

Birchanger C of E Primary School

Behaviour and Anti - Bullying Policy

Our School Vision:

Everything we do at Birchanger Church of England Primary School is built on the Christian values of Love, Care, Courage and Truth. This ensures that every child can achieve their full potential in a safe, happy, caring and fulfilling environment and that they are equipped to make a positive contribution to society. We are committed to the pursuit of excellence in all we do – in our work, our play and our relationships with each other.

Our School Values: Love, Care, Courage and Truth

Our School Rules: Be Kind Be Safe Be Responsible
Be Respectful Be Healthy

Aims of this policy:

- To have a consistent approach to behaviour throughout the school with the support of governors and parental co-operation and involvement.
- To make boundaries of behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour – both within school and in the wider community.
- To foster a caring attitude for the school environment.

Our aims and ethos apply not only to staff and children, but to everyone who enters the school community.

Our school values the following:

- Being truthful and honouring agreements (i.e. keeping your word)
- Respecting the rights and property of others
- Acting considerately towards others
- To listen with respect to one another
- To be conscious of the needs and feelings of others
- Taking personal responsibility for one's own actions
- To develop self-discipline

The school finds the following behaviour unacceptable:

- Dishonesty
- Irresponsibility
- Bullying
- Abuse: including verbal, physical, racial and homophobic

Rights

These three main rights are the foundation on which we build our rules and responsibilities:

- The right to be safe
- The right to learn and teach
- The right to be respected

These rights are non-negotiable and apply to everyone. These rights carry with them an expectation of responsibility. Encouraging good behaviour and discouraging inappropriate behaviour are the responsibilities of the children, staff and parents.

Children's responsibilities are:

- To work to the best of their abilities and allow others to do the same
- To treat others with respect
- To obey the instructions of the school staff
- To take care of property and the environment in and out of school
- To co-operate with other children and adults
- To display courtesy and good manners towards each other and the adults in school
- To obey the school rules both within the classroom and within the school environment

Staff responsibilities are:

- To treat all children fairly and with respect
- To raise children's self esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create an environment where children feel safe, both physically and emotionally.
- To ensure children understand the school rules and what they mean in different situations
- To use rules and sanctions clearly and consistently
- To be a good role model
- To work in partnership with parents so that all children can see that the key adults in their lives share a common aim
- To recognise that each child is an individual
- To be aware of children's needs

The parents' responsibilities are:

- To make children aware of appropriate behaviour in all situations
- To ensure that their child comes to school with the right attitude for learning
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To work in partnership with the school
- To support the school in the implementation of this policy
- To be aware of the school rules and expectations

School Rules

Our school rules are based upon rights and are the moral values which underpin all of the choices and decisions made by the school and its pupils.

Be Kind

Be Safe

Be Responsible

Be Respectful

Be Healthy

These rules cover behaviour in the school building, playground and during other school activities including visits and sporting events.

Class Rules and Routines

The school rules are displayed in every classroom and they are discussed at the beginning of the each term and reviewed regularly within the classroom and during assemblies. Children in each class consider the five rules and agree a set of class rules based on these whole school rules.

Playground Rules

The school rules are displayed in the playground. Children are involved in agreeing the rules, routines and rotas around playground behaviour.

Positive Recognition and Rewards for Good Behaviour:

We encourage children to take responsibility for their own actions and behaviour and to consider the consequences of the choices they make. We make expectations of behaviour clear. We recognise, celebrate and reward good behaviour both discretely and publicly.

Rewards include:

- Verbal praise
- Stickers
- House points
- Star of the week (up to 3 per class)
- Headteacher's Star of the Week
- Headteacher Award
- Silver Cards
- Gold Cards (names / photos are displayed in the entrance hall and mentioned in the Buzz half termly)

Rewards and nominations for rewards can be given by all members of staff.

Consequences of Inappropriate Behaviour

The school recognises that poor behaviour cannot be ignored and appropriate sanctions will be consistently applied. Care will be taken to look for the underlying causes of bad behaviour and to involve all parents and carers at an early stage in the process.

Behaviour by which infringes British Values, for example disrespect or intolerance, is addressed. This may be through discussion with the child, the child's family or through the curriculum.

We have a 'Good to be Green' system which is used across school. All children begin the day on Green and this is displayed in classrooms - in Key Stage 1 on Rockets and in Key Stage 2 on a Classroom Chart. This is introduced in EYFS as appropriate.

If a child chooses to misbehave there is a staged response:

Stage 1 – A verbal reminder of the rule

Stage 2 – A verbal warning

Stage 3 – If misbehaviour continues the child is moved to Amber on the classroom chart with a clear accompanying target to meet eg do not shout out during learning time. In Key Stage 2 a note is written in the home-school book to inform parents. The aim is for the child to return to green very quickly – teachers / LSAs need to encourage and recognise good behaviour and then move the child back to green.

Stage 4 – If misbehaviour continues the child's name is moved to Red on the classroom chart and the headteacher is informed. The headteacher will record the behaviour in the school behaviour log and inform the child's parents via the home-school book. The child will miss a playtime to complete a sheet reflecting on their behaviour.

