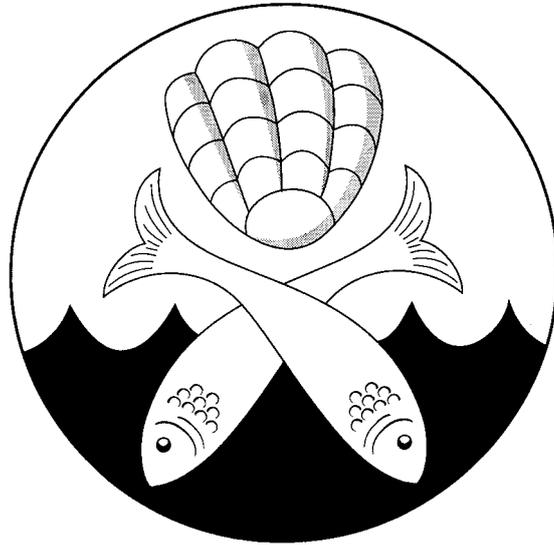


# Brightlingsea Junior School



## **Behaviour & Discipline Policy** (Includes Anti-Bullying Policy)

**BRIGHTLINGSEA JUNIOR SCHOOL**  
**Behaviour and Discipline Policy and Guidance for staff**

"Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects."

(Education Observed D.E.S)

### **Introduction**

#### **Our policy is based on the belief that:**

- Good behaviour is not automatically learned but needs to be taught and supported by parents and staff.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with problems is the school's problem not an individual teacher's problem.

#### **Aims**

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

"We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere."

(Discipline in Schools - Elton Report)

#### **Our purpose is:-**

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

### The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teachers need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

### 'Believe & Achieve' Mentoring Programme

'Attitude' is carefully tracked at least termly. This includes attendance, punctuality, behaviour, effort, homework and uniform. Each area is colour coded: Green-excellent/very good, Yellow-acceptable/satisfactory, Red-unacceptable. Targets and support are agreed where necessary.

### Rules

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

#### 1. Our Code of Conduct is:

	<b>Take Care of Yourself</b>
<b>1.</b>	<ul style="list-style-type: none"><li>Do anything silly or dangerous where you might be hurt.</li></ul>
<b>Never</b>	Stay in school at break times or leave school without permission.
<b>Always</b>	<ul style="list-style-type: none"><li>Tell someone if you are unhappy, being picked on or bullied.</li></ul>
	<b>Take Care of Others</b>
<b>2.</b>	<ul style="list-style-type: none"><li>Do anything to hurt others (such as hitting/name calling).</li></ul>
<b>Never</b>	Distract others from working. Be cheeky or rude to adults.
<b>Always</b>	<ul style="list-style-type: none"><li>Be friendly to visitors, newcomers and other children.</li></ul>
	<b>Take Care of your School</b>
<b>3.</b>	<ul style="list-style-type: none"><li>Steal or deliberately damage school equipment.</li></ul>
<b>Never</b>	Drop litter or damage the school building. Give the school a bad name.
<b>Always</b>	<ul style="list-style-type: none"><li>Be proud of your school.</li></ul>

These basic rules displayed in all classrooms and corridors and regularly verbalized in assemblies and PSHCE lessons.

#### 2. Our Listening Code

*When I am asked for my attention I:*

Stop what I am doing  
Empty hands/show me five  
Look at the teacher  
Keep quiet and still  
Listen to instructions

#### 3. Our Line up Code

*When I am asked to line up I:*

Walk to the end of the line  
Leave a person space  
Keep my hands and my feet to myself  
Keep quiet and still  
Listen to instructions

4. **We have specific rules being enforced on the grounds of health, welfare and safety**

a. **Food and drink**

Children may bring fruit from home to eat at morning play. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and chocolate. Children have regular access to water but may also bring a water bottle to sip from during lessons. No fizzy drinks are permitted in packed lunches and no drinks other than water may be taken into classrooms.

Reasons: We have worked really hard to achieve our National Healthy Schools status, we hope that all parents will support our endeavours to continue to improve in this area.

b. **Jewellery**

Watches and stud earrings are the only items of jewellery which may be worn at school and these **must be removed during P.E. and swimming lessons**. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE.

