



# Sledmere Primary School

## Behaviour & Anti-bullying Policy



January 2020

### 1. Our School Values

We believe that positive behaviour underpins learning and we expect and reinforce good behaviour at all times. We want our school to be a happy place, a place where the children want to be, where they feel safe and secure, where they feel valued and where they can learn. Our school values:

**Respect   Responsibility   Kindness   Perseverance   Confidence   Resilience**

Our mission statement “**Be the best you can be**’ sums up these aims. This statement is consistently reinforced throughout the whole school and is on display in all classes and all areas of the school. Positive behaviour has an integral role to play in the fulfilment of our aims.

### 2. Aims of our Behaviour and Anti-bullying Policy

The specific aims of our Behaviour and Anti-bullying Policy are as follows:

- ✓ To promote the safety and happiness of all the children and staff in our school
- ✓ To promote good behaviour and self-discipline among all our children
- ✓ To ensure that all our children learn to take responsibility for and manage their own behaviour
- ✓ To promote equality and fairness among all
- ✓ To enhance the learning environment of our school by promoting a sense of mutual respect among all members of our school community
- ✓ To further increase the co-operation and collaboration between home and school
- ✓ To ensure consistency in the application of rewards, rules and sanctions
- ✓ To outline the structure of fair and agreed sanctions in response to negative behaviour

### 3. Sledmere Rules & Rights Charter

We have our own Sledmere Rules & Rights Charter. At Sledmere Primary School, we believe that everyone has rights. To ensure that all children have these rights, we have clear, child-friendly rules. By following these rules, our school will be a happy and safe place.

<b>Rules</b>	<b>Rights</b>
<b>Be kind and respectful to everyone and treat other people the way I like to be treated. <i>This is our Golden Rule.</i></b>	To be safe, cared for and happy.
Use kind hands and feet and not bully, fight, hurt or frighten other people.	To be safe and not be bullied or frightened.
Speak politely to all children and adults, always using good manners and saying please and thank you.	To be spoken to politely and kindly by other children and adults.
Use kind words and not use bad or hurtful language or swear.	To be spoken to with respect and feel safe.
Listen carefully to children and adults, who work with me in school and do what I am asked.	To have good lessons and safe, enjoyable playtimes.
Try my best, work hard and be organised and ready to learn at the start of every lesson.	To have lessons that are well prepared with the teacher ready to help me learn.
Complete my homework and ask for help when I need support with it.	To have homework that is right for me, at the right level and the right amount.
Listen to other people’s points of view and try to understand how they might be feeling.	To be listened to and understand how others are feeling.

Look after myself, other people, everyone's belongings and everything in our school.	To be looked after by other people and for my belongings to be safe.
Wear my uniform smartly.	To have a smart, clean, comfy uniform.
Choose healthy food, drinks and activities.	To eat healthy foods, have fresh water and do healthy activities.

#### **4. UNICEF Rights Respecting School**

We are also working towards becoming a UNICEF Rights Respecting School. The children on our School Council are our Rights Respecting Ambassadors and they work on articles from the United Nations Convention on the Rights of the Child each term. The staff and children in each class have drawn up a code of conduct, based on the United Nations Convention on the Rights of the Child. For example:

'I have the right to:

- Have lots of friends and be happy
- Be spoken to politely
- Be safe
- Good lessons, where I can share my news and talk to the teachers and other children
- Be listened to
- Have nice things to play and work with

#### **5. Rewarding Positive Behaviour**

Our Behaviour and Anti-bullying Policy focuses on promoting and rewarding positive behaviour. We have a well-structured universal House Point reward system that ensures consistency across the whole school:

- Every child and staff member belongs to one of our 4 House Teams - Lenny Henry, Josie Lawrence, Duncan Edwards and Denise Lewis. The children can earn individual House Points, collected in stamp booklets, which feed into the collective total for their House Team.
- When a child has collected the following totals, they are rewarded with a pencil, a reward sticker and a star badge from our Headteacher
 

