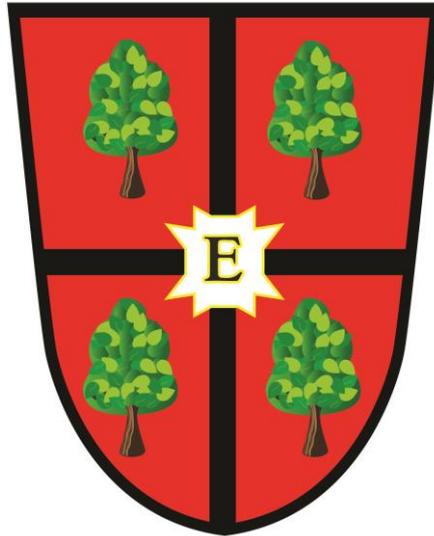


ELANGENI SCHOOL



BEHAVIOUR POLICY

including
ANTI-BULLYING and
USE OF RESTRAINT
POLICIES

Reviewed and merged on 01/02/2011
Reviewed on 03/10/2011
Updated in January 2012
Updated July 2013
Updated June 2014
Updated September 2015
Reviewed for academic year 17-18
Reviewed and Revised: May 2019

ELANGENI SCHOOL

POSITIVE ATTITUDES – OUR BEHAVIOUR POLICY

“At Elangeni, we are passionate about supporting our children to help them reach their full potential. We strive to provide an exciting environment that encourages life-long learning, where every child feels listened to and equally valued. In our friendly and caring community, we set challenging but realistic goals to ensure that the specific learning needs of each child are met through individual learning programmes and differentiation.”

Some rules are essential in any community and ours is no exception. We are a caring organisation whose values are built upon mutual trust and respect for all. We believe in a working partnership between home and school and will involve parents to maintain high levels of positive behaviour.

Aims and Expectations

At Elangeni we believe that all pupils have a right to a caring and stimulating environment in which they will develop a high self-esteem, a feeling of self-worth and feel happy, secure and respected.

Our aim is to value and respect every member of the school community and to treat each person fairly and with consideration. We expect every member of the school community to behave in a considerate way towards others and we place a strong emphasis on promoting and recognising appropriate behaviour.

What we do to achieve our aims

Pupils, parents, teachers and support staff should take collective responsibility for the promoting of positive behaviour at Elangeni School. To achieve this:

Pupils:

- should understand the need for rules
- should come to school ready to learn
- Pupils who disrupt lessons and break times should be aware that their actions are taken seriously, sanctions will be used and their parents will become involved
- Pupils should always show good manners to their fellow pupils and to all adults in our school
- Pupils who display positive behaviour should realise that they are rewarded for this and know that their actions benefit the whole school

Parents

- should encourage their children to see school in a positive light
- should realise that if their child behaves unacceptably they will be asked to visit the school so that they, their child and their child's teacher can discuss together how the behaviour might improve
- can assist their child by sharing the responsibility with school staff for their child's behaviour
- should ensure that their child comes to school on time, has regular attendance and is in full school uniform
- should reinforce the value of good behaviour at home

Class teachers:

- will actively establish positive relationships with pupils and parents
- will have the day-to-day responsibility for classroom organisation and discipline
- will establish routines for developing positive behaviour in the classroom and will be consistent when issuing reprimands

Support staff:

- will have the authority to reward good behaviour and to deal with unacceptable behaviour following the school guidelines
- will expect pupils to be polite and show good manners towards them

Governors:

- will support the Head teacher and staff in the implementation of this policy
- will be fully informed of matters concerning behaviour
- will regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy

What we do to encourage positive behaviour

- We make our expectations of good behaviour clear
- We promote mutual respect
- We encourage pupils to take responsibility for their own actions
- We praise good behaviour both privately and publicly
- We praise effort both privately and publicly
- We treat everyone with respect

Preventative Action (to prevent unnecessary disruption)

- Have an aesthetically pleasing classroom
- Prepare lessons appropriate to the needs of the pupils
- Prepare appropriate materials
- Arrive at class on time
- Plan interesting and appropriate lessons
- Plan appropriate seating arrangements
- Make routines clear

