

Kimpton, Thruxton and Fyfield CofE Primary School	Effective Date:	September 2016
Policy and Procedure Statement		
<b>BEHAVIOUR POLICY</b>	Revision Date:	September 2017
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	Approval by the FGB Signed..... (Chair of Governors)	October 2016
Head Teacher	Mrs Zoe Newton	
DSL	Mrs Zoe Newton	
Inclusion Manager	Mrs Zoe Newton	

### 1. Introduction

The purpose of this policy is to provide both staff and children with a clear framework of how the school approaches behaviour management. It will clarify routines and procedures in order that all members of the school community are aware of the consequences of choosing to behave in either a positive or negative manner.

The whole school community needs to work together and we suffer if anyone is missing. As a school we include all, and assist anyone who needs help to turn around.

### 2. Aims

- To promote good behaviour and proper regard for all in our community.
- To develop children's responsibility for their own behaviour through the promotion of self esteem, independence and self discipline.
- Provide guidance for preventing or managing poor behaviour and bullying.

### 3. Principles

- Teachers have the right to teach and children have the right to learn.
- Positive behaviour is a matter of choice for each individual and pupils are expected to accept responsibility for their actions. Parents or guardians are expected to promote and support this.
- Staff will actively promote positive behaviour as well as manage negative behaviour and its consequences.
- Individuals respond better to praise and encouragement rather than criticism or correction.
- There must be a clearly defined and communicated hierarchy of both praise/reward and sanction.
- Children who show behaviour- related to special needs might at sometime require behaviour management through an Individual Behaviour Management Plan (IBMP) and support as defined in the school's special needs policy.

#### **4. Responsibilities**

##### **Pupils:**

To show respect, care, kindness and forgiveness and adhere to the children's whole school agreement of behaviour

##### **All Staff:**

- To implement consistently the agreed policy and with collective responsibility for all children in school.
- To communicate to a class teacher any reward or sanctions that have been applied to a child in their class.
- To recognise children who are behaving well and give rewards.

##### **Teaching Staff**

- To negotiate up to five rules and create a class charter within the first two weeks of the new academic year and to be revisited regularly throughout the year.
- To display agreed rules rights and routines clearly in the classroom.
- To liaise with SENCO re: children that have been identified as having repetitive occurrences of poor behaviour.
- To keep records of behaviour for individual children when advised by the SENCO or the Headteacher.
- To communicate to parents if a child repeats unhelpful behaviour. This will usually be in person, by telephone call or to request a brief meeting.
- To use agreed formats for helping children resolve difficult issues when appropriate (i.e. when child needs time to cool down). This may be the use of time out, move to another area of the classroom etc

##### **Senior Lunchtime Supervisor**

- To oversee the implementation of the policy at lunchtimes.
- To communicate with all MDSA's regarding specific needs of individual children
- To co-ordinate the communication of incidents back to teaching staff after lunch break.
- To reward positive behaviour (and to ensure that all other MDSA's do) with rewards i.e. House Points

##### **SENCO (Inclusion Manager)**

- To assist with the planning of provision for children with emotional and behavioural difficulties.

##### **Head Teacher**

- To implement the policy
- To support staff through training and other development opportunities when the need arises - this may include the role play of common scenarios
- To contact the parents of children identified by the SENCO or class teacher as having repetitive occurrences of poor behaviour.
- To maintain records of children involved in extreme negative behaviour.

- To maintain communications with support services e.g. Primary Behaviour Support (PBS)
- To communicate to the governors the effectiveness of the policy and related management issues.
- To deal with extreme negative behaviour as defined by the policy.
- At the earliest opportunity communicate to class teachers any action taken against a child in their class.
- Monitor the effectiveness of the implementation of the policy and review regularly with staff.

#### **Governors**

- To assist in the definition of the aims and principles of this policy.
- To agree the principles of the policy and support its implementation.
- Monitor and report the effectiveness of the implementation of the policy (including during Governor visits)

### **5. Key Procedures**

The success of the policy depends on all staff having collective responsibility for all children and the consistency in which we apply these procedures.