Bronze	50
Silver	50
Gold	50
- The house points are recorded on team charts that are displayed in every classroom and children have the responsibility to record their individual house point total.
- The house points are collected weekly by the house captains and are added to the running house team totals for the whole school.
- The house team points for the school are on display in the hall and reference to the weekly totals is made during whole school assembly. This ensures that the profile of the points system remains high.
- Special school events will be linked to the house teams:
  - Sports Day
  - World Book Day
  - Eisteddfod
  - Maths assemblies
  - Quizzes
  - House assemblies (to take place in classrooms every half term)
- Children earn house points for good behaviour and good work. Teachers may choose to have additional, personal reward systems, which work well for their own class.
- A special whole school assembly is held every term, where staff nominate children from every class to have a Gold Book Certificate – the child's name is recorded in the Gold Book.
- Children are encouraged to bring in certificates from home to present in whole school assembly: gymnastics, football, swimming, cubs, brownies, sports clubs, etc.
- Staff give out stamps and stickers for good behaviour and good work as well as awarding house points as part of their marking of children's work.
- Children who have been particularly good are sent to our Headteacher for extra praise and a Headteacher gold sticker/pencil and write their name in a 'Special Diary'.
- In addition to our universal House Points reward system, all our teachers use additional positive reinforcement strategies to encourage excellent behaviour and positive attitudes to learning. These include:
  - Class 'Stars of the Week'

Instant visual behaviour rewards

## **6. Parents' Rights & Responsibilities**

We believe that the partnership between home and school is vital to encourage good behaviour. A supportive partnership will be strong and be of ultimate benefit to the children. We have therefore drawn up a Code of Conduct for parents in our Home School Agreement, which all parents are expected to sign:

<b>I have the responsibility to:</b>	<b>I have the right to:</b>
Show support for staff in their implementation of the behaviour policy for the good of all children	Expect the behaviour policy to be fully implemented for the good of my child
Support my child in their school work and homework	Be kept informed about my child's progress, and support to be given to my child as appropriate
Ensure the punctuality and regular attendance of my child	Expect that the school environment will be happy and safe
Promote respect for all staff in school	Be treated with respect when dealing with school
Be familiar with the various policies and codes of the school	Have access to the various policies and codes of the school
To make sure my child has the correct uniform and all they need for the day	Expect that the uniform code will be promoted

If all parents support the Code of Conduct, then consistency will be applied. The children will be aware of the consequences of their behaviour, so they understand what happens when they behave well and what happens when they display unacceptable behaviour.

The children are encouraged at all times to take responsibility for their actions. If we want to live in a civilised society, we need to develop children with the necessary skills to be a part of that society. If we foster in children a willingness to take responsibility, then they can expect to be treated fairly. Together we can create a happy, safe community, where children can learn and develop.

## **7. General Behaviour Management**

We expect good behaviour by all the children at all times. The following examples of low level disruptive behaviour will not be tolerated:

- Answering back inappropriately
- Disobedience to any adults in the school community
- Disrespect of people and property

When dealing with unacceptable, low level disruptive behaviour in class, staff will follow this procedure:

1. Verbal response from the teacher or teaching assistant and the child is offered a positive choice.
2. Remind child of the Sledmere Rules and Rights Charter and class rules based on this.
3. Record the child's name on the whiteboard, if appropriate.
4. Change the child's position in class, if appropriate.
5. The child misses part of break/lunch time to complete unfinished or unacceptable work with the class teacher.
6. Move the child to another teacher in another class for a fixed period of time, record child's name on Integris and ensure you inform the Leader of Learning.
7. The Leader of Learning must talk to the child to establish the facts – be reasonable and fair.
8. If the Leader decides the child's behaviour is more than low level disruptive behaviour, inform the Assistant Head or one of our Deputies.

The behaviour module on our school information management system is a permanent record of all incidents and remains with the child as they progress through school.

## **8. Management of More Serious Unacceptable Behaviour**

The following examples of unacceptable behaviour are considered more serious:

- Causing physical harm to any member of our school community
- Abusive or extreme language
- Persistent refusal
- Putting someone in danger in school or on educational visits
- Racism
- Discrimination
- Bullying including cyberbullying: bullying is when children behave badly to each other over a sustained period of time
- Inappropriate sexualised behaviour including sexting

If staff consider unacceptable behaviour to be more serious than low level disruption, including what might be bullying, staff will follow this procedure:

1. The classteacher informs the Leader of Learning of the child or children involved.
2. The classteacher and Leader of Learning talk to the child/children in order to clarify the incident and remind the child/ren of the Sledmere Rules and Rights Charter.
3. The child may be kept in for all or part of break or lunchtime.
4. The Leader of Learning informs our Assistant Head or one of our Deputies.
5. Parents are informed either in person or by phone by the class teacher (together with the Leader of Learning if necessary) and the incident is recorded on Integris by the class teacher.

**If a child has been hurt, the parents of both the instigator and the victim must be informed.**

6. The Assistant Head or one of our Deputies and Headteacher discuss and, if deemed appropriate, invite parents in to further discuss problems and how to resolve them.

## **9. Persistent Problems with Behaviour**

Persistent problems with behaviour may result in the child going on a weekly behaviour programme, where targets are decided upon and the children are rewarded for modifying their behaviour. Parents are always involved in this.

The classteacher in discussion with our Special Educational Needs Coordinator (SENCO) may draw up an Individual Behaviour Plan for a child's behaviour and share it with parents. Subsequently it may be considered to place the child on the SEN register or list of cause for concern.

## **10. Missing Break Time**

If a child is kept in for part of break or lunchtime, they will have access to the toilet and food and drink. If they stay in during lunchtime, they will have the opportunity to have some time outside. This will happen on the day of the incident and if not possible then definitely within the following 24 hours.

The child may be asked to reflect on what they have done and write out how they would do things differently next time, if appropriate.

Staff will separate the behaviour from the child by focusing on the unacceptable behaviour of the child and not the child him/herself; eg 'That was an unkind thing to say' rather than 'You are unkind'.

## **11. Break-time Incidents**

1. The teacher on duty will deal with incidents that occur during break-time. They may send the child to a 'Time Out' area, which is a designated area of the playground where the child has to remain for a fixed period of time, eg 5 minutes.
2. The teacher on duty will report incidents to the relevant class teacher.
3. In the case of a serious incident the child may be brought in from the playground and the Leader of Learning, Assistant Head or one of our Deputies will be informed.
4. These matters may be dealt with by the Assistant Head or one of our Deputies to avoid disruption to children's learning by interrupting lesson time.

## **12. Lunchtime Incidents**

1. The Midday Supervisors are responsible for lunchtime behaviour and dealing with any incidents in the first instance.
2. The supervisors will report more serious incidents to the Midday Superintendent, who will deal with the incident.
3. The Superintendent will inform the child's class teacher and/or the Leader of Learning.
4. These matters may be dealt with by the Assistant, one of our Deputies or Headteacher to avoid disruption to children's learning by interrupting lesson time.

## **12. Before School Club Incidents**

1. Active Breakfast Club staff are responsible for behaviour in our Active Breakfast Club and deal with any incidents in the first instance.
2. Active Breakfast Club staff will report more serious incidents to the Assistant Head or one of our Deputies, who will deal with the incident immediately.

## **13. Racist Incidents**

All racist incidents are taken very seriously and reported immediately to the Headteacher, who will record the incident and notify the local authority. The Headteacher reports racial incidents to governing body in the termly Headteacher's Report. Racist incidents may result in a fixed term exclusion.

## **14. Fixed-term and Permanent Exclusions**

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA, the Learning Link MAT Central Team and the school's local governing body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term. It is good practice to inform the LA of fixed-term exclusions of 1-4 days also.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

At Sledmere, exclusion proceedings will be put into place if a child's behaviour is extreme or does not show improvement. These proceedings will follow guidelines from DCSF 'Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units' September, 2008.

*A fixed term or permanent exclusion will result if there are on-going incidents, including:*

- A child's Integris record and/or Individual Learning Plan shows a persistent problem with behaviour
- Discussion between parents, headteacher and any other staff involved, including outside agencies
- Monitored Individual Learning Plan in place

- Behaviour shows no improvement

**The following extreme incidents can automatically result in a fixed term or permanent exclusion at the discretion of the Headteacher**

- Physically violent outburst, where harm has been threatened or has actually been caused to an individual/s
- Verbally violent outburst, where harm may be threatened to an individual/s
- Verbally abusive racist outburst

**15. Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher keeps a record of any pupil, who is excluded for a fixed-term or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

**16. Review**

The governing body will review this policy every year. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**17. Equal Opportunities**

This policy adheres to all the principles, aims and objectives set out in the school's Equality Policy and Inclusion Policy.