In the classroom and around the school

- ❑ **Be proud of our school.**
It is so well looked after by the site manager and cleaners.
- ❑ **Always treat others how you would wish to be treated yourself.**
Remember to have a friend you need to be a friend.
- ❑ **Treat others with kindness and respect.**
This means being polite to staff and doing as they ask you. It also means being considerate to other children by not disturbing them when they are trying to work, name calling, using bad language, unkind teasing, being aggressive, being racist or bullying.
If you are being treated aggressively or unkindly please don't hit back but always seek the help of an adult to sort it out for you.
- ❑ **Always speak politely.**
How you talk to people may affect the way they respond to you.
- ❑ **Move around our school quietly and carefully.**
This means never running, barging or shouting but being ready to help by opening doors, standing back to let people pass and helping to carry things.
- ❑ **Treat all property with respect.**
Please take care of all classroom equipment, displays around the school and other children and adults' belongings.
- ❑ **Arrive on time to school.**
The school day starts at 8.50am. If you are late you cause a lot of extra work because registers have to be changed and you also miss part of your schooling.
- ❑ **Only bring into school the equipment that you need.**
Please do not bring in personal radios or CDs, game-boys, sharp objects, any toys, large footballs or electronic games. Any child needing to bring in a mobile phone MUST deposit this with the school secretary for safe keeping during the school day.
- ❑ **Please do not wear jewellery to school.**
Jewellery can be dangerous to yourself and others and it easily gets lost.

On the playground

- ❑ **Be respectful and polite to all staff.**
This means listening to staff and children, being polite when staff are trying to sort out disputes and not answering back.
- ❑ **Never bully anyone.**
Teasing and name-calling are types of bullying as well as threatening and hitting.
- ❑ **Respect others' beliefs and cultures**
Never use racist names or comments as it is very hurtful and offensive.
- ❑ **Always play in sensible places**
Do not play in areas you are not allowed into, such as round by the quad area or in toilets. If you are not playing football stay away from the football pitch as you could get knocked over. Never climb over or under any fence or wall to retrieve a ball or for any other reason.
- ❑ **Play safely**
Some games are dangerous and may cause someone to get hurt. We want our school to be a safe place and to avoid accidents. Don't play bulldog, wrestling, kick- boxing or play fighting. Throwing stones

is always dangerous please do not put others at risk.

In the dining hall

- ❑ **Never run in the dining hall**
You may slip over or bang into someone.
- ❑ **Use good table manners.**
Never speak or leave the table with a mouthful of food. Always remove your hats and coats before you eat.
- ❑ **Never shout or talk loudly.**
We want you to talk to your friends but with so many people in the hall it soon gets very noisy so you will need to talk quietly.

On school trips

- ❑ **Always stay near the adults who go with you.**
This means never wandering off on your own.
- ❑ **Take care when getting on or off trains, coaches or buses.**
This means not pushing as this is dangerous. Wait until you are told to get off and listen carefully to what the adults are telling you to do.
- ❑ **Take care of the environment.**
If you are in the country follow the Country Code and never leave any litter wherever you go.
- ❑ **Have respect for other people who may be visiting at the same time as you.**
Try to be quiet in places where there are other visitors and be polite to the people who are showing you around and to other visitors. Our school has always been praised for the behaviour of its pupils when they are on a visit. Let's keep it up.

Rewards

House points
Stickers
Public praise
Private praise
Responsibility
Year Group Certificates
Head teacher Certificates
Complete Golden Break
Letter to parents from class teacher
Letter to parents from Head teacher

Possible consequences

Disciplinary measures will be applied fairly, consistently and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils and may include:

- Loss of time during break or lunchtime
- Loss of Golden Break (on Fridays)
- Time away from an activity
- Restorative justice where appropriate
- Parents informed of behaviour
- Meeting with staff/parent/pupil
- Provision map for behaviour
- In extreme circumstances - internal or external exclusion

Our behaviour system has been reviewed and updated to reflect the views of our pupils following a survey in Autumn 2011. This system has been revised and updated each academic year in consultation with staff and pupils.

Elangeni's New and Improved Behaviour System and Sanctions 2018

Golden break is a reward for all those children who have behaved as we would expect however some children do not always live up to the expectations of behaviour in class.

All children's names are on the 'Its good to be green' chart.



1. If a child's behaviour is causing disruption in class a verbal warning is given and the Stop and Think card is placed in their name place.



2. If the child continues to misbehave, a yellow card is added to their name.



3. If the child continues to have to be reminded about behaviour, a red card is then added. At this stage a note is put in the child's organiser to this effect.



