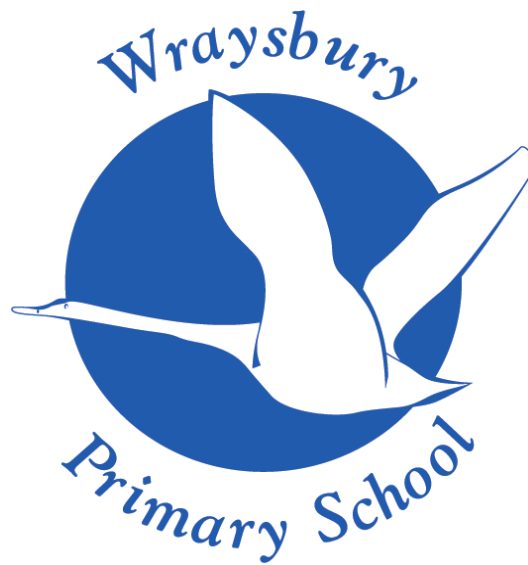


Behaviour & Anti-Bullying Policy



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Behaviour and Anti-bullying Policy

Introduction

Ensuring that there is appropriate behaviour in all aspects of school life is the responsibility of every adult and child connected to the school. This policy will detail everyone's responsibility in bringing this about.

Aims

- To promote a calm, purposeful, happy and safe atmosphere within the school
- To encourage increasing independence, where children accept responsibility for their own behaviour
- To have high expectations and establish a consistent approach to behaviour across the whole school and within each Phase
- To ensure that everyone knows the expected behaviour and models this
- To establish positive and caring attitudes where everyone feels valued and respected.

Objectives

For children:

- To follow the expected classroom rules
- To treat others with respect and value their opinions
- To carry out instructions from any member of the school staff immediately
- To show respect to the school building, and the environment
- To co-operate with all children and adults
- To be able to express how they feel and feel listened to
- To make informed choices and to accept responsibility for their own behaviour.

For staff:

- To treat all children fairly and with respect
- To create an environment which raises children's self esteem and develops their full potential
- To use rules and sanctions consistently
- To be an exceptional role model for children
- To form a good relationship with parents thereby achieving a common aim
- To recognise that all children are individuals and respond, where appropriate, to any particular needs
- To ensure a framework for social education is provided hand in hand with the academic development of the children.

For parents:

- To ensure that children are aware of appropriate behaviour in all situations
- To encourage self-discipline and independence
- To model expected behaviour to their children

- To support the school rules, expectations and consequences, and ensure that their child understands them.
- To form a good relationship with the school thereby achieving a common aim
- To show respect to the school staff and members of the school community.

School Rules

Work hard

Respect others

Always listen

Your manners matter

Smart uniform

Be honest

Use equipment sensibly

Remember to be kind

You are special to everyone

In addition, the following is expected behaviour in the dining hall.

- Always walk in the dining hall
- Put your hand up if you need help
- Always tidy up after yourself
- Eat sensibly and talk quietly.

Rewards

The emphasis of our assertive discipline system is on encouraging appropriate behaviour. The main reward to be used throughout Key Stage 1 and 2 is Golden Time.

Golden Time (Years 2, 3, 4, 5 and 6)

Every child starts the week being entitled to 30 minutes of Golden Time on a Friday afternoon. Golden Time consists of 6 blocks of 5 minutes

Each week, children who are entitled to their Golden Time choose what activity they would like to do.

Golden Time starts for all the children who have retained their full 30 minutes, but it is gradually taken away for those who have lost time and they have to withdraw and sit out when directed by the teacher, depending on the number of minutes they have lost.

Other Rewards

The following is a non-hierarchical list of other rewards which are given for demonstrating positive behaviours. Staff will choose the most appropriate reward from the list:

- Verbal praise
- Stickers/stampers
- Raffle Tickets/Lucky Draw

- Marbles in a jar
- House points
- Smiley Faces
- Positive notes home to parents.

Good behaviour is recognised publicly in the weekly Celebration Assembly. Each class teacher nominates one child from their class to be read out in assembly for good behaviour or significant improvement in their work. The children selected, receive a badge and their name and reason for being chosen is written on a tessellated shape which is displayed in the Hall. The tessellated shape will also have a photograph of the child on the front and be in the house colour the child is in, so as to form a visual record of children's behaviour.

Sometimes staff nominate a child for the Phase Award, which is a certificate presented by the Headteacher.

