

TREMAINS PRIMARY SCHOOL



BEHAVIOUR POLICY

including Anti-Bullying Policy

Reviewed: February 2016

To be reviewed regularly.

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Behaviour Mission Statement

At Tremains Primary School we promote values through creating a warm, caring supportive atmosphere in the school in which all members of the school community are valued.

We operate a **Positive Behaviour Policy**. We aim to establish good conduct from our children and to eliminate any instances of unacceptable behaviour. Pupils, teachers and support staff all take collective responsibility for the promotion of positive behaviour in our school. It is important that parents and staff work in partnership towards common goals and through consultation aim to ensure management strategies that are agreed and supported.

Every effort will be made to ensure that all staff clearly understand their responsibilities within this policy.

Policy Aims

The aims of the policy are :-

- To create a safe, caring environment where all can learn and teach in a positive atmosphere.
- All involved with our school show respect and consideration for others.
- The school property; and the property of those within our school are looked after.
- That all staff take a proactive stance to encourage consistency of response to both positive and negative behaviour.
- A copy of our **Positive Behaviour** and **Anti Bullying Policy** is available on our school website/school app and all parents, carers and pupils understand it.
- To enable pupils to develop a sense of self-worth, respect and tolerance for others.

Rights and Responsibilities

The rights of the pupils

All pupils have :

- the right to be safe and to feel safe
- the right to learn
- the right to be treated with respect

The rights of the staff.

All staff have :-

- the right to be safe and to feel safe
- the right to carry out my duties without disruption.
- the right to be treated with respect

School's Responsibilities

It is the responsibility of our school to help and support parents and carers in the education of their children.

It is the responsibility of everyone working in our school to help children learn their rights, responsibilities and rules and to ensure fairness and consistency in their application.

It is the school's responsibility to ensure that pupils are aware of the whole school rules and that they are implemented consistently.

Children's Responsibilities

It is the responsibility of every child to learn and demonstrate their understanding of rights, and rules and how they apply both to themselves and to others.

It is the pupils' responsibility to adhere to the whole school rules and take responsibility for their choices.

Parents' and Carers' Responsibilities

It is the responsibility of all parents and carers to support the school in guaranteeing every child a safe, secure, healthy and happy school in which learning flourishes.

Rules

The rules are clearly and prominently displayed in every learning area of the school.

- **We always try our best**
- **We show respect for self, others and property**
- **We treat others as we would like to be treated**
- **We speak nicely to others and play together**
- **We keep our hands and feet to ourselves**

Reward and Consequence System

Rewards

Reward systems for good behaviour are the responsibility of all class teachers and are agreed as a school, in conjunction with pupils and colleagues. They are communicated to parents and carers at the start of the new school year.

We have a variety of positive reinforcement techniques that are used regularly to ensure pupil's positive behaviour is acknowledged and rewarded.

They are as follows:-

- Dojos
- Praise
- Stickers
- Positive visits to SLG
- Positive messages or phone calls home.

When a pupils reaches 'Gold' on the behaviour chart the teacher will enter the pupils name in the 'Golden Book' and the pupil will receive a golden sticker from the Headteacher in celebration assembly. When a pupil achieves a 'Gold' three times a 'Golden Letter' is sent home to the pupils parents. All children who have received a 'Golden Letter' will be invited by the Headteacher 'Golden Tea Party' at the end of each term.

When a pupil achieves a bronze or silver they will be presented with their sticker from their teacher.

When a pupil stays on green all term, they will receive an "I stayed on Green" certificate at the end of the term.

Dojos

These are awarded to pupils for:-

- Good manners
- Working hard
- Perseverance
- Being on task
- Playing nicely
- Being kind
- Walking away
- Tidying up
- Thoughtfulness
- Helping others
- Team work

Dojos can be rewarded by any adults working in the school i.e. teachers, support staff, dinner ladies etc.

Pupils who have achieved 100% attendance at the end of a half term will receive 10 dojos.

Celebration Assembly

A special assembly is held each week where pupils' achievements in and out of school are celebrated.

