Positive Behaviour & Anti Bullying Policy

October 2017

Adopted by Full Governing Body: 29.11.17
Review date: Autumn 2019

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Introduction

At Edwalton Primary School we aim to provide a happy, inclusive environment where children feel happy and safe in order to flourish. We are proud of the Flying High Values of Perseverance, Aspiration, Creativity, Fun, Pride, Responsibility and our additional Edwalton value of Sustainability.

Our Aims

In order to set high standards of behaviour and to safeguard all children, including those with Special Educational needs we promote:-

- A sense of responsibility within pupils towards peers, adults, the school environment and resources
- Respect and understanding amongst all members of the school community
- Equality for all
- A positive attitude and a desire to achieve
- The development of social skills and positive social interaction
- The aspiration to be a 'balanced' individual with a sense of humour
- Being good role models for one another
- Good manners and politeness
- Self-discipline and self-regulation
- Restorative intervention – children are encouraged to resolve conflicts, reflect upon wrong doing, put things right, forgive and encouraged to make right choices in the future
- A sense of citizenship within our school community and the wider community
- The recognition that unacceptable behaviour brings a consequence

Within our practice as staff we aim to:-

- Encompass our vision
- Encompass equality in all we do
- Be fully aware of an individual's needs
- Recognise our role as the professional, inclusive adult – role model
- Repair and restore relationships
- Build self esteem and self confidence
- Recognise and respect the child as the individual
- Separate the positives and negatives
- Describe the behaviour not the child
- Show compassion and understanding
- Understand that mistakes are made and encourage children to make positive choices for the future
- State clear boundaries - be fair and consistent
- Assist the child/children to display good behaviour
- Challenge all unacceptable behaviour including all equality matters (eg. SEND, gender, homophobia, racism) bullying, and unacceptable online behaviour
- Challenge any unacceptable behaviour with regard to radicalisation or extremist views and report these to our prevent lead or DSLs following the guidelines outlined in the Prevent Statutory Duty

- Approach situations in a calm manner (be aware of body language and tone of voice)
- Have high expectations
- Encourage independence and co-operation
- Encourage children in taking and accepting responsibility
- Follow a fresh start, new day policy
- State expectation of the good behaviour to follow poor behaviour
- Be well-organised, well-planned, prompt and punctual
- Differentiate – the work must match the child's level of ability
- Smile, welcome, be interested, say 'thank you', apologise
- Be aware of home circumstances
- Involve all in whole school celebrations
- Agree and display class rules in the classroom.

As pupils at Edwalton Primary School we expect our children to keep the school's Code of Conduct.

Everyone prepared and ready to learn
Do your best
Walk and work quietly
Always show respect and good manners
Look after ourselves and our environment
Take responsibility
Offer support and kindness
Never give up

Each class teacher will discuss the school rules and create their own class code of conduct additional to the EDWALTON acronym. This is agreed with the children and discussed throughout the year. The class code of conduct is displayed in each classroom.
Include such things as:

- **Looking out for each other**
- **Respect - going both ways**
- **Fresh start – every day is a new day**
- **Understand and empathise**
- **Patience**
- **Being responsible for your actions**
- **Hands and feet to yourself**
- **Manners**
- **Teamwork (children and adults)**

Please also refer to the Home School Agreement.

Rewards and Responses

We reward good behaviour in a variety of ways:
- Body language – smile, thumbs up, nod etc
- Verbal praise – well done, brilliant etc
- Dojo's
- Good work assembly
- Stickers
- Stamps
- Certificates
- Individual class reward
- Share good behaviour with other teachers, Head Teacher etc
- Notes home
- Prizes ie star reader award; 'Teacher's tin'
- Foundation Stage jar of kindness
- Individual class rewards systems for individuals or whole class. Children work towards an extra treat e.g. extra playtime, dip in the box etc
- Every class has a 100 square/marble jar reward system. The reward for completing the jar/square lasts approximately 1 hour, it includes the whole class and it is a treat that has been agreed (voted upon) by the whole class
- Good work assembly is held approximately every 2 weeks. Children are identified for good work/good behaviour linked to our values.

Rewards can be given by Mid-Day Supervisors / Headteacher / SENCO team / other staff

Rewards are _never_ removed to sanction poor behaviour

Positive classroom management

Shared ideas for good practice:
- Clapping in rhythm
- Show me 5 (fingers = sitting, eyes to teacher, legs of chair on the floor etc)
- Catchy phrases i.e. 'Mac and cheese- everybody freeze'
- 123- look at me
- Hocus pocus- everybody focus
- Everybody stop- hands on top
- Trevor the triceratops on the quiet table
- Visiting bear
- Focus on the children who are sitting nicely not the children who aren't sitting well.
- Wind chime/ gentle bell
- Are you ready? I was born ready!
- Star in the jar
- 1 cube on the table build up to 5 cubes –first group to 5 get positive response
- Beat the teacher - they get a point or the teacher gets a point – relates to what time go out to play

Responses to unacceptable behaviour

- Use of eye contact, e.g. a look.
- Non verbal ie point at a symbol / colur on lanyard
- Verbal warning given – remind children of what TO do
- Use a restorative conversation/ emotion coaching – tell child how they are feeling, set limits on behaviour / problem solve what could be done to move forward positively or next time.
- Name written on board for repeated class minor behaviours
- Tick next to the name of the child
- Second tick next to the child's name
- Move within the class
- Class teacher can give a sanction in response to child's inappropriate behaviour after going through the same process and choose to keep a child in their classroom for 5/10 minutes at breaktime/lunchtime with the class teacher.
- If time out of the classroom is needed - child sent to parallel class for 10-20 minutes, with work, escorted if appropriate, by another child. Child to sit at a desk/table on a spare chair. After 20 minutes to return to child's own class.