Appropriate behaviour is rewarded by the Lunchtime Team with a smiley face token. These are collected by the class teachers. The number received by each class is collated on a weekly basis and the class receiving the most are awarded the 'Class of the Week'. The 'Class of the Week' receives a class reward which is an extra turn on the play equipment. In the summer time the other members of staff contribute to the system and the reward for winning the 'Class of the Week' is an extra swim.

House Points

All children are put into a house team when they start school. There are four houses: Red (Fire), Blue (Water), Green (Earth) and Yellow (Air). Housepoints can be given to children for good behaviour and good work. These are recorded on sheets in the classroom, and collected by Y6 monitors and totals announced during Celebration Assembly

In September, Year 6 children volunteer to be house captains and are voted in by their house. There is one girl and one boy captain for each house and they become house captains. The captains then lead a competition in their house to design an emblem which is put onto a shield.

A cup with ribbons in the winning house colour is presented in assembly each week after house points have been tallied. Teachers and classroom assistants are also assigned to a house.

Consequences

Within our assertive discipline system, there is an expectation of appropriate behaviour, which the vast majority of our children demonstrate. However, on the rare occurrences standards are deemed to have slipped, the following consequences are applied by all staff.

Before issuing a warning, steps are taken to reinforce positive behaviour such as:

- 'The look'
- Physical proximity - stand by the pupil's side
- Mention the off task student's name while teaching
- Proximity praise - focus on appropriate behaviour of others nearby.

Children who continue to choose not to follow the school rules will be subject to the following consequences.

Year 1

In Year 1, pupils who break the school rules have a more immediate consequence than loss of golden time. They miss 5 minutes of their next playtime. Every child has a fresh start after lunch.

Key Stage 1

Pupils will lose Golden Time for not completing sufficient classwork and/or homework without good reason.

Key Stage 2

Loss of Golden time will be incurred in 5 minute blocks for breaking the school rules as well as:

- Not having completed their homework without good reason, including not reading at home
- Not having their PE kit
- Not having their homework diary/reading record
- Not behaving appropriately in the classroom so that it disrupts others from their learning
- Not following instructions
- Shouting out in the classroom

Persistent breaking of the school rules - All Key Stages

If a child loses 15 mins in a day then the teacher will send them to the Phase Leader who will speak to the child about their behaviour. The class teacher will also contact the parent to ascertain the reason for the behaviour. In Year 1 a child moving to red on the traffic light system twice in a day will be sent to the Phase Leader.

Monitoring of behaviour using a report card will occur if:

- A child repeatedly hurts another child physically but in a minor way such as poking or annoying them and stopping them learning
- If a child continues to be disrespectful to an adult (including talking when they should be listening after being given a warning)
- Being repeatedly unkind verbally to another child such as name calling, deliberately not letting them play.
- Low level disruption in the classroom over several lessons.

The child is given a report card, the parent is made aware of this and meets regularly with the teacher to discuss it.

Class teachers keep a record of children losing golden time on a visual display. This is to be available to Teaching Assistants and supply teachers. Phase co-ordinators keep a record of children they have seen from their phase in a record book.

A Detention (break-time and lunch-time) will be incurred for:

- Being extremely physical and hurting another child (such as kicking, shoving, punching or biting)
- Verbally provoking another child
- Swearing
- Being extremely rude and disrespectful to adults
- Damaging school property or that of our neighbours
- Throwing sticks or stones

The incident is recorded on a serious incident sheet and passed to the Headteacher or Deputy. A letter is sent to the child's parents detailing what has happened and the date of the detention. The incident is detailed in the incident book.

Break time detentions are also given for lesser offences; the incident is still recorded but would not result in a detention letter home.

If there are 2 detentions a term, the Headteacher sends a formal letter to the child's parents requesting a formal meeting.

Lunchtime Playtime

The school rules also apply in the playground. The behaviour is detailed on a lunchtime incident sheet and is passed to the class teacher at the end of lunchtime. The sheet gives an explanation of the incident that occurred and the class teacher meets with the child or children at the end of lunchtime in order to investigate what happened and to follow through with the appropriate consequences. The action by the teacher is recorded on the sheet and is kept for future reference in their lunchtime behaviour file. A serious incident sheet may be completed and the behaviour result in a detention (see above).

Severe Behaviour

In the event of any child's behaviour being so severe that more serious steps are required immediately then the matter will be dealt with by the Headteacher and the matter fully investigated. Parents will be contacted and the incident recorded in a formal letter. The consequence of their behaviour may be a fixed term exclusion and will follow the RBWM guidelines. The Governing Body may be involved. It will be appropriate to their age and the action. This is not an all-inclusive list of severe behaviours, but highlights the type of offence that might be deemed to be 'severe'.

- Stealing
- Absconding from adult supervision
- Initiating or being involved in acts of extreme aggression, verbal or physical, towards others, with the intention of causing them harm
- Substantial damage to school or neighbouring property
- Using extreme swearing and foul language.

Restraint

The school has a policy on Positive Handling, which strictly adheres to the guidance from the DfE.

Pupils with SEN and Disabilities

Children who have specific behaviour difficulties will have agreed rewards and consequences which have been discussed and drawn up specifically for that child. If an incident occurs the class teacher will speak to the parent to make them aware of what has happened and will review the strategies used. Targets will be set with the appropriate intervention. External Professional Support will be employed if appropriate.

EYFS

In the EYFS we promote 'intrinsic' motivation; fostering a love of learning. We believe that young children learn best in an environment where they attempt to satisfy a desire, expectation or goal without being influenced to do so by another person or by an external incentive or reward. With this in mind, we endeavour to create a calm atmosphere both inside and out providing a learning environment that reflects the needs of young children. This motivation can then be carried on to later years of learning.

Expectations

In the EYFS we ensure our expectations for behaviour are developmentally appropriate. These will change throughout the year depending on the time of year and the cohort of children.

The strategies we use include:

- Praising positive behaviour
- Adults modelling positive behaviour
- Teaching routines for certain activities e.g. lunchtime, tidying up, story time etc.
- Using songs/stories/circle-times to promote positive behaviour
- Prompting children to follow expectations and gradually reducing prompts
- Consider our provision if there are behaviour issues

Consequences

This outlines the consequences for children if inappropriate behaviour continues after being given a warning.

- Removal from situation if behaviour is disrupting other children or threatening their safety
- 'Quiet Time' on the nearest chair
- Any consequence for young children must be immediate and short
- Should inappropriate behaviour continue or a pattern emerge then the staff will ensure that they communicate with parents and work together to address issues.

Behaviour is also referred to in the Anti Bullying Policy and Handling Racist Incidents policy, which should also be referred to.

Anti Bullying Policy

Rationale

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

Definition

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups).

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools. This policy is designed to ensure that as a school we are alert to signs of bullying and act promptly and firmly against it.

Aims

- To promote a secure and happy environment where every child can reach their full potential.
- To take positive action to prevent bullying from occurring through a clear school policy on Personal, Social and Health Education.
- To inform pupils and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- To make staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims.

Anti Bullying Strategies

At Wraysbury Primary School we stress that it is bullying behaviour, rather than the person doing the bullying, that is not accepted. Therefore, our Anti Bullying Policy and practice includes a range of strategies adapted to suit particular incidents through a whole school approach including:

- Whole school to follow Assertive Discipline Policy based on rules, rewards and consequences. (See Behaviour Policy)
- Ensuring the whole staff understands what bullying means.
- Raising awareness to bullying through whole class assemblies, PSHE lessons, circle time.
- To teach spiritual, moral, social and cultural development. across the school.
- Making it clear that no bullying of any kind is tolerated.
- Allowing the children to report incidents without feeling they are telling tales e.g. problem box
- Talk to an adult
- Incidents are taken seriously, investigated and acted upon with clearly defined procedures.
- Systematic recording of incidents helping us to review, evaluate and monitor evidence (Serious Incident Form and Lunchtime Slip)
- To provide emotional support to vulnerable pupils who feel isolated e.g. Circle of Friends.
- Staff to inform other staff in the appropriate meeting.

Procedures

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with by the member of staff who has been approached.
- A clear account of the incident will be recorded, children spoken to and an account given to the Headteacher
- The Headteacher will interview all concerned and will record the incident.
- Class teachers will be kept informed.
- Parents will be kept informed.

- Sanctions will be used as appropriate and in consultation with all parties concerned in accordance with the pupil discipline policy.

Pupils who have been bullied will be supported by:

- Offering an opportunity to discuss the experience with a member of staff.
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

Pupils who have been bullying will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parents or guardians to help change the attitude of the pupil.

Monitoring, Evaluation and Review

We expect every individual connected to the school to adhere to this policy to ensure that the experiences of all the children and staff are as positive as they can be. Bullying, verbally or physically, will not be tolerated. We will actively encourage children not to allow themselves to be victims and teach them personal skills and strategies through our PSHE programme. (See PSHE policy for further details.)

The effectiveness of this policy will be monitored regularly by all members of the Senior Management Team and on an annual basis by the Community and Pupil Welfare Committee.