Consequences

Colour	Examples of behaviours	Consequence
BLUE (Step 1)	<ul style="list-style-type: none"> ➤ Shouting / calling out during teaching time ➤ Getting out of their seat during a task ➤ Distracting other children from learning ➤ Talking when others are talking ➤ Rocking on chairs ➤ Not working to the best of their ability ➤ Not co-operating with others ➤ Having a negative attitude 	<p>FP - the consequence for these pupils is the fact that their name has moved.</p> <p>In KS2 teachers may use any of the following:</p> <ul style="list-style-type: none"> ➤ Non-verbal signal ➤ Verbal Warning ➤ Time Out in class (5 minutes max) ➤ Time out in buddy class (15 minutes max)
YELLOW (Step 2)	<ul style="list-style-type: none"> ➤ Repeatedly not following instructions ➤ Taking or damaging other people's property ➤ Persistent name calling. ➤ Targeting other children to provoke a reaction. ➤ Throwing things ➤ Rudeness ➤ Refusal to work ➤ Serious incidents on the playground ➤ Walking out of class 	<p>FP and KS2 may choose from the following consequences:</p> <ul style="list-style-type: none"> ➤ Instant "Time Out" inside the class or in another class. Reflection sheet completed. ➤ Parents contacted (phone call from CT). <p>Pupil will attend "Time Out" in class where they will complete a reflection sheet and will discuss their behaviour with the designated member of staff for that day.</p> <p>Reflection sheets will be logged in the Behaviour Folder in class.</p>

<p>RED (Step 3)</p>	<ul style="list-style-type: none"> ➤ Leaving the school building. ➤ Racism/offensive words ➤ Intimidating behaviour ➤ Bullying ➤ Fighting ➤ Swearing ➤ Stealing ➤ Continuation of yellow behaviours (more than 3 Time Outs) 	<p>CT should inform SLG. Parents to be informed by CT. SLG will meet with parents and choose from the following consequences:</p> <ul style="list-style-type: none"> ➤ In school Exclusion ➤ Fixed Term Exclusion <p>If appropriate, the pupil may be immediately removed from their class / playground and if a member of SLG deems it appropriate, they could be internally excluded.</p>
<p>RED (Step 4)</p>	<p>A continuation of the above.</p>	<p>Leadership Team involvement: On the second occasion a child hits red, a member of SLG, CT and Behaviour Support Teacher will meet with parents and complete a risk assessment and positive handling plan. (see appendix F)</p> <p>If the pupil continues to exhibit 'Red' behaviours then the SLG, class teacher and parent will meet. Advice may be sought from outside agencies, which include;</p> <ul style="list-style-type: none"> • Inclusion Behaviour Support • Educational Psychologist • Primary Mental Health • CAHMS <p>Stages may be jumped, depending upon behaviours exhibited.</p>

Additional Learning Needs

In the case of children identified as having ALN, the school, acting in partnership with the parents and/or carers of the child concerned, will complete a risk assessment and create a positive handling plan if necessary .

The pupils in the infant observation and assessment classes, due to the nature of their needs, will all have risk assessments and positive handling plans in place which are discussed and reviewed termly with parents. Having ALN does not exempt the child from the consequences for misbehaviour.

Positive Handling

Positive handling is a broad spectrum of risk reductions strategies. It is a holistic approach involving policy, guidance, management of the environment and appropriate deployment of staff. It also involves behaviour, diversion, diffusion and de-escalation techniques.

