



# Behaviour and Anti-Bullying Policy



**Our vision is:**

**To encourage and support thoughtful, happy and responsible children with a lifelong passion for learning, within a Christian community.**

**Our Christian Values are:**

**Forgiveness Thankfulness Friendship  
Compassion Trust Truthfulness**

**Date Approved: 21.11.17**

**Review Date: Autumn 2019**



## Behaviour and Anti-Bullying Policy

<b>DATE APPROVED BY LDBS ACADEMIES TRUST</b>	21 November 2017		
<b>REVIEW DATE</b> <i>Biennial</i>	Autumn 2019		
<b>SIGNED (EXECUTIVE) HEADTEACHER</b>		<b>DATE</b>	
<b>SIGNED CHAIR OF LOCAL ACADEMY COMMITTEE</b>		<b>DATE</b>	

## Behaviour Principles

A person who can truly be described as educated does not have a vast bank of knowledge; they have the ability to use that knowledge for their own good and for the good of humanity. The development of a strong spiritual and moral framework based on Christian values is an essential part of the education that will be on offer.

The two great commandments given by Jesus will underwrite the life of the academies that are part of the LAT; they are to 'love God' and to 'love your neighbour as yourself'. Both of these instructions should be evident in the whole life of the school, in the relationships between all members of the Academy community, pupils, staff and parents, and also in the management of behaviour.

### Aims

- For children, staff and parents to work together to establish a strong set of Christian values which underpins the life of the academy;
- The values will include service, compassion, trust, peace, forgiveness, friendship, justice, humility, hope, and a sense of what it means to be a community (*koinonia*).
- Children will be helped to develop healthy spiritual and moral frameworks which will support them into secondary school and adult life.
- They will be encouraged to develop strategies and skills which will help them to be resilient and yet also compassionate and forgiving when they deal with difficult situations.
- The academy will teach responsibility and service so that children, through those positive experiences, learn to respect authority and take pride in the work that they do and their academy and its environment.
- Through the use of sanctions and rewards, children will learn about justice and how there is a difference between major and minor issues.

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the academy to function efficiently as a place of learning.

### ***We respect each other***

*We will teach and encourage children to do the following:*

- *Maintain a positive attitude*
- *Listen without interrupting or 'back-chat'*
- *Make eye contact with other people*
- *Use the other person's name*
- *Try and empathise –for example: 'how do you think the other person is feeling' or 'what would you feel like if someone did that to you?'*
- *Regard people of all faiths, races and cultures with respect and tolerance*
- *Remember their good manners*
- *Take their hands out of their pockets*
- *Not to shrug when being reprimanded.*

## **We help each other to be safe**

*We will teach and encourage children to do the following:*

- *Not to engage in 'rough play' in the playground*
- *Report any concerns to an adult of their choice*
- *Behave as ambassadors for the academy when on educational trips or at other venues, such as swimming lessons and sporting events.*

**Staff are expected to:**

- *Monitor playground behaviour and be proactive rather than reactive*
- *Be endlessly vigilant and take preventative measures; for example, monitoring 'trouble spots'*
- *Use their emotional intelligence and remember that little things can become big things—it's important to pay attention to details and to take responsibility for following EVERY incident up. Children's personal development and well-being is paramount. Remember ... each child is your responsibility*
- *Be punctual and ensure that lessons begin on time*
- *Dismiss children at the end of the day in a calm and orderly manner ensuring that each child has his/her belongings (coat, book bag, bag, PE kit) and is handed over to a responsible adult*
- *Monitor children for behavioural changes in line with Child Protection guidelines*
- *Monitor children for signs of exposure to radicalisation and extremism, as described in the Prevent duty*
- *Brief accompanying adults on educational visits.*

## **We listen carefully**

*We will teach and encourage children to do the following:*

- *To look directly at the person speaking to them*
- *To listen closely and without interrupting*
- *To keep their hands and feet still when speaking to an adult*
- *To think carefully about what has been said before responding.*

## **We work hard**

*We will teach and encourage children to do the following:*

- *To complete their work within a set time*
- *To concentrate within a given time*
- *To send unfinished work home with parental agreement*
- *To be proud of their learning*
- *To understand that presentation is important.*

**Staff are expected to:**

- *Have high expectations for each child*
- *Explain to children the positive consequences of making good progress.*

## **We look after things**

*We will teach and encourage children to do the following:*

- *Pick up coats*
- *Put lunch boxes away*
- *Put away play equipment*
- *Look after their books; i.e., no graffiti*
- *Look after their book bags and PE kit*
- *Leave valuables such as jewellery and mobile 'phones at home*
- *Clear up in the hall*
- *Behave sensibly in the toilets*
- *Take belongings home at the end of the day.*

### **We are honest**

*We will teach and encourage children to do the following:*

- *Explain the part they have played in an incident*
- *Acknowledge the part they have played in an incident*
- *Accept responsibility for the part they have played in an incident*
- *Apologise and make amends.*

### **We walk quietly and calmly around the building**

*We will teach and encourage children to do the following:*

- *Line up one behind the other*
- *Move around the building in a safe and controlled way which enables children with a range of needs to cope with their surroundings.*

### **Staff are expected to:**

- *Look up and down the lines*
- *Make eye contact with each child.*

## **Rewards and Sanctions**

All children will be encouraged to practice good behaviour with a suitable series of rewards. Sometimes children are badly behaved. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. An effective Behaviour Policy must state these boundaries firmly and clearly.

Minor breaches of discipline are generally dealt with by the class teacher in a supportive and fair manner, with some flexibility regarding age of the child as far as sanctions are concerned.

Each case is treated individually. Children are made aware that they are responsible for their own behaviour and that breaking rules will lead to punishments.

### **Major breaches of discipline include:**

- *Physical assault*
- *Deliberate damage to property*
- *Bringing sharp or dangerous instruments to school, or any item that might cause a problem*
- *Stealing*
- *Leaving the premises without permission*
- *Verbal abuse*
- *Foul or abusive language*
- *Swearing*
- *Bullying*
- *Refusal to work.*

*This type of behaviour is generally rare and it is the responsibility of the (Executive) Head Teacher or the Head of School / Deputy Head Teacher who will deal with it appropriately. Parents will be involved at the earliest possible stage, if problems are persistent or recurring.*

**Strategies to improve this type of behaviour include:**

- *Talking to the child—discuss what has happened*
- *Withdrawal from the classroom for the rest of the day*
- *Missing playtime or lunchtime*
- *A meeting with parents, and a warning given about the next stage unless there is an improvement in the child’s behaviour*
- *Repeat work*
- *Sending work home*
- *Letters of apology*
- *Loss of responsibility; e.g., monitor jobs*
- *Placing the child on a daily or weekly report / log system to monitor their behaviour with parents’ support.*

**Procedures for Dealing with Major Breaches of Discipline**

- If the problem is severe or recurring then exclusion procedures are implemented
- A case conference involving parents and support agencies
- Permanent exclusion after consultation with the Local Academy Committee and the LDBS Academies Trust (LAT)
- Parents have the right of appeal to the Local Academy Committee against any decision to exclude.

**Behaviour modification strategies**

There are occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our behaviour policy of rewards and sanctions, we use behaviour modification strategies to change individual children’s behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

# Anti-bullying

## Definition

Bullying can be described as being:

**'A deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents.'**

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s), or other concerned people.

Bullying may also include discrimination and racism which can be both direct and indirect and is unacceptable in any form. LDBS Academies Trust is opposed to all forms of racism, sexism, homophobic, biphobic, transphobic bullying and xenophobia, including those forms that are directed towards religious groups and communities, and against Travellers, refugees and asylum-seekers. Pupils will be given planned opportunities to discuss equality issues and reminded at regular intervals of the LAT policy. Racist incidents will be dealt with appropriately and recorded and reported to the LAC, and an annual report will be made to the LAT.

## Strategies for dealing with bullying

*The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too—that is why they bully.*

- *Discussions with the victim. This will require patience and understanding. Remember – Listen, assess, act.*
- *Identify the bully/bullies. Obtain witnesses if possible. Advise the Head Teacher.*
- *Discussions with the bully/bullies. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable.*
- *If they do not own up, investigate further. If it is clear that they are lying, continue with the investigation. Children usually own up if presented with all the facts.*
- *If they own up, then follow the procedure outlined below:*
  - *Hold separate discussions with parents of bully and victim*
  - *Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion during lunchtimes, or exclusion from school, depending on the perceived severity of the incident(s)*
  - *Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim, to ensure no repetition*
  - *As the behaviour of the bully (hopefully) improves, then favoured activities, etc., can be reinstated, and the child should be praised for good behaviour. This will rebuild*

*the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying.*

- *In order to prevent and identify incidents of bullying and the identities of bullies, staff will carry out the following strategies:*
  - *All staff watch for early signs of distress in pupils*
  - *All staff listen, assess, act*
  - *Establish Playground Friends or similar as a child's first contact point, if they feel they cannot tell an adult*
  - *Worry boxes in school where children can put written notes if they feel they cannot speak about their problem*
  - *Teaching the PSHE curriculum and the Social, Emotional Aspects to Learning (SEAL) materials.*

## **Parents**

*Parents can help:*

- *By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children*
- *By discussing the academy rules with their child, emphasising their support of them and assisting when possible with their enforcement*
- *By attending Parents' Evenings, parents' functions, and by developing informal contacts with the academy*
- *By knowing that learning and teaching cannot take place without sound discipline*
- *By remembering that staff deal with behaviour problems patiently and positively*
- *By recognising that there is always another side to the story and to find out all the facts before reaching conclusions*
- *By NOT dealing directly with other children and parents and allowing the academy to deal with them*
- *By speaking directly to the class teacher.*

## **In summary**

By using a positive system of rewards, incentives and clear boundaries, and by enforcing good behaviour, we help children to develop confidence and healthy self-esteem and a set of skills and strategies which will take them onto the next stage of their education and into adult life.

(Executive) Head Teachers will be expected to draw up operational instructions for the policy which are suitable for their own community.

## Appendix A: Safeguarding Behaviour Checklist

Schools should ensure that:

<p>Positive behaviour is consistently promoted Staff use de-escalation techniques and creative alternative strategies specific to individual needs Reasonable force, including restraint is used in strict accordance with legislative framework Pertinent staff are trained in physical restraint if/where appropriate</p>	
<p>Force and restraint are only used in strict adherence with legislative framework to protect pupils and those around them</p>	
<p>The school takes decisive action to prevent and tackle discriminatory and derogatory language – about disabled people/homophobic/racist/etc.</p>	
<p>The school routinely contacts social services about every child excluded who is the subject of a child protection plan</p>	
<p>The school makes effective use of behaviour monitoring and can show the positive impact of improved behaviour as a result</p> <ul style="list-style-type: none"> <li>• Children and learners are protected and helped to keep themselves safe from bullying/homophobic, racist, sexist behaviour and other forms of discrimination.</li> <li>• The school challenges discriminatory behaviour and pupils are helped and supported to treat others with respect</li> </ul>	
<p>Risk assessments are in place for individual pupils with behavioural issues which could place themselves and others at risk? Are they supported by action plans outlining how any identified risks would be managed? Risk assessments are used to inform decisions on whether to re-admit pupils with behavioural issues.</p>	

## **Appendix 1**

### **Stay On The Sun'' - A Whole School Behaviour Management System**

#### **Aims**

- To provide a calm, stable and secure environment that encourages children to learn.
- To help children develop as responsible caring citizens and allow them to take advantage of the opportunities available to them.

#### **Key Elements of 'Stay On The Sun''**

- A behavioural system that promotes self control and co-operation
- Heavily weighted towards positive reinforcement of good behaviour
- Encourages children to take responsibility of their own behaviour
- A clear and transparent system of praise and sanctions
- Linked to the school's ethos and agreed rules.
- Used by all staff members

#### **How it Works**

- Each class displays a 'Stay On The Sun' chart
- Each day every child starts on the sun
- They move up or down the weather symbols dependent on their behaviour (see next section)
- Children can move up and down quite quickly thus positive behaviour is reinforced and undesirable behaviour is acted upon instantly.
- So that the children's responsibility for their own behaviour is reinforced they generally work the chart themselves (so they are aware of their progression up and down)
- All the children are made aware of the steps up and down the chart
- The system is carried out consistently within each class and across the whole school
- Each day all pupils start on the sun so there is a fresh start and an opportunity to do well

#### **Positive Behaviour and Learning Reinforcement Steps**

- Sun– where all children begin and the minimum expectation for the end of the day
- Rainbow– the first step to reward exceptional behaviour, effort or work – a rainbow certificate is awarded
- Rainbow Star– the second step to reward exceptional behaviour, effort or work. Children who end the day on this go to the Headteacher on Friday at 2.30pm for a sticker and a special certificate. The child's name is also entered into the 'The Rainbow Star Book'. If a child's name is entered in the 'The Rainbow Star Book' three times in a term they are presented with a prize and a letter goes home to their family.

#### **Extra rewards**

- Positive messages home to parents – Praise Pads and Parentmail
- Class stars are earned for good class behaviour, 10 stars earned equals 10 minutes free time or fun class activity.
- Send to Assistant Head for praise and a special sticker.
- Send to Deputy Head for praise and a special sticker.
- House Tokens
- Each token = 1 team point.
- The tokens will be counted by class monitors on a fortnightly basis and they will be totalled across the year group and not just the class
- Rewards will be negotiated with the year groups
- Teachers to keep a record of the winning 'House' when counted.
- Each house has Year 6 leaders which are voted for by the members of that house through an election process

### Sanction Steps

- Sun- where all children begin and the minimum expectation for the end of the day
- White Cloud – First warning
- Grey Cloud–Child sent for time out in designated area in class or partner class
- Thunder Cloud – Teacher’s own consequence (loss of responsibility, repeat work, apology letter)
- Thunder Bolt – Break Time Detention, teacher to log on Sims and call parents

### Consequences of negative behaviour

1. If a child receives 3 detentions the Deputy Head will arrange a meeting with both the parents and the child
2. If a child receives a 4th detention the child will have an internal exclusion for ½ a day.
3. If a child receives a 5th the child will miss lunch and break times for the week.
4. If a child receives a 6th detention they will be put on a report card and report daily to the Headteacher.

### Further Consequences for all year groups

1. Lunchtime Exclusion
2. Time out with Deputy Headteacher.
3. Time out with Headteacher.
4. Internal exclusion
5. Exclusion.

## **Appendix 2**

### **Lunchtime Behaviour Management**

#### Rewards

1. Stickers
2. Praise Pads
3. Golden ticket (given out each week during Celebration Assembly)
4. Lunchtime Monitors
5. Certificates

#### Consequences

1. Verbal warning
2. Time out
3. Minutes lost from Lunchtime play
4. Send to Senior Midday Supervisor
5. Send to Headteacher / Deputy Head
6. Lunchtime exclusion
7. Inform parents

Mid Day Supervisors must deal with any incidents that arise during the lunch break and record it on the incident record sheets and give them to the class teacher at the end of each lunch break. Incidents can be referred onto the Senior Mid Day Supervisor and, in serious cases, to the Head teacher or Deputy Head Teacher.

### **Appendix 3**

#### **Stanwell Fields C of E Primary School**

##### **Our School Code of Conduct**

In Autumn Term 2015 the school adopted RESPECT as their school rules.

RESPECT for .....

- Each Other
- The Staff
- The Children
- The School Vision and Values
- The School Rules
- The School Building and grounds
- The School Equipment
- The Community
- People's Feelings
- British Values
- Diversity
- Religion
- Different Opinions