There will be a flexible monitoring approach which uses the principle of Praise in Public and Reprimand in Private, which avoids shaming and the 'punitive' model.

In the case of an emergency of any kind, SEND Support Team or in their absence, the Head Teacher is to be alerted.

Serious or persistent unacceptable behaviour may result in:

- Note in school diary (parental communication)
- Further communication with parents
- A log of incidents kept
- Phone call to parents
- Meeting with parents and school staff
- Report sheet to support and promote positive behaviour.

All responses are proportionate to the misbehaviour.
Occasionally it is necessary to remove an item from a pupil. In this case the item is kept safely and returned to the parent.

If a pupil is found to be maliciously accusing another pupil or member of staff of negative actions, proportionate sanctions will be taken by the school.

The Cohort's Needs
If a particular year group of children pose a number of behaviour management challenges additional strategies may be put in place by the Head Teacher in liaison with the year group teachers.

The Individual's Needs

We do have a few children who experience difficulties in managing their own behaviour. This may be due to one main factor - a specific educational need/emotional behaviour difficulty or a variety of factors – educational/medical/social.

In our inclusive school we attempt to cater for the needs of individuals through the use of Individual Handling Policies, Risk Assessments, informal support programmes, intervention from the Behaviour Support Team, Individual Provision Plans, Pupil Support Plans, Individual Health Care Plans and the Education Health and Assessment Framework.

A minority of pupils may need to be 'positively handled' to prevent injury to themselves or others, damage to property or simply to maintain overall good order. This is only completed by MAPA (Managing Actual and Potential Aggression) trained staff who record incidents in a logbook and discuss with SLT.

We do work closely with all external agencies who may be involved with an individual pupil/family to assess their behaviour needs and assist with strategies to help.

Exclusion

Internal exclusion is used to respond to unacceptable behaviour at school. The child is isolated from his/her peers for the day or part of the day, in a different working environment with an adult supervising.

Temporary fixed term exclusions are used only in exceptional circumstances when a child's behaviour has been judged to be totally unacceptable e.g. violent behaviour towards peers/adults, aggressive abusive language, continuous and prolonged disruption of other children's learning.

Permanent exclusion is a last resort.
(see exclusion policy for more detail).

Bullying
Please see Anti-Bullying Statement – appendix 1

Beyond the School Gates

We do intervene in behaviour matters beyond the school gates if information is brought to our attention or we witness a situation. Our level of intervention depends upon the validity of the evidence given to us. Often this type of intervention is in response to social media – insults/comments.

The Role of Parents

The schools works collaboratively with parents so children receive consistent messages about how to behave at home and at school

- Parents are encouraged to support us in our positive behaviour management practice, its ethos and everyday procedures. Thank you.

Please also refer to the school's Child Protection Policy, SEND Policy and Equality Policy.

Anti-Bullying Policy

'Bullying is action taken by one or more children, targeting and hurting another child either physically or emotionally
*STOP Bullying= **S**everal **T**imes **O**n **P**urpose and **S**tart **T**elling **O**ther **P**eople.'*

'A bully is another person who physically or mentally hurts another person, doing it every single day.' (child view)

Definitions: (not an exhaustive list)
- It deliberately and intentionally causes hurt
- Is usually repetitive incidents over a period of time towards another
- It usually involves an imbalance of power
- It may involve manipulative behaviour
- It is not teasing, quarrels or disagreement between friends, where the intention is not to cause hurt
- It does not include activities which all parties have consented to and enjoyed; eg play fighting.

Types of Bullying:
- Physical – hitting, shoving, kicking and other forms of non consensual touch
- Emotional – name calling, isolation, intimidation, including bullying linked to racial discrimination, homophobia, gender issues or SEND
- Cyber – mobile devices, email, social networks.

Aim:
As a school we aim to establish a climate of trust and respect for all. Bullying is wrong and damages individual children; we do all we can to prevent bullying by developing a school ethos in which bullying is regarded as unacceptable.

Preventions:
- Systems, school rules, supervision, being proactive
- Peer meditators
- PSHE activities – inc SEAL work focussed on anti bullying, philosophy questions
- Development of personal and social skills including the ability to take appropriate action if bullied
- Anti-Bullying Week
- Assemblies
- Minor incidents dealt with immediately, record in Class Book/notes, all parties are spoken to and explained why the action is wrong; we endeavour to help the child change their behaviour in the future
- Encourage children to report incidents and support peers – not being a bystander
- Our Chair of Governors monitors the incidents of bullying that occur and regularly reviews the effectiveness of the school policy.

Procedures following serious reported incidents
- Report to Head Teacher
- A formal log of bullying incidents, from children, teachers and parents – response and action recorded
- Individual meetings with both sets of parents, Class Teacher and Head Teacher, SENCO and external agencies may be contacted if deemed necessary
- Time talking to victim of bullying attempting to reassure and agree future strategies
- Attempt to support bully in changing his/her behaviour
- Appropriate responses given to the child who has bullied – eg Report sheet, removal from break times, internal exclusions, fixed term exclusions
- Circle time and PSHE activities may be completed with a small group or whole class to address issues
- All incidents are shared on a need to know basis.