

Hutton All Saints' C. of E. Primary **School**

Whole School Behaviour Policy **Including Anti-Bullying Policy**



The success of this depends on it involving everyone and being supported by everyone who works directly with the school.

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WHOLE SCHOOL BEHAVIOUR POLICY

The success of this Policy depends on it involving everyone and being supported by everyone who works directly with the school.

At the heart of this school's policy is a commitment to the enhancement of adults' and children's self-esteem through positive and supportive relationships.

If all who work in our school can meet with appropriate encouragement and praise they will perceive themselves as capable and will in turn have good self-esteem. This enables each person to welcome new learning experiences, to relate well to others and to view failures or criticism in a balanced way. Such people will not need to constantly sign their own praises, but will be able to think more independently, admit mistakes and listen with more tolerance to others.

Conversely, people with less self-esteem may regard themselves as failures and demonstrate a negative pattern of behaviour which ensures their continued failure. If this is allowed to continue, their difficulties will have a demoralising effect on others. Thus, this whole school policy addresses the need for both adults and children to have positive self-regard.

In promoting positive behaviour, we consider it important to plan to enhance the overall social, moral, spiritual and cultural development of each child.

We aim:

- to consider each child's spiritual, moral, social and cultural needs and his rights to equal opportunity within a fair educational system.
- to help children have a clear understanding between right and wrong, providing them with clear guidelines on what is acceptable and unacceptable behaviour and to encourage them to help formulate rules of which they have ownership.
- as a staff, to provide the children with good role models demonstrating high expectations of our own behaviour, dress, pride in our work and loyalty to our school.

Staff plan opportunities to promote social, moral, spiritual and cultural development through discussion, assemblies and collective worship and cross curricular themes. The children are consulted and their views valued.

The values, standards and attitudes of the school are made clear to parents who sign a contract to support the school and its code of conduct.

Values:

The values we aim to develop through the school are:

- self-discipline
- taking responsibility for ones actions
- caring for others
- respect the rights and property of others
- acting considerately and fairly towards others

These values are established through the recognition of each individual and the positive measures taken to raise individual esteem.

Teaching and Learning

Measures are taken to develop positive behaviour amongst children before it becomes expressed in non-acceptable behaviour and attitude.

We work towards creating an ethos in which all areas of achievement are recognised, praised and rewarded. This includes academic and sporting achievement appropriate to individual abilities, the achievement of good behaviour and other social achievements.

A range of teaching styles is employed which foster motivation and a sense of personal worth by drawing on the pupil's own experiences.

Staff have very high expectations of the children. They are aware of this and are encouraged to help in setting their own high standards of behaviour.

Staff create stimulating environments which will help to interest and motivate children.

We foster a positive atmosphere of mutual respect and trust amongst children in which all feel safe.

We promote feelings of security by maintaining a level of routine in the classroom and the school as a whole.

Confidential team records are maintained in the classroom which include relevant information about children's personal and home circumstances which might influence change in behaviour.

Displays and resources reflect a multi-ethnic and multi-cultural society and contain positive non-stereotypical images in relation to age, culture, disability, gender and religion.

An agreed marking policy, understood by the children, is used to ensure fairness.

Teachers' Assistants support the Class Teacher in a team and play a full part in classroom management. Mid-day Assistants are aware of the school behavioural management policy and the operation of it. They work closely with the Mid-day Supervisor who reports any specific incidents and outcomes to the class teacher.

All children are given opportunities to take responsibility for tasks within the classroom, as "Special Eyes" in the playground and helpers in the general school organisation.

The children have opportunities to consider codes of behaviour, sanctions and discipline in the context of their classroom discussions, "Circle Time" and in or through the School Council.

We keep rules to a minimum but maintain them rigorously.

We apply a consistent approach to behaviour and discipline through implementation of this policy.

Whilst doing everything they can to create the right atmosphere to maintain children's dignity and raise self-esteem, the staff have high expectations of children, in turn, that they:-

- work hard in lessons
- are courteous and well mannered
- avoid the use of rude and insensitive language
- do what they are asked by members of staff
- abide by school rules
- care for their school environment, their own property and that of others
- tell the truth
- take responsibility for their own actions and self discipline.
- be considerate of others
- avoid an aggressive attitude, i.e. talk through your problems.

We operate a team point reward system. Points are awarded for achievement.

Behavioural Strategies to Promote Good Behaviour

1. Coming into class

One whistle blows. This signifies, STOP, Silence.

At the second whistle, the children move quietly to class. If the children walk quietly to class, this puts them into a "working" mode. The teachers and teaching assistants are in the class, waiting for the children. Some staff are available to monitor the children's entrance to school.

In inclement weather, when the field is out of bounds, the children are sent in, by a whistle in groups.

2. Children learn from an early age to accept decisions. This could be for example, in the classroom, or on the field. A grown -ups decision is always final, as is the football referees!

3. Positive reinforcement.

We have a positive behaviour policy.

Positive reinforcement i.e. Walk (rather than run!)

praise;

team points;

stickers;

table of the week;

pupil of the week;

privileges;

badges;

showing in assembly;

certificates. etc.

Golden time

Extra playtime

Our policy encourages the use of small rewards.

4. Class rules

These are negotiated at the beginning of the school year. All classes include the following:

- * Talk quietly;
- * Take turns to speak, remember to put up your hand. Look at the person who is speaking;
- * Be kind and polite;
- * Walk everywhere;
- * Keep the classroom tidy;
- * Look after the classroom and all the equipment in it;
- * Seek permission before borrowing;
- * Show self discipline and always give your best.

Impeccable behaviour is expected when children are at school, or representing the

school.

Approaches to Ensure Good Behaviour

1. Children are spoken to by class teacher, quietly.
2. Codes are used to communicate displeasure.
3. Gestures or patterns are used to indicate silence.
4. Give me FIVE.
5. Seats might be re-arranged in the classroom.
6. traffic light system
7. The child might be isolated in the class
8. Isolation in another class may be appropriate, with consultation with other colleagues.
9. If all of this fails, other sanctions might be appropriate.

Sanctions

In the majority of cases, staff will deal with a particular incident with a verbal reprimand and provide time for reasoned discussion.

If a child displays persistent anti-social behaviour (e.g. bullying, racism, swearing, vandalism) then parents will be informed. The child's needs will be discussed and a programme to reinforce good behaviour will be established. In some cases sanctions may be necessary. These could include withdrawal of playtime, lunch time, missing opportunities in clubs or loss of a particular privilege.

This should not happen too frequently or it will lose effect and fail to take into account the individual needs of the child. Persistent bad behaviour should be referred to the Deputy Head and in turn to the Headteacher. Any sanctions used will be carefully monitored by the whole staff to ensure fairness. Behaviour could warrant the child's name being written in the "Big Grey Book" where upon a Wednesday lunch time would be forfeited, parents informed and community service carried out for the school. (N.B. this book should not be used too frequently). The procedures for using the grey book are in the "Staff Handbook". Where others have been hurt by the child's actions it is important that staff insist on a verbal or written apology.

If undesirable behaviour occurs in the classroom and a verbal reprimand is ineffective the teacher may send the child to be supervised elsewhere for a short time. (e.g. to another classroom, to be with a Teacher's Assistant or in a group room.)

If an incident is judged to be more extreme the child will be referred to the Deputy Head or Headteacher. Where incidents such as persistent laziness, extreme rudeness or serious cases of physical violence occurs, the parents of the children involved will be informed and invited into school to discuss the matter.

If every effort has been made to help the child at school level but the bad behaviour continues, it may be necessary to consult other agencies such as an educational psychologist to establish the extent of emotional or psychological difficulties.

Where children's educational progress or safety is seriously put at risk by another child due to persistent disruptive behaviour or aggressive behaviour the child will be excluded from school by the Head teacher.

The school uses a grey book, which notes down all behaviour that is causing a worry. Immediate inclusion in the book means that the offence is serious. Examples include:

Swearing in front of an adult.

Fighting

Bullying

Leaving the school premises without consent

Defiance

Vandalism

Stealing etc.

Inclusion in the grey book may be appropriate if there is a series of "minor" offences.

Hutton All Saints' pupils are expected to behave in a responsible and civilised manner. We expect everyone to be honest and truthful, to show consideration, respect and tolerance for others at all times. In addition we expect everyone to work hard, conform to dress regulations, be punctual and attend regularly.

Behaviour in school

We should all respect other people. It is fair that every child has the chance to work hard, and not to be disturbed by naughty children.

Everyone should arrive on time, with the things that they need for the lesson. They will organise themselves quickly, hang up coats, bags, lunch boxes etc. and be ready for the teacher. During the lesson, it is expected that the children listen and follow the instructions.. Children should help and work with each other and are quiet and sensible at all times. If a child needs attention, they are trained to put up their hand.. When another person is talking, no one else is allowed to speak. All personal and school equipment is treated with care.

Moving around school

We all move around the school in a quiet and orderly fashion, keeping to the left in the corridors. No running is allowed in school. We are all expected to be courteous, holding open doors, standing back to let people pass and offering to carry things.

Anti-Bullying

Prevention of Bullying

Bullying is not tolerated at Hutton All Saints'. If behaviour deliberately hurts, frightens or upsets another person it is bullying. If this is prolonged, it can make another child's life a misery. We tell bullies, "Stop that, I don't like it." If the behaviour continues, a teacher is told and the problem is dealt with immediately.

Definition of Bullying

Bullying is unfair and one-sided. It involves an imbalance of power that is not based on physical size. It occurs when someone is exposed repeatedly and over time to negative actions on the part of one or more persons resulting in that person feeling uncomfortable or threatened. It is more than a single act and becomes a pattern of behaviour. There are three main types of bullying:

- ❖ **Physical** hitting, kicking, taking someone's belongings
- ❖ **Verbal** name calling, insulting writing unkind notes
- ❖ **Emotional** ignoring, unkind looks, spreading rumours

Purpose

The aim of this policy is to make clear to everyone that bullying is always unacceptable. We all have the responsibility to create and maintain a secure and safe environment at school where we can all work free from harassment, humiliation and abuse.

Action

All discovered bullying will be acted upon as soon as possible. All claims of bullying by children or the parents of children will be investigated and dealt with appropriately.

It should be noted that what some children call 'bullying' may, in fact, be a child being a little too sensitive. An example of this could be someone displaying a nasty attitude to another child, speaking in an unpleasant voice or being unfriendly ie saying another child cannot play. It could be calling someone 'stupid' or saying 'you don't have any friends'. If they are not doing this all the time or in front of others to cause embarrassment it is not bullying. A good test of bullying is to ask the child 'Are you frightened it's going to happen again tomorrow? If the answer is 'Yes' this is an indication that bullying is taking place. If the answer is 'No' or 'Not really' it is probably a case of being over sensitive.

At Hutton All Saints' we are agreed that bullying in any form is unacceptable. We aim to empower all individuals to challenge, remedy and prevent bullying and create a culture where the rights of the individual are valued and upheld.

If one child does something another child dislikes they are told to say,
"Stop that, I do not like it."

If the problem persists they speak to an adult who will further investigate the problem, speaking to the children involved. If the problem persists the Headteacher or Deputy Headteacher will be advised of the problem. They will then speak to the children. If the problem remains unsolved it may be that parents of children will be contacted and advised of the problem. The situation will be monitored.

Reasons for the occurrence of bullying are frequently:

- ❖ a person not fitting in
- ❖ physical weakness
- ❖ facial appearance
- ❖ short tempered
- ❖ who their friends were
- ❖ clothing
- ❖ cried / emotional
- ❖ overweight
- ❖ good academic performance

Signs that a child may be being bullied are:

- ❖ scared to walk to and from school
- ❖ refuse to go to school
- ❖ have reduced concentration in class
- ❖ be reluctant to go out to play
- ❖ begin hurting others for no apparent reason
- ❖ have unexplained injuries
- ❖ become withdrawn and distressed
- ❖ refuse to say what the problem is
- ❖ have possessions go missing regularly
- ❖ have nightmares
- ❖ give unlikely excuses to explain any of the above

Generally there are four categories of bully but not all bullies will fit just into one category.

- *Physical bully:* The easiest bully to identify, they act out their anger by hitting, shoving or kicking their chosen target or by damaging or stealing their victim's property.
- *Verbal bully:* This bully uses words to hurt, intimidate and humiliate his or her target. This can take the form of name-calling, insults about the victim or the victims' family and persistent teasing, usually highly personalised and

about some physical characteristic or mannerism, eg a speech impediment or poor eyesight.

- *Relationship bully*: This bully sets out to spread nasty and untrue rumours about their target. This form of bullying is often adopted by females and referred to as “bitchiness”. This is very prevalent amongst girls who are approaching puberty and expressing a competitive interest in boys.
- *Reactive victims*: These are victims of bullying who turn into bullies themselves. This is the most common cause of bullying and may incorporate aspects of all the other categories in its implementation. Being victims themselves does not, of course, excuse their conduct, but it can help to explain it.

Sanctions

Red Cards:

- Physical actions (hitting, punching, deliberate tripping, pushing)
- Swearing heard by an adult
- Rude gestures
- Actions that are an obvious safety hazard
- Rudeness to adults which causes offence or is confrontational
- Deliberate racist comments

Yellow Cards:

- Playing in out of bound areas (the bushes, behind the wall)
- Disobedience
- Teasing, inciting, ‘winding-up’
- Play fighting which becomes out of hand (a warning will usually been given)
- Anti-social behaviour
- Name calling to ridicule.

1 yellow card will be recorded in the child’s individual Conduct Log.

This will remain active for 5 school days.

The parents will be asked to sign the log to indicate that they have seen the entry.

3 yellow cards in the same period of time equal a red card.

The first red card will remain on the child’s school record for the term.

There will also be a lunchtime exclusion from the playground for 5 days in school.

If there has been no re-occurrence it will be removed at the end of the term.

A second red card stays on the child’s record at the Head teacher’s discretion and will incur a week of being taken home at lunchtimes.

Whilst we do not tolerate bad behaviour, we are fully aware that young children's behaviour changes with maturity and the punishment may not be the same for all age groups.

Three red cards during the year will result in a temporary external exclusion.

Red stickers will be recorded in 'The Grey Book'.

In extreme and very rare circumstances the school may consider permanent exclusion from school. Exclusion will only ever be considered after all other possible avenues have been explored.

Behaviour outside school

Out of school, on the way to and from school, on school trips etc. behaviour must be of the very highest standard. The school's reputation depends on the way we all behave. Bad behaviour gives people a bad impression of the school. A few silly children could let everyone down. This will not be tolerated! The majority of the children are very responsible, well behaved and have given the school an excellent reputation.

Trips

Attendance on school trips is a privilege and not an automatic right. If a pupil's behaviour before a trip is consistently unacceptable or (red/yellow cards received) they may not be accepted on a trip.

The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct.

Conclusion

Being an educationally inclusive school does not mean treating all pupils in the same way – it involves taking account of pupils' varied life experiences and needs, and matching the provision in all areas to those identified needs. The most effective schools constantly monitor and evaluate each pupil's academic progress and personal development. They identify pupils who may be "missing out," are difficult to engage or who appear in some way to be apart from what the school seeks to provide and achieve. Whilst it may not be possible to eliminate bullying and racism, schools can go a long way towards this ideal by following the principles of good educational inclusion.