Reasons: Rings, necklaces, bracelets etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others, for this reason Essex LA now insist that earrings be removed for all PE lessons (taping over earrings is no longer permitted).

c. **PE Kit**

Appropriate clothing must be worn for all PE activity

Indoors:-No jewellery, bare feet, shorts, Tee shirt

Reasons: It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Children should exert themselves during PE and therefore should have extra clothing to compensate for heat loss.

Outdoors:- No jewellery, plimsolls or trainers, shorts, Tee shirt, (Tracksuit in certain conditions).

Reasons: Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles.

d **School Clothing**

The school has a separate school uniform policy. Many items of uniform may be purchased from the school office. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled black shoes should be worn.

Reasons: School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes and boots and 'flip flop' style sandals are unsafe for the school environment.

**e. Personal property**

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

**f. Mobile Phones**

Mobile phones can only be brought to school in exceptional circumstances and only with the prior permission of the headteacher.

Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the headteacher in writing. Such requests will be considered on an individual basis.

If permission is granted mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

Reasons: During school hours contact is possible through the school's land lines. Mobile phones present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

**5. Rights and Responsibilities**

**Children's Rights**

- To be respected
- To be heard
- To be believed
- To be trusted
- To learn
- To be safe

**Children's Responsibilities**

- To show respect
- To listen
- To tell the truth
- To be trustworthy
- To allow teaching
- To take care

**Behaviour Guidelines**

**Procedures**

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

The school has a Positive Handling policy and a number of staff have been trained in Team Teach techniques. Team Teach focuses on positive behavioural strategies, designed to reduce anxiety, risk and restraint.

**Movement in and around School**

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on.

If observed running with a total disregard for other people or displayed work then sanctions should be brought to play (see Sanctions).

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with a ticket.

**Movement Around School - Suggested Procedures for Large Groups**

- Call the group together using the familiar phrase: 'Can I have your attention please?'
- Give out any instructions and set expectations.
- Use and enforce 'Our Line Up Code'.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor/stairs.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners etc.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

**Movement Around School - Suggested Procedures for Individual Children**

- Choose appropriate individuals for messages.
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

## Behaviour and Discipline Policy

### **Playtime Supervision**

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. Supply teachers should cover the duty of absent teachers but should never be without support.

Staff on duty should be present on the playground by 8:45am, when children are asked to arrive. No hot drinks should be taken onto the playground.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

When on duty, staff should circulate and take the opportunity to socialize with children from other classes, whilst maintaining an overview of the play areas and spotting potential problems before they escalate. Duty staff should be deployed across the two playgrounds (and in the summer on the field), to maximise levels of visual supervision.

At 8:55am each morning all teaching staff should go to the playground to collect their classes.

Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated class lines, joining at the back of the line. Staff send children in a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a ticket to outstanding individuals.

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty. In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances duty teachers and support staff are responsible for the supervision of classes. During an indoor playtime suitable, quiet activities should be provided for children.

### **Playground procedures** (see Lunchtime Procedures)

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers should supervise their own children in the cloakrooms, putting on coats etc. Children are not allowed to remain in the building unsupervised.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Footballs should be lightweight, no larger than 75% full size and should only be used on the bottom playground or the field in appropriate conditions at the discretion of the duty teachers. The top playground is a 'football free zone'. Any misuse of playground equipment will lead to confiscation.

Any other behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency, (refer to Playtime Sanctions).

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

**Behaviour Guidelines**

**Rewards**

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

**Praise** has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

**Rewards**

1) **General**

- Favourable comments can and should be entered on pieces of work
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and bikeability awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school
- A visit to the Headteacher for commendations.
- Specific privileges can be awarded to individuals/groups of children, such as Team Green or pupils who have reached the next stage of award (Bronze/Silver/Gold) e.g. in the use of school facilities, (computers, library, games equipment, etc.) or additional playtime.
- Lunchtime club pass can be awarded.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Monitors, School Council etc.
- When opportunities arise for individuals or groups of pupils, to represent the school at events and competitions etc, consideration should be given to prioritizing/rewarding Team Green or Bronze/Silver/Gold award winners
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

2) **Whole School Reward System: 'Tickets' and 'Smiley' Face Stamps**

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' stamps. Tickets may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include :-

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

In addition to entering the weekly class ticket draw when a pupils collects 10 tickets they can exchange these for a 'Smiley' face stamp. When awarding the ticket the member of staff should reinforce the good behaviour e.g. 'You can have a ticket for waiting so patiently'.

**Once awarded a ticket can never be deducted** (see Sanctions).

## Behaviour and Discipline Policy

They are intended to help staff focus on positive rather than negative behavior e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

Any noteworthy behaviour	1 Ticket (recorded on class chart)
10 Tickets	Teacher commendation: (Smiley face stamp recorded on individual achievement card)
100 Tickets/ 10 Smileys	Year Group Leader commendation: Bronze Award (presented by Year Group Leader)
200 Tickets/20 Smileys	Headteacher commendation: Silver award (presented by Headteacher)
300 Tickets /30 Smileys	School commendation: Gold award (in front of whole school)

- Gold awards will be presented at our twice yearly Governor Awards Ceremony (if timings fit) or in whole school assemblies and parents will be invited to share in their child's achievement whenever possible.
- Commendations and awards are recorded on each child's individual 'Good Behaviour Card'. The card may be taken home in order for parents and teachers to exchange comments on progress, but responsibility and care of the record rests with the child. Loss of the card will result in a loss of Smileys accrued other than in exceptional circumstances.

A ticket can be awarded by any staff member to any child at any time. All staff should carry tickets at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc. The reward should reflect the achievement i.e.

- Bronze Party: up to one session
- Silver Party: up to half a day
- Gold Party: up to a full day

### 3) **Certificates**

A weekly 'Going for Green' assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude.

Behaviour Guidelines	Sanctions
----------------------	-----------

### **Sanctions**

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to fixed term exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.

## Behaviour and Discipline Policy

- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

### **SANCTIONS PROCEDURE**

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. As a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

*If unacceptable behaviour occurs:*

#### **(Classroom teacher)**

#### **Use normal strategies:**

e.g. Polite but firm requests, warnings (no more than three). Consider repositioning, separating etc. Use traffic light boxes on the board for all children in the class. Move child from green to amber box, and then if necessary to the red box will serve as a visual support to the warnings given by the teacher.

#### **Step 1 (Classroom teacher)**

#### **Give a final warning:**

Use the agreed phrase, 'This is your final warning. Do you understand?'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

### **FROM NOW ON NO MORE WARNINGS. TAKE ACTION**

#### **Step 2 (Classroom teacher)**

#### **Time Out (A)**

- Child sent to designated chair/area of classroom.
- 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.
- Child records when, why on class list at isolation table using a red card.
- Teacher to use professional judgement as to whether a Behaviour Slip should be completed.

*If behaviour improves return to lesson.*

*If not or if child refuses, move to **Step 3***

#### **For a regular offender:**

- Record who, when, why.
- Possible removal of treats / playtime etc.
- Discussion with Year Group Leader and/or Inclusion Leader : consider Behaviour Intervention.

#### **Step 3 (Teacher colleague)**

#### **Time Out (B)**

- Child escorted to designated colleague in a different year group.
- Up to 1 hour/session working alone without causing disturbance.
- Possible removal of a treats / playtime.

## Behaviour and Discipline Policy

- A Behaviour Slip should be completed at this stage if one hasn't been done already for this incident.
- Child records when, why on a red card which is to be filed in Attitude section of Mentoring file.

*If behaviour improves return to class.*

*If not or if child refuses, move to **Step 4***

### **For a regular offender:**

- Discussion with Year Group Leader and/or Inclusion Leader: consider School Action of the Code of Practice.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Parents informed by letter that behaviour is a cause for concern. (*3 Behaviour Slips will automatically trigger a letter to parent*)
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.
- Access to extra-curricular/enrichment activity linked to improvement.

### **Step 4 (Year Group Leader / Deputy or Assistant Head)**

### **Time Out (C)**

- Child escorted to Year Group Leader.
- Up to half a day working alone without causing disturbance.
- Record who, when, why and store in Attitude section of Mentoring file.

*If behaviour improves return to class.*

*If not or if child refuses, move to **Step 5***

### **For a regular offender:**

- Discussion with Year Group Leader / Deputy or Assistant Head/ Inclusion Leader: consider the need for School Action Plus
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Behaviour Assessment Profile'.
- Parents informed by letter that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Access to extra-curricular / enrichment activities dependant on progress.
- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

### **More serious infringements of rules should be dealt with in a more formal way:-**

*At all times when using the guidelines below, staff must use their professional judgement.*

- If a child causes continued disruption of a lesson or school routine:-
  - A behaviour slip is filled in by a member of staff and kept in a central file in the school office. Additionally, a stamp is entered onto a record card for each child, to be kept in the Inclusion room (preferably to be stamped with the child present, to increase the impact of the severity of the misbehaviour). The slip will be accompanied by one of the following possible sanctions (to be decided by the member of staff at the time):
    - ❖ Miss a morning playtime (not the toilet)
    - ❖ Go to lunchtime detention (not the food or breaks for toilet)
    - ❖ Withdrawal from a particular lesson, P.E./Games if a child is a danger to him/herself or others.
    - ❖ Go to a 'buddy' (child is sent to another member of staff for a set time and completes missed work at playtime)
    - ❖ For dangerous behaviour, continual disruption or safety issues, the child will work, supervised, outside the classroom.
    - ❖ To spend time in the Inclusion room.

## Behaviour and Discipline Policy

- If there are 3 slips in one half-term a letter is automatically sent home to the parents/carers advising them of the poor misbehaviour of their child and warning them of the possible consequences. This system alerts parents at an early stage that the school has concerns about their child's behaviour.
- If there are 3 additional slips in one half-term (i.e. 6 in total) this will lead to an after-school detention until 4.00 p.m. (A letter to parents/carers will be sent giving at least 24 hours notice or it may be possible to arrange the after-school detention on the same day through a telephone conversation and agreement with the parent/carer). Additionally, parents will be invited into school to discuss the serious nature of the child's misbehaviour.
- If there are 3 additional slips in one half-term (i.e. 9 in total) this will lead to 'isolation' in school for half a day. Additionally, parents/carers will be invited into school to discuss the serious nature of the child's behaviour.
- If there are 3 additional slips in one half-term (i.e. 12 in total) this will lead to 'isolation' in school for a whole day. The parents will be warned about the possibility of a fixed term exclusion if there are 3 more slips in one half-term.
- If there are 3 additional slips in one half-term (i.e. 15 in total) this will lead to a fixed term exclusion from school. (or fixed-term lunchtime exclusion, if appropriate).
- If a child does not attend an after-school detention without good reason, (to be determined by the school), then they will automatically be given another detention lasting until 4.15 p.m. A letter to parents will be sent giving at least 24 hours notice. (It may be possible to arrange the after-school detention on the same day through a telephone conversation and agreement with the parent/carer.)
- If a child does not attend the after-school detention because of lack of support from the parents/carers of the child, the child may be given a fixed-term exclusion from school (or fixed-term lunchtime exclusion, if appropriate).
- In the case of a child behaving in such an exceptionally abusive manner as to put pupils or staff at risk, it will be at the discretion of the Headteacher to start the exclusion procedure immediately.
- In some instances it may be felt that a fixed term exclusion is the appropriate sanction for a particular behaviour BUT not the appropriate sanction for a particular child (see troubled children). In these exceptional circumstances the school has an arrangement with the Colne High School that means that one of our pupils can spend time in an Isolation unit there if necessary. E.g. if the behaviour warranted a half day exclusion the pupil would instead, with the agreement of their parents, spend half a day in the Colne's Isolation unit. Pupils will always be supervised by familiar staff from Brightlingsea Juniors during any time spent in the unit. This has been found to be more effective than exclusion for some pupils, as it allows time for reflection in a calm, neutral place.

*(Note: The steps outlined above can be fast-tracked depending on the severity of the misbehaviour).*

### **Additionally, at an appropriate stage:**

- ❖ The Headteacher/Deputy or Assistant Headteacher will become involved. We will monitor the child's behaviour pattern and keep detailed and dated records.

## Behaviour and Discipline Policy

- ❖ We will involve the Inclusion Leader and SENCo (Special Educational Needs Co-ordinator) to discuss the child's placement on the Essex Stages and initiate an Individual Education Plan (IEP) for behaviour.
- ❖ We will involve outside specialists - Educational Psychologist, Educational Welfare Officer, Behaviour Specialist Teachers, Social Services, School Doctor, etc.
- ❖ Agree strategies for the monitoring of the child's behaviour between home and school.
- ❖ In addition to the sanction of fixed-term exclusion, the school can choose to permanently exclude a child. Exclusion (either fixed-term or permanent) is a 'last-resort' approach and will only be used for extremely serious incidents or series of incidents of misbehaviour. Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property

### