

POSITIVE BEHAVIOUR AND ANTI-BULLYING POLICY

Vision:

In our School Vision Statement we include the following phrases that help to underpin this policy:

- Our Christian values are an essential part of our school lives,
- We promote a positive, healthy lifestyle with respect for ourselves, others and the environment,
- We respect the beliefs and cultures of all communities,
- We work together in a safe and stimulating environment, having high expectations of ourselves and others.

Core values for 2017/18 are: **Hope, Service, Humility, Justice, Generosity and Perseverance.**

Aims:

'To create a fair, just and harmonious school community, that promotes social inclusion, community cohesion and equality, that respects diversity and which challenges and acts upon discrimination and inequality including bullying.'

'To consistently challenge all put downs, harassment, name calling, bullying, threatening or hurtful behaviour (physical and psychological) that violates a group or individual.'

To avoid stereotypical expectations and ensure that praise and sanctions will be given fairly and in a non sexist way. There will be equal expectations of behaviour from boys and girls.'

To ensure that every child is able to fulfil their potential unhindered by the behaviour of others. To support pupils in developing an understanding of how they are each responsible for their own behaviour as they grow up and how their behaviour might affect their own learning.

*Some of these aims are also stated in our school's Single Equality Plan.

Our Children Are Expected To:

Follow our School Rules and to remember we are a 'telling school' that supports each other as a caring school family. Our School Rules are reviewed regularly in consultation with all pupils and staff.

Our School Rules (Displayed in main school Hall)

- **Look after property, each other and ourselves**
- **Be respectful to all and be responsible for our actions**
- **Learn and let learn**
- **Have fun!**

Rewards

We recognise that rewards and praise for good behaviour are far more effective, and positive, than consequences are for poor behaviour. It is our intention that the system for rewarding and praising good behaviour should play a far more important role in the day to day running of the school, than should sanctions.

Rewards systems to be used in school include the following:

- Giving pupils stickers and positive comments in their work
- Awarding individuals star points 20 stars = Bronze certificate, 40 stars= Silver certificate and 60 stars = Gold Certificate presented in assembly
- Class and whole school rewards for achieving special targets
- Friday table for those pupils who remember to use good manners and make healthy choices
- Regular star of the week assembly with certificates.
- Special Headteacher Awards
- Special roles and responsibilities around school

Actions and Consequences

The following actions and consequences have been discussed, and agreed, by the children and staff in school. They will be reviewed annually.

ACTIONS	CONSEQUENCES
Not listening in class, or poor attitude in class	Move up the traffic lights
Disruptive behaviour in class	Move up the traffic lights
Showing a lack of respect to an adult	Move up the traffic lights
Chewing gum or eating sweets in school (unless as recognised treat e.g.: birthday)	Move up the traffic lights

Misbehaviour in the dining room	Move up the traffic lights. Reported to class teacher and record kept by lunchtime supervisors.
Throwing equipment in school	Move up the traffic lights
Swearing	Sent to the Headteacher. Complete a Thinking Sheet and miss a playtime. Parents to be informed.
Fighting in school	Sent to the Headteacher. Complete a Thinking Sheet and miss a playtime. Parents to be informed.
Persistent breaking of the school rules	Sent to the Headteacher. Complete a Thinking Sheet and miss a playtime. Parents to be informed. Placed on daily report.
Violent behaviour to another child	Sent to the Headteacher. Complete a Thinking Sheet. Parents to be informed. Placed on daily report.
Violent behaviour to an adult	Exclusion – fixed term.
Repeated racism or bullying	Exclusion – fixed term

The Traffic Light System operates as follows:

Green – Good Behaviour/ no problems/

Amber –first offence warning

Red- Second offence or more serious first offence resulting in a missed playtime

Exclusions:

Only the Headteacher or Deputyheadteacher (in the head's absence), has the power to exclude a pupil from school. This would be used as a last resort, in line with the LA guidance on fixed term or permanent exclusions and in consultation with the Governing Body. Parents and the LA would be informed immediately and parents would be reminded of their right to appeal against the decision. See the appendix containing a sample letter to be sent home with parent and child in these circumstances. (For further guidance see blue LA guidance leaflet on exclusion for Headteacher's -kept in red 'Behaviour Incident Report' file in Head's office)

Bullying

Bullying is defined as any action taken by one or more children, with the deliberate intention of hurting another child either physically or emotionally. It is the perception of the action and the

feelings of the victim that are paramount until such times as bullying is proved not to have taken place. Bullying is wrong; it damages children and we will do all we can to prevent it. We will continue to develop a school ethos in which all forms of bullying are regarded as totally unacceptable. We recognise that bullying takes many forms including hitting, kicking, pushing, name calling and excluding. We recognise that bullying is possible in all schools and we try to be vigilant and responsive. Pupils are encouraged to feel that school is a 'telling school' and that it is safe and the right thing to do to tell of problems concerning bullying. PSHE, Worship and Circle Time sessions are used annually as part of our long term Curriculum planning in order to teach pupils about the issue of bullying, how to deal with it and where and how to get help.

We Will:

- Take pupils' and parents' complaints seriously and investigate thoroughly
- Deal with incidents sensitively so that there are no repercussions
- Educate children about how wrong bullying is, types of bullying and what to do if being bullied
- Provide a climate in school where it is 'cool to tell'
- Praise children who report incidents of bullying
- Raise the self esteem and self confidence of all pupils
- Provide counselling for parents and children where necessary
- Record serious incidents of bullying and regularly monitor the outcomes

All Our Staff Are Expected To:

- Ensure this policy is implemented
- Be good role models for others
- Have high expectations of pupils' behaviour
- Promote a positive working atmosphere throughout the school
- Monitor behaviour on a regular basis and keep regular contact with parents about any concerns. Inform the Headteacher if any parent has had to be spoken to about their child causing concern. Keep a record of such conversations and decisions made and agreed.
- Be around school at key points during the day, especially playtimes and lunchtimes and start and end of day
- Support pupils in completing 'Thinking Sheets'
- Provide support for staff where there is negative behaviour

- Offer a wide range of rewards and sanctions
- Use a wide range of appropriate behaviour management strategies including 'Team Teach' positive handling strategies for pupils (See Care and Control and Use of Force Policy)
- liaise with parents and external agencies
- ensure children's' views are heard
- give children responsibilities
- be alert and responsive to signs of bullying or racism
- Keep records of incidences of misbehaviour including playtime logs, class notes and copies of Thinking Sheets filed in Heads' office.
- Inform the Headteacher and ensure legal records are kept for all serious incidences, racism and bullying using the appropriate recording system

The Role of Parents/ Carers

We recognise the importance of school and home adopting a consistent approach to behaviour management that is built on mutual respect and trust. Parents are encouraged to support and trust us, and we in turn ensure that we deal with all incidents fairly and consistently.

Parents are informed of the school's Positive Behaviour and Anti Bullying Policy through newsletters, policies sent home, induction for new parents' meetings and the prospectus.

Parents' views are taken very seriously. They are actively encouraged to meet with the class teacher in the first instance and to remember that the Headteacher is always available for any worries or concerns. The school has an Open Door Policy but parents may be asked to make appointments if concerns cannot be quickly dealt with and more lengthy discussions are required. The class teacher will also inform parents about incidents wherever appropriate. It is important that effective communication between home and school is maintained.

Equality

This policy also takes into account and reflects the school's Equality, Diversity and Cohesion Policy, the findings of the 'Stephen Lawrence Enquiry', LA Guidelines, our duty to promote Disability Equality and our Inclusion Policy. When carrying out positive behaviour management and anti bullying strategies in school, staff will have equal expectations of all our pupils.

*This policy also reflects the aims of the Every Child Matters Green Paper 2003 in ensuring that every child is able to reach their potential and is not hampered by the behaviour of themselves or others.

Review

The Policy will be annually reviewed by all pupils, staff and Governors. The Governing Body and Headteacher are responsible for making sure this review happens and that any amendments/alterations are agreed and in line with Government and LA guidance.