the red file letter file

Pupils must feel that they have confidence in us.

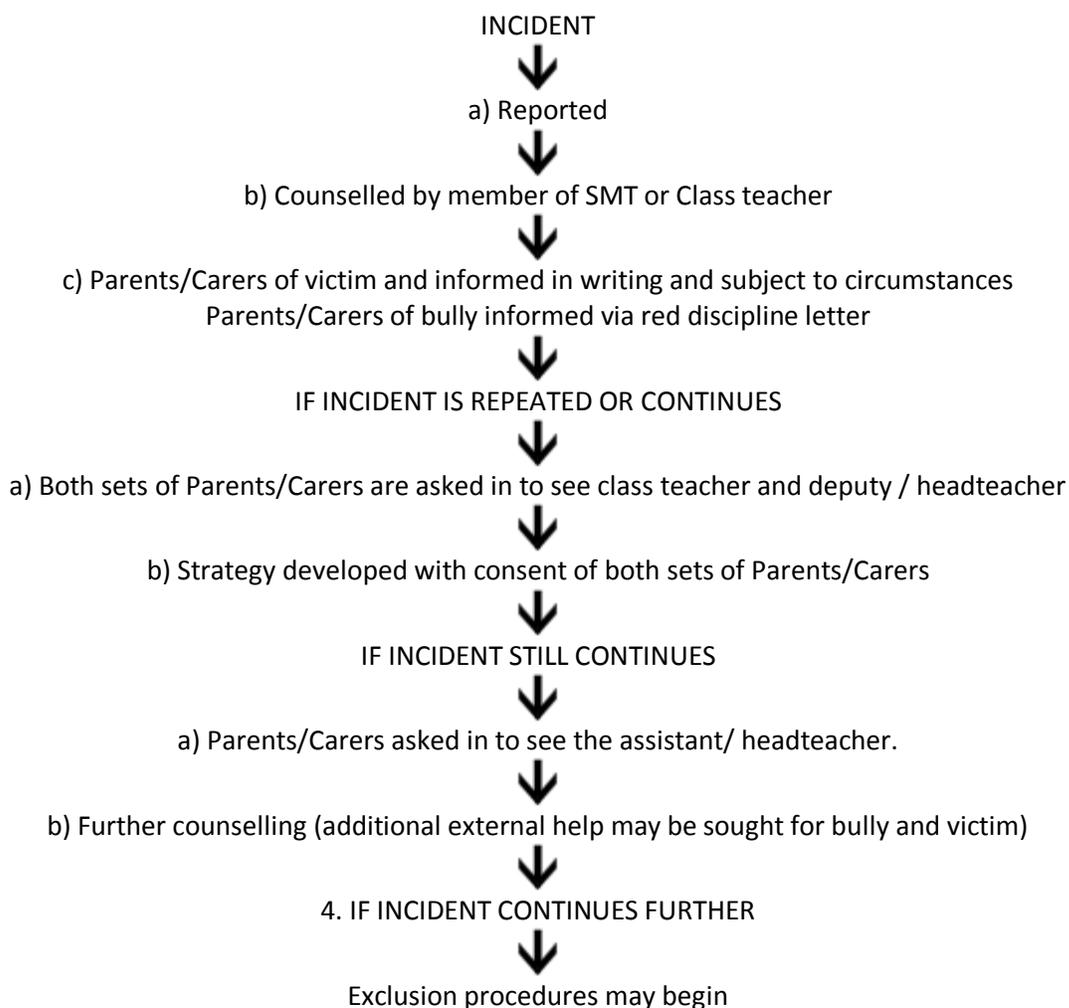
Anti-bullying Campaigns

- Regular school assemblies led by the Anti Bullying Ambassadors should raise the issues of bullying so that all pupils are aware of what bullying is. These may coincide with national events such as Anti-Bullying Week or bullying awareness events such as those promoted in First News.
- There should be class opportunities for discussion and follow-up through the PSHCE / SEAL units on bullying and through the 'Think' assemblies on our school values which relate to bullying.
- Anti-bullying displays and associated material should be prominently displayed in different parts of the school.

Strategies employed:

- The policy is consistently applied across the whole school - it maintains a high profile and we all must approach the problem consistently. Everyone must take responsibility.
- Clear lines of communication are in place so that those who are threatened know that they have someone to talk to. Children, through class PSHCE lessons / circle time and assemblies, are encouraged not to keep quiet and not to be a passive 'bystander' to bullying. Pupils should be aware that they can talk to teachers, members of the Senior Leadership Team, Anti Bullying Ambassadors or non-teaching members of staff about any behaviour which causes them concern.
- Any member of staff approached on a bullying matter must not ignore it. The class teacher of the relevant year must be immediately informed.
- The school's physical environment should not include areas which could conceal or allow bullying behaviour.
- Parents should be involved in the process as soon as possible. Parents and pupils should know that something is being done and be clear about what action is being taken.
- Each incident, having been recorded in the St Andrew's CE Primary School Register of Bullying, will give a central record for all staff (particularly teachers and support Staff) to read. This will give an indication of patterns which may emerge of both bullies and victims

BULLYING – FLOWLINE



Information about bullying

Common Elements of Bullying:

Bullying commonly takes place either on the way to or from school or within the wider school environment. It can vary from vicious assault to horseplay and can be verbal in nature. It can occur several times a day and over a long period of time. Bullying also takes place in the classroom.

A bully gets satisfaction from another child's pain and humiliation. Research shows that 15% of children are bullied and some are both victim and bully. Olweus 1994

The methods adopted by boys and girls tend to be different; boys are more physical and girls may be more subtle. Bullying can be carried out by individuals or groups and often bullies try to include others in their activities. Most bullies feel confident enough to act in public, the onlookers becoming part of the process. They depend for their success on the silence of their victims.

Is there a typical bully?

They are usually bigger, stronger and older than their victims. They are characterised by impulsiveness and a need to dominate others. They are often associated with general anti-social, rule breaking behaviour in the school and the community.

Is there a typical victim of bullying?

Victims tend to be weaker than their attacker, both physically and emotionally. The effects of bullying have been defined as:

"The long term effects of persistent bullying can make children feel isolated and wonder what is wrong with them. They may begin to feel that they deserve teasing and harassment, so that they become withdrawn and less willing to take social, intellectual or vocational risks." Tattum & Herbert 1990 Pg 21

Recognising bullies:

This is often difficult. Children tend to keep such things secret. Be vigilant and look out for injury or damaged property, abnormal behaviour, pupils that are withdrawn, unusually shy or reticent. Sometimes pupils tend to hang back as if they want to talk to you - draw them out. Look out for patterns of absence, lateness to lessons, unwillingness to leave, reluctance to work with specific pupils or to be near other members of the class.

BE VIGILANT

St Andrew's CE Primary School
BULLYING INCIDENT REPORT FORM

Logging and Filing information

This form should be completed within 24 hours of the incident's being reported. Due consideration should be given to issues of confidentiality, including third party information.

<i>ALLEGED BULLYING INCIDENT</i>		
Student allegedly bullied Name(s)	d.o.b.	Class
Ethnicity	Gender M / F	SEN Stage
Home language	looked-after child Y / N	
Date of incident		
Time of incident		
Location of incident		
Nature of incident, identify details of any injury or damage to property, etc		
Circle any elements that apply:		
Racist	Sexual/Sexist	Homophobic SEN/Disability
Member of staff to whom the incident was reported		
Alleged perpetrator(s): Name(s)	Year	Group
Witnesses to the incident		
Witness reports of incident (continue on separate sheets if necessary)		
Parents/carers of alleged subject(s) informed:		
Date	Time	
Parents/carers of alleged perpetrators informed:		
Date	Time	
Details of immediate action taken		