4. If the child continues further the card is marked with a tick – this child will then miss their Golden Break time on Friday.

All children who miss their Golden Break will take home a letter stating this. These children will be supervised in the Headteacher's office. The teacher will complete a LOGT form from their handbook and put it in the Head's tray as soon as possible after the loss occurs – if a child loses their GB on Friday morning a message needs to be sent to the Head before 10.45am so she is aware of who to expect at 11am. It is the class teacher's responsibility to ensure the LOGT pupils go to the office at 11am on Friday.

5. At the end of each day – cards are wiped clean except for those names who have forfeited their Golden Break and all names return to the **green card** only.

6. At the end of each term, a reward will be given to all children who have not lost their Golden Break (These include extra playtime, activity session, sweet treat etc)

7. At the end of the school year a reward will be given to all children who have not lost their Golden Break at all! (These may be a theatre company in, film in the hall etc and certificate)

8. Credit system for behaviour reward at the end of term/year. If all children start with a 60 minute credit system – any child who only loses their GB once in a term or less than 4 times over the year still qualify for the end of term/year reward!

Golden Break cannot be used purely for finishing off work – if you have children who you feel need to remain in to complete work, they need to be supervised by you at another break or lunchtime. There is no longer room for children to lose 5 or 10 mins of Golden Break.



Behaviour in Assembly

1. Warning given by House Captains/Vice Captains or assembly teachers.
2. Y6 children are not to be moved by House/Vice Captains.
3. If a child has to be spoken to twice in an assembly, they are to move to the end of the line.
4. If child is asked to be moved, they will be asked to remain at the end of the assembly for their names to be written in the book by the lead teacher.
5. They then need to return to the hall at break time to sit quietly as a consequence.
6. If a child is moved twice or more in a week, they will miss their Golden Break on Friday.

Behaviour on the playground

1. If a child misbehaves on the playground, it is to be dealt with to the satisfaction of all involved.
2. Consequences of behaviour on the playground can range from a warning to time off the playground.
3. Any time off the playground needs to be recorded in the lunchtime supervisors' books.
4. Two time out sessions in a week result in loss of Golden Break.

This policy will be shared with all staff, parents and governors of the school and reviewed annually.

Reviewed: February 2011

Reviewed: October 2011

Reviewed: January 2012

Reviewed: May 2014

Reviewed for academic year 17-18

Revised January 2018

Revised: May 2019

ELANGENI SCHOOL
ANTI-BULLYING POLICY

Aims and Objectives

At Elangeni, we recognise government research that states “all schools have some bullying at some time”. Therefore a policy is desirable to ensure that all children receive their education free from all forms of bullying. It is the duty of all staff and pupils to create an atmosphere that is caring and protective, one in which bullying is actively discouraged. It is also the responsibility of all members of staff and pupils to demonstrate actively that the school will not tolerate bullying and that parents are aware of our expectations.

Our aim at Elangeni is to create an atmosphere of caring, respect and kindness for one another, where it is stressed that bullying behaviour is totally unacceptable. Any incidents that do occur will be taken seriously and acted upon promptly with support given to those children involved.

Definition

At Elangeni bullying is defined as any wilful, repeated, conscious behaviour by an individual or group that intentionally hurts another individual or group either physically or emotionally. This bullying can take a variety of forms including:

- **Physical:** pushing, kicking, hitting, punching, and any other forms of violence, threats (ie ‘If you don’t....you’ll be sorry’)
- **Verbal:** name-calling, sarcasm, spreading rumours, persistent teasing, use of discriminatory language.
- **Emotional:** excluding, tormenting (ie. Hiding books/bags etc, threatening gestures), ridicule, humiliation
- **Prejudice** against particular groups : this may be on the grounds of race, religion, gender or any other equality strand as defined by the Equality Act 2010.
- **Cyber-bullying**

Strategies for Preventing Bullying

In order to discourage, combat and deal with incidents of bullying, the staff , and pupils where appropriate, will:

- Undertake regular training including as part of Induction training
- encourage non-aggressive behaviour
- monitor the integration of new pupils
- assist with the integration of new pupils using the Year 3 “Buddy” system and Year 6 monitors
- use “Circle time” and SEAL groups to encourage whole class and small group discussion
- ensure that pupils know the routes for reporting incidents
- ensure that all pupils have someone in whom they can confide
- ensure that pupils feel supported if they tell of incidents
- provide pupils in every year group with access to an “anti-bullying box” which is confidential and is acted upon immediately
- make a written record in their organiser of any incidents which occur
- make clear the school's policy to pupils, parents, teaching and non-teaching staff
- discuss the issue in assemblies, PHSE+C and other curriculum areas and provide time to encourage confidential writing
- promote and participate in anti-bullying week
- teach pupils strategies to manage their own relationships with others and resolve conflicts
- identify any areas where bullying may take place
- help bullies become aware of the consequences of their actions
- inform parents/carers (of both victim and perpetrator) of what has happened and that action has been taken
- report all suspected incidents of bullying to the head teacher, who will maintain a central record of all incidents and report on these annually to the Governing Body.
- Liaise with feeder schools to be aware of historic friendship issues

A child who feels that they are being bullied knows that they must **TELL** someone and that the bullying will then be made to stop. This includes bullying which may have occurred outside school including cyber-bullying. Any reported incidents of bullying will **ALWAYS** be treated seriously and investigated. The child will be listened to, appropriate action taken and the incident will be followed up over an appropriate period of time to ensure that the matter has been resolved. An Incident Report Sheet will be completed and followed-up as appropriate. All members of staff should be informed about the incident.

Links to other policies and documents

The **Anti-Bullying Policy** will be most effective when acted upon in the context of the school **Behaviour Policy**. This policy links with a number of other school policies and practices including:

- Equalities and Cohesion Scheme
- Computing policy including E-safety Policy
- Child Protection Policy
- PSHE, SEAL, SMSC and Citizenship Policy
- School Complaints and Resolutions Procedure

Review and evaluation

This policy will be reviewed annually.

JMP/09/06

AB/03/10

AB/02/11

AB/10/11

AJB/11/12

AJB/03/13

AJB/05/14

Reviewed for academic year 17-18

Reviewed: May 2019

Use of Restraint Policy

All teachers at the school are able to use reasonable force to control or restrain pupil plus a small number of other staff authorised by the Head teacher. The force used in restraining a pupil/young person should be both appropriate to the circumstances and reasonable in degree. There are three broad categories where as a last resort reasonable force might be appropriate or necessary to control or restrain a pupil.

- where action is necessary in self-defence or because there is an imminent risk of injury;
- where there is a developing risk of injury, or significant damage to property; and
- where a pupil is behaving in a way that is compromising good order and discipline (particular caution should be exercised in these circumstances – see below)

These are examples of situations that fall within one of the first two categories:

- A pupil attacks a member of staff or other pupil
- Pupils are fighting and the teacher feels they can intervene without placing themselves at risk
- A pupil is running in a corridor or on a stairway in a way that may cause an accident likely to injure him or herself or others.

Examples of situations that fall into the third category are:

- A pupil persistently refuses an order to leave a classroom
- A pupil is behaving in a way that is seriously disrupting a lesson

However, members of staff will be very cautious about the use of force in non-urgent circumstances like these. Teachers will always exhaust all other appropriate behaviour management strategies before ever considering force.

The intervention used can take several forms but the force used should always be the minimum necessary in the circumstances.

e.g.

- physically interposing between pupils
- leading a pupil by the hand
- shepherding a pupil away by placing a hand in the centre of the back
- holding, which is specifically intended to avoid causing injury to the pupil or others in the vicinity

Whilst intervening the member of staff will:

1. employ minimum force for the minimum period necessary to restrain the pupil;
2. keep talking to the pupil, making it clear to him/her that the physical contact or restraint will stop as soon as it ceases to be necessary
3. avoid threatening or committing any act of punitive violence;
4. keep his/her temper under control
5. have regard to others in the vicinity

After intervening:

A detailed, contemporaneous, written report of any occasion (except minor or trivial incidents) that force is used, will be completed.

The management of the school will:

1. Investigate incidents (not minor or trivial) and evaluate them in the light of the school's risk assessment procedures, disseminating any conclusions reached;
2. Initiate appropriate follow-up with the child/young person involved and others present if appropriate;
3. Notify parents/carers of the action taken and initiate appropriate follow up
4. Offer support, as appropriate, to staff involved.

AJB June 2010
AJB February 2011
AJB October 2011
AJB November 2012
AJB March 2013
AJB 2014
Reviewed for academic year 17-18
Reviewed: May 2019