Stage 5 – If a child is placed on Red on two occasions in half a term, the headteacher will inform the parent in writing.

Stage 6 - If the child is placed on Red on further occasions, the child's parents will be invited into school to discuss their child's behaviour with the class teacher and headteacher. This continued misbehaviour may result in internal or external exclusion (in line with County Policy).

In cases of serious behaviour incidents, the response will move directly to Stage 5 or 6. In extreme cases the child will be removed from the classroom situation and parents/carers informed immediately. In line with county policy, incidents of serious misbehaviour may result in a fixed term or permanent exclusion.

Examples of behaviours which may result in moving to Amber:

- Missed homework in Key Stage 2

- Persistent low level disruption
- Not following instructions
- Being unkind

Examples of behaviours which may result in moving directly to Red:

- Bullying
- Deliberately hurting another child
- Damaging property
- Swearing

Behaviour at Playtime and Lunchtime

Adults on duty will use the same staged approach. They will remind children of the rules. If poor behaviour continues they will inform the class teacher and / or headteacher who will follow appropriate sanctions.

Behaviour Programmes

Some children need extra help to learn to make the right choices and to learn how to behave appropriately in school. This usually takes the form of agreed targets in class with appropriate rewards that are earned in the short term and are visual so that the child can be encouraged to improve. It is essential in this process that the teacher, child and parent work together to support and reinforce the strategy to change behaviour. There are times when we need to draw on the professional advice of other agencies to help us set targets and develop strategies for children with behavioural difficulties. This is always done after consent is given from parents.

Anti-Bullying Policy

Definition:

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, often where there is some power inequality and it may be 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)

The school recognises the serious nature of bullying and will not tolerate bullying in any form. The school aims to promote an anti-bullying culture through education of all children, being vigilant to bullying in all its forms and dealing promptly and effectively with incidents of bullying.

School Actions to Create an Anti-Bullying Culture:

- Be vigilant
- Listen and investigate

- Watch for children who seem isolated, unhappy or exhibit behaviour changes
- Watch for potential problem areas e.g. playground, toilets
- Deal with incidents immediately
- Provide the headteacher with a clear account of any incident
- Provide opportunities for children to discuss bullying issues in role-play situations so that children can learn to cope better with bullies and can be helped to view situations from another's point of view.
- Discuss with children the effects of bullying behaviour in PSHE lessons and circle time to develop and devise strategies that combat bullying.
- Explicit teaching of strategies to prevent bullying and what to do if you are being bullied or are tempted to bully (such as SEAL- 'Social Emotional Aspects of Learning' material)
- Support whole-school initiatives such as activities during anti-bullying fortnight in November
- Provide activities to raise all pupils' self esteem
- After an incident of bullying, ensure that the parents of the victim and of the bully are aware of the actions being taken and that support is provided for both
- Ensure that incidents are recorded consistently in class Concerns Books, and that other staff are made aware, to enable careful monitoring
- Involve Behaviour Support Outreach Service if necessary

Dealing with incidents of bullying:

Incidents of bullying will be followed up in a way that the victim feels supported. We recognise that to reduce bullying we need to change the behaviour of the bully but will never, 'bully the bully' as this will only give credibility to their behaviour. We will always contact parents and put strategies in place to change bullying behaviour.

- We will always listen to complaints and investigate suspected bullying
- We will always listen to "the other side of the story" and not judge until we are confident that we understand the whole situation
- If a pattern of bullying is emerging we will keep a record of it and inform other members or staff to do the same. We will contact parents at the earliest opportunity to seek their support
- If the bullying persists we will involve the child in a behaviour programme to try to break the habit of the bullying
- We will encourage peer disapproval
- We will teach children how to challenge bullying behaviour
- We will encourage the victim to use positive responses and self-confidence to deflect bullying
- We will always reassure and comfort the victim and provide them with a trusted adult to give confidential support

Review and Evaluation

Behaviour throughout the school is monitored on a day to day basis. Other strategies used in the review process may include:

- Whole school assemblies on a particular issue
- Occasional questionnaires to children
- Circle time and PSHE
- Regular meetings between pupil representatives, governors and staff
- Parental reviews
- Focussed learning walks and observations
- Monitoring of rewards and sanctions
- Discussion with staff groups eg teachers, MDAs, LSAs, admin staff

This policy will be reviewed annually in Autumn Term.

Playtime Rules and Routines

First Bell

Get off the equipment
Stand still

Second Bell

Walk to lines

Large Play Equipment

Boat – Reception and Key stage 1

Castle

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|-----------|-------------|
| Monday | Key stage 2 |
| Tuesday | Year 3 / 4 |
| Wednesday | Year 5 / 6 |
| Thursday | Year 3 / 4 |
| Friday | Year 5 / 6 |

Football

Each class has a football. Football space is monitored by the adult on duty and if necessary a rota drawn up and displayed.

Field

Stay on the playground on wet days.
The adult on duty decides if children can go on the field and equipment.