- **Consistency** - day to day and person to person
- **Intervention** - preventing negative behaviour through early action
- **Praise** - emphasis on praise and reward for positive behaviour
- **Communication** - clear and frequent communication to children concerning what is acceptable and unacceptable as well as the consequences
- Children have to accept the **consequences** when they have 'chosen' to break the rule
- Staff providing **warmth, support** and **encouragement** for positive behaviour
- Staff adopting a **calm, firm** and **assertive** approach when dealing with negative behaviour
- **Depersonalising** - when praising or criticising targeting the behaviour not the person
- No excuse for negative behaviour

#### **Moving around the school**

Children are expected to:

- Move in and around the school carefully and quietly
- Use the shortest route for their journey.
- Hold doors open for adults.
- Be polite and courteous to visitors.

#### **Play**

All staff may reward children with a house point if they have been 'noticed' keeping to the rules and behaving well, for example, encouraging others to join in their games, sharing equipment or helping children who are feeling lonely.

Any negative behaviour sanction must be communicated to class teacher at the end of play.

#### **Lunchtime**

- The Senior MDSA is to carry a notebook to record positive and negative behaviour.

- All staff are to communicate incidents of **positive** and negative behaviour to the senior MDSA who in turn will tell the class teacher as soon as possible after the lunch break. (see consequences of positive and negative behaviour section)

### Rewards and consequences at lunch time.

Staff will operate upon the same principle of rewarding positive behaviour and helping children understand, and face the consequences of negative behaviour.

Consequences for positive behaviour	Consequences for negative behaviour in the lunch hall
All lunch staff will award house points when appropriate. After lunch time children should tell their teacher if given a house point	Child is noticed for not keeping a rule, given a verbal reminder.
	Child is noticed for a second time - a warning given.
	Child is noticed again- child is asked to sit on a different table.
	Child is noticed again -Senior staff/HT/DHT sent for.

### Sanctions

-for negative behaviour in the classroom or around the school

Stage	Event	Consequence	Record
Pre stage	Child is noticed for not keeping to a rule.	Praise the children near to the child who are exhibiting the correct behaviour A look/word given	None
1.	Child is still noticed for not keeping to a rule.	1. Verbal warning given and reason explained Strategies employed by the teacher to address the behaviour. Choices given/positive praise/giving child a responsibility	None
2.	Child still not keeping to the rules	2. Name written on the board- reason explained	Name on board
3.	Child continues to not follow the rules	3. Sanction applied in the classroom This could be moving to another seat, sitting alone or missing a <b>maximum of 5mins</b> break. (during this time children should spend time talking through their behaviour with an adult OR spent in silence. This time will not be used to do more work)	Teacher to record in a book when a sanction has been given.

4.	Child continues to not follow the rules	<p>4. Child sent to the HT (or DHT in her absence)</p> <p>On first visit to the HT the child will be given a warning</p> <p>On the second visit the HT will issue a consequence. This could be:-</p> <p>Minutes from playtime Time spent in silence in HT office Loss of privilege</p> <p>On a third visit to the HT, the HT will phone parents to talk through behaviour and/or arrange a meeting.</p>	Teacher to inform the parent any time that the child has been sent to the HT HT to record in the behaviour log
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#### **Severe or extreme incidents of negative behaviour**

For incidents of extreme negative behaviour parents will be contacted the same day and asked to attend a meeting with the HT or DHT and class teacher where appropriate.

Incidents of extreme negative behaviour may be where a child:

- Is physically aggressive i.e. hurts another child so that it leaves a mark
- Uses offensive language. This may include language that is rude, aggressive, offensive to other races and cultures, or anything of a racist, homophobic, sexist nature.
- Exposes private parts of their bodies
- Hurts or is abusive to an adult
- Uses offensive gestures
- Deliberate damage
- Refuses to comply with a request made by a member of staff
- Leaves the school without permission
- Enters or stays in an area of the school that is out of bounds
- Using social networking sites such as Facebook to post up abusive or offensive messages relating to school or individuals connected with the school
- Carries out any of the above whilst in school uniform out of the school grounds and it is reported back to the school

Consequences of extreme negative behaviour may include:

- Loss of free time
- Loss of responsibilities
- Regular contact with parents or carers
- Behaviour contract with specified targets
- Exclusion from class (internal exclusion)
- Exclusion from school, either fixed or permanent

The school believes in children having a fresh start i.e.: After each issue has been resolved and restoration with appropriate individuals has been made, children will be given the opportunity to make a fresh start.

### Serious Incident Protocol

Note: All classrooms will have a red emergency card with the name of the room on the front to be sent with a child in case of an emergency. Lunch time staff will also have cards with playground or lunch hall written on them.

**In case of a serious incident the following protocol should be followed:**

1. Senior staff notified immediately
2. At least two members of staff to go to the incident - these will usually be the leadership team but may also include class teacher or key person
3. Staff will decide at the time who will record the incident on the severe incident form and inform the HT if she is not present (Appendix 1). Any act of violence should be recorded on a Violent Incident Report form (VIR)
4. Incident forms to be filled in immediately and given to the HT for signing. Copies of all forms are kept in the HT office.
5. HT, DHT or appropriate senior member of staff will inform the parents on the same day
6. Class teacher to be informed immediately by member of staff dealing with the incident if they are not already present
7. Depending on the severity of the incident - if a child is in danger or putting others in danger then a phone call to the police may occur.

**NB:** Staff should never put themselves directly in a dangerous situation and should never deal with serious behaviour alone

The behaviour policy should be given to any supply teacher working in the school as they arrive

**Rewards** - for positive behaviour

#### **Collective Rewards**

Each child in the school is put into one of four school houses on entry to the school; or on joining. House points will be given to individuals which will contribute to a weekly whole house total. Termly rewards of non-uniform days are given to houses.

#### **Class Rewards**

Will be given to groups of children or a whole class. These rewards will vary according to the teacher but may include, marbles in a jar, coins, table awards etc. Each teacher will aim to give a whole class treat once every half term in accordance with the number of coins/marbles etc collected.

#### **Individual Rewards**

All children will be awarded house points by all members of staff. These will contribute to a collective total as above.

Teachers will award at least one Star of the Week award for children who have produced an outstanding piece of work or who have worked exceptionally well. These children will be announced in Celebration worship on a Friday and will receive a certificate.

Staff may also nominate children to receive a School Spirit award. This will be awarded to children who have shown positive behaviour or attitudes towards others e.g. for their kindness, helpfulness etc

**Teachers must ensure that children who are consistently well behaved and apply effort are rewarded and recognised. All children should receive a Star of the Week award at least once throughout the year.**

## **5. Bullying and Harassment**

Harassment is defined as:

"Unwanted conduct which has the purpose or effect of violating the recipient's dignity or of creating an intimidating, hostile, degrading, humiliating or offensive environment. It may be physical, verbal (e.g. name calling) or non-verbal (e.g. graffiti or inappropriate texts, email or use of social media)."

Harassment can be a one-off incident or repeated activity. It may be directed at a particular individual or a collection of individuals. Harassment can consist of a general culture or atmosphere which is deemed to be hostile.

At Kimpton, Thruxton and Fyfield CofE Primary School we will not tolerate harassment by or of the pupils, staff, parents or guardians.

There is no legal definition of bullying. At Kimpton, Thruxton and Fyfield CofE, we define bullying as:

*Offensive, intimidating, malicious or insulting behaviour or actions of one person or a group of persons that are targeted towards an individual or group. These actions are deemed to be bullying whether or not there is an intent to hurt either physically or emotionally."*

Acts of bullying can include:

- physical aggression
- name calling
- taking belongings
- exclusion from social groups
- racist remarks
- teasing
- sending nasty notes
- threats and intimidation
- texting/cyber bullying

Bullying is not necessarily when pupils of roughly equal strengths argue or come into physical contact.

Bullying can be a single incident or act, or the combination of small things taking place over time.

Bullying or harassment should be identified as early as possible and will be dealt with under the same procedures as for extreme negative behaviour.

Advice and guidance for victims and bullies can be found in appendix II.



Appendix 1

**RECORD OF INCIDENT**

Name of person writing report
Date of incident
Description

Violence requires a Violent Incident Record form to be completed and signed by the HT. These are kept in the HT office.

## Guidance on Preventing and Managing Bullying and Harassment

At all times children should feel that they can talk to adults if they are experiencing problems and should feel confident that they will be taken seriously.

The prevention of Bullying and harassment is taken very seriously at this school. If it is suspected or does occur we will investigate fully and then take appropriate action.

### **Reporting of bullying or harassment incidents**

The following procedure should be followed if a child/parent reports an incident of extreme negative behaviour.

- On an incident being observed or reported the teacher/supervisory staff should immediately take action to prevent the continuation or recurrence of the incident and ensure that the involved pupils are safe.
- The teacher/supervisory staff should then carry out a preliminary investigation to gather facts - this should be carried out within the presence of another member of staff
- At this stage if the incident is not too serious the intervention of the adult may be sufficient to stop the behaviour from re-occurring.
- Children should be encouraged to adopt a 'problem solving' approach whereby a mutual agreement for action can be found.
- If the incident is more serious - extreme negative behaviour - the children involved should be referred to a senior member of staff. That member of staff will investigate the incident. An incident report sheet will be completed and copies given to the teachers of the children involved. A punishment will be imposed immediately on the child(ren) who is the aggressor.
- If the behaviour occurs repeatedly then the incidents need to be reported to senior staff who may wish to speak to parents of both parties concerned.
- If any incident results in serious injury to a child the Head Teacher should be informed immediately. The Headteacher will inform the parents of both parties, complete the necessary paperwork and a suitable consequence given.

At all times children should feel that they can talk to adults if they are experiencing problems.

NB: When dealing with negative behaviour, staff will:-

- Remain calm
- Listen to and record all parties' point of view
- Report the negative behaviour to senior staff

## **ADVICE FOR CHILDREN REGARDING BULLYING AND HARASSMENT**

If you are being bullied or harassed -

- be firm and clear - look them in the eye and tell them to stop
- get away from the situation as quickly as possible
- tell an adult what has happened straight away

After you have been bullied or harassed -

- tell a teacher or another adult in your school; remember that you will always be listened to and that the adult will help you
- tell your family
- if you are scared to tell a teacher or an adult on your own, ask a friend to go with you
- keep on speaking up until someone listens
- don't blame yourself for what has happened

When you are talking about bullying with an adult, be clear about

- what has happened to you
- when and how often it has happened
- who was involved
- who saw what was happening
- where it happened
- what you have done about it already

## **ADVICE FOR PARENTS IF YOUR CHILD HAS BEEN OR IS BEING BULLIED OR HARASSED**

All schools are likely to have some problem with bullying and harassment at one time or another. It is important we take steps to prevent both but if that is unsuccessful to manage it quickly, sensitively and appropriately.

Bullying and harassing behaviour can be single or repeated intentional acts by the same person or group. This could be:

- targeted name calling and teasing
- physical violence
- threats
- isolating individuals from group activities

You and your family have an important part to play in helping us deal with bullying.

Discourage your child from using bullying behaviour at home or elsewhere. Show them how to resolve the difficult situations without using violence or aggression.

Watch out for signs that your child is being bullied, or is bullying others. You and your family are often the first to detect that a problem exists. Don't dismiss it. Contact us immediately if you are worried.

If your child has been bullied:

- calmly talk with your child about his/her experience
- make a note of what your child says - particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened.
- reassure your child that he/she has done the right thing to tell you about the bullying
- explain to your child that should any further incidents occur he/she should report them to a teacher immediately
- make an appointment to see your child's class teacher or Headteacher
- explain to the teacher the problems your child is experiencing
- Please do not attempt to resolve it directly with the other child(ren)'s parents or the child themselves

Talking with teachers about bullying:

- try and stay calm - bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- be as specific as possible about what your child says has happened - give dates, places and names of other children involved
- ask if there is anything you can do to help your child or the school
- stay in touch with the school; let them know if things improve as well as if problems continue.

### **ADVICE FOR PARENTS OF CHILDREN WHO ARE INVOLVED IN BULLYING**

Many children may be involved in bullying other pupils at some time or other. Often parents are not aware that their child is involved in bullying.

Children sometimes bully other because:

- they don't know it is wrong
- they are copying older brothers or sisters or other people in the family whom they admire
- they haven't learnt other, better ways of mixing with their school friends
- their friends encourage them to bully
- they are going through a difficult time and are acting out aggressive feelings

To stop your child from bullying others -

- talk with your child; explain that what he/she is doing is unacceptable and makes other children unhappy

- discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- show your child how/he she can join in with other children without bullying
- make an appointment to see your child's class teacher or form tutor; explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop him/her bullying others
- regularly check with your child how things are going at school
- give your child lots of praise and encouragement when he/she is co-operative or kind to other people