Guidelines

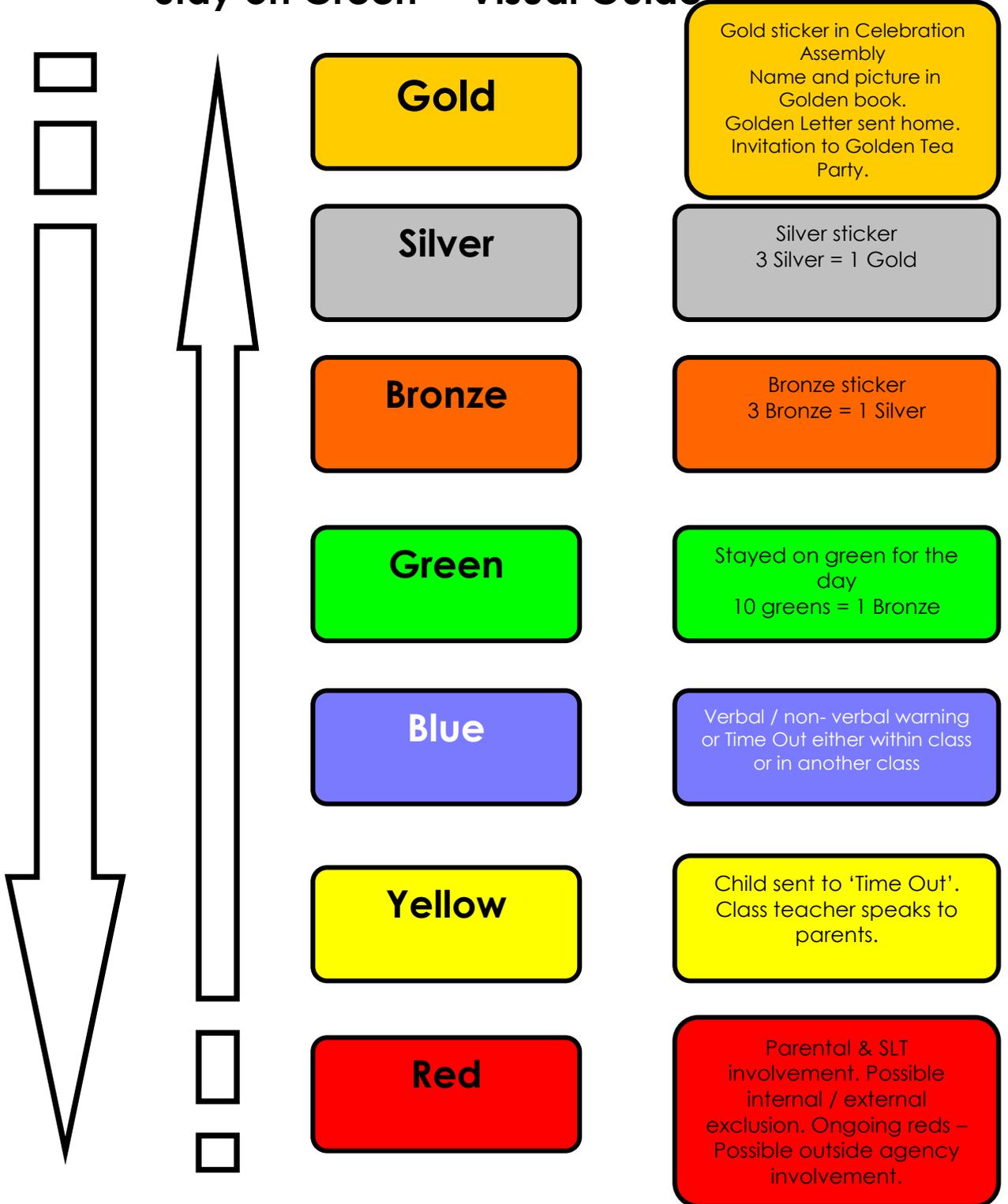
Guidelines giving advice and support for school staff in implementing the School Behaviour Policy may be discussed at weekly staff meetings.

It is the responsibility of all staff to make sure that these guidelines are readily available for all supply teachers, student teachers and support workers.

Appendices

Appendix A

Stay on Green' – Visual Guide



Appendix B



Between each stage, children are given time for reflection and opportunity to change behaviour.

A range of Positive Behaviour Management strategies, including warnings or reminders must be given before a consequence.

Children must be given opportunity to move from consequence stage back to green and towards gold.

Time Out Protocol

- Time Out will be completed in class at an appropriate time overseen by the class teacher.
- Class Teachers should ensure a "Time Out Form" has been completed and filed in the behaviour folder kept in each class.
- If any pupil is repeatedly completing Time Out sheets further intervention will be considered.

Appendix C



Yellow Behaviour - TIME OUT

Name of Pupil: _____ Class: _____ Date: _____

Location of incident: _____ Time: _____

Reason for being on Yellow: (please highlight)

- Walking out of class
- Not following instructions
- Taking / Damaging school or other people's property
- Name calling
- Targeting other children to provoke a reaction
- Throwing things
- Rudeness
- Refusal to work
- Serious incident on the playground

Further comments:

.....

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Signed: _____ (Class teacher / SLG member)

Appendix D



Please ensure this form is completed and filed in the behaviour folder when escorting pupils to the Time Out room.

Red Behaviour

Please ensure this form is completed and handed to a member of SLG and filed in the behaviour folder if a pupil displays Red behaviours.

Name of Pupil: _____ Class: _____ Date:

Reason for Red behaviours being displayed

- Leaving the school building
- Racism/ offensive language
- Intimidating behaviour
- Bullying
- Fighting
- Swearing
- Stealing
- Continuation of Yellow behaviour (more than 3 TOs in a week)

Further comments:

.....

.....

.....

Signed: _____ (Class teacher / SLG member)

To be completed by SLG member

Consequence of behaviour: (please circle)

- Class teacher met with parent
- SLG met with parent
- Internal Exclusion
- Fixed term Exclusion

Further comments:

.....
.....
.....
.....

Signed: _____ (SLG member)

Date: _____



Reflection Sheet

Name : _____ Class: _____ Date: _____

Where: _____ Time: _____

Why I needed Time Out

Who this has affected and why it has affected them?

What I will do differently next time



Pupil Risk Assessment

Pupil: _____

Class: _____

Term: _____

Identified Risk Behaviour & Evidence	Level of Risk (Low/Medium/High)	Risk Management Action	Responsibility
<u>Parental Views</u>			

Signed by..... (ALNCO)

Signed by..... (Teacher)

Signed by..... (Parent)

GOLD

- Leading by example and encouraging others.
- Being a role model to others in work, attitude and behaviour.
- Embracing all areas of school life and learning.
- Consistently displaying excellent behaviour.
- Always showing initiative.

SILVER

- Applying consistent effort
- Being a good role model.
- Being self-motivated.
- Learning independently.
- Encouraging others to do the right thing.
- Having a high sense of achievement.

BRONZE

- Being considerate to peers and adults.
- Taking pride in your learning.
- Actively taking part in lessons.
- Showing very good social skills.
- Participation in partner and group discussions.
- Being supportive to others.
- Showing some initiative.

GREEN

- Cooperating with others.
- Respecting others.
- Respecting equipment.
- Always do your best.
- Being polite.
- Being helpful.
- Showing good manners.
- Good listening.
- Being considerate.

BLUE

- Shouting/calling out during teaching time.
- Getting out of your seat during a task.
- Distracting other children from learning.
- Talking when others are talking.
- Rocking on chairs.
- Not working to the best of your ability.
- Not cooperating with others.
- Having a negative attitude.

YELLOW

- Not following instructions.
- Taking or damaging other people's property.
- Name calling.
- Throwing things with intent.
- Rudeness.
- Refusal to work.
- Disrespecting adults.

RED

- Walking out of class.
- Saying offensive words.
- Intimidating behaviour.
- Bullying.
- Fighting.
- Swearing.
- Stealing.

8. Glossary

SLG - Senior Leadership Group

FP - Foundation Phase

KS2 - Key Stage 2

BST - Behaviour Support Teacher

CT - Class Teacher

ALN - Additional Learning Needs

ALNCO - Additional Learning Needs Co-ordinator

TO - Time Out



TREMAINS PRIMARY SCHOOL

Anti-bullying policy

This policy does not exist in isolation. It is part of the overall concern for our children's welfare and the development of their social skills that is also supported by our Vision Statement, PSE policy and behaviour policy. Aspects of our curriculum also allow for discussion of bullying and its effects.

Bullying can take many different forms. At Tremains Primary School we accept the definition;

Bullying is deliberately hurtful behaviour, often repeated over a period of time. The victims of bullying find it difficult to defend themselves.

Bullying may take the form of direct behaviour, both physical and verbal. The behaviour can involve more than one student and is directed against a victim. Indirect forms of bullying can also take place such as deliberate exclusion from relationships or play. Bullying often involves repeated acts against another child. There is usually an imbalance of power between the bully and the victim.

We also accept that;

- No school is 'bully-free'
- All children should feel safe in school.
- An anti-bullying approach is a whole-school issue and that children, parents, governors and teachers should be aware of and support this.
- Both bullies and victims should be dealt with fairly.

STRATEGIES TO DEAL WITH BULLYING

Role of the Head teacher

To investigate incidents involving bullying, taking them seriously.

To be available for parents and children to discuss concerns.

To log all incidents of bullying.

To arrange support for both victims and bully.

To regularly discuss issues affecting bullying in staff meetings

To review policy annually in light of research and practice.

To arrange training on anti-bullying for all staff.

Role of the teacher and support staff.

All staff will:

- ensure that all children are encouraged to share concerns with them.
- listen carefully to all reports of incidents, taking them seriously.
- ensure that responses to the children are in accordance with the school rules and policies
- report all incidents to the Headteacher.
- log incidents and sanctions undertaken in their teaching diaries as soon as possible after the event.
- act as a role model to children in the way they treat children and staff.
- be aware that changes in behaviour may point to a reluctance to report bullying to an adult.
- monitor the yard when they are on duty ensuring all areas are under regular surveillance and stepping in when behaviour threatens to spill over into the unacceptable.
- be aware that when a child reports bullying it is not an easy step to take.
- use circle time as a vehicle to discuss issues surrounding bullying in general terms.

Role of the lunchtime supervisory assistants

All Supervisory Assistants will:

- monitor all sections of the yard that s/he is responsible for.
- monitor behaviour to try to anticipate problems.
- listen to all reports of bullying.
- report all incidents to the class teacher at the end of lunch time unless you wish to report directly to the head teacher/deputy headteacher on duty in the hall.
- be aware that some behaviour may just be high spirits, or friends falling out, not necessarily bullying.

Role of the child

- Treat other children with respect.
- Think of the school rules.
- Tell a teacher or dinner lady about people being unkind or calling names as soon as possible, whether it involves you or not.
- Be a good friend to other children if they are being bullied.
- If you are being bullied tell a teacher.
- Think about your own behaviour - don't leave anyone out, keep your hands and feet to yourself and be a good friend.

Role of parents

- To report concerns to the head teacher
- To understand that this may be the first time the headteacher has heard of the problem and that they will need time to act and deal with the problem.
- To talk with your child about specific concerns.
- To support the school rules. Please don't encourage your child to hit back as this is in conflict with the school rules on behaviour.

DEALING WITH INCIDENTS OF BULLYING

- **Our overall approach is a positive reinforcement of acceptable behaviour and respect for all.** We also develop a positive approach to behaviour through the use of circle time and assemblies as well as our PSE policy and curriculum resources that raise issues such as bullying. The children discuss those aspects of behaviour that are important to them and from this develop their own school rules. Training for supervisory staff will also include anti-bullying issues.
- The headteacher and class teacher will speak with the children concerned to find as full a picture as possible of the nature of the incident.
- One off incidents will be responded to with sanctions such as staying in for a playtime. Teachers are aware of the need for consistency and that some behaviour may take time before it is modified.
- The class teacher or head teacher will talk with the children concerned to discuss the issues raised and to deal with the situation appropriately. All situations are different and will be responded to individually within this framework.
- Class teachers will discuss the issues generally within circle time.
- The headteacher will deal with the general issue in assembly to underline the appropriate behaviour to all children.
- In persistent or severe cases the parents of the bully will be contacted and their support will be necessary to discuss their child's behaviour. The needs of the bully will also be addressed.
- The victim of bullying may require support from other children or teachers and the head teacher or class teacher will deal with each case appropriately in setting up support.
- If the bullying is taking place on the yard all teachers will be informed through the staff meeting and they will be asked to monitor that child/children closely for the first week.
- The head teacher and class teacher will monitor the situation, ensuring that those involved understand the importance of changing their behaviour.

SIGNS A CHILD MAY BE BEING BULLIED

A child may indicate by signs or behaviour that s/he is being bullied.
Possible signs to investigate include :

- Being frightened of walking to or from school
- Begging to be driven to school
- Changing the usual routines
- Being unwilling to go to school (School phobic)
- Becoming withdrawn, anxious or lacking in confidence
- Starting to stammer
- Attempting or threatening to run away
- Crying themselves to sleep at night or having nightmares
- Feeling ill in the morning
- School work begins to deteriorate
- Coming home with torn clothes or damaged possessions
- Having possessions 'go missing'
- Asking for money (to pay bully)
- Stealing money
- 'Losing' dinner money or other money
- having unexplained cuts or bruises
- becoming aggressive, disruptive or unreasonable
- bullying other children or siblings
- stops eating
- being frightened to say what is wrong
- giving improbable reasons for any of the above

Signed
Governors
20.10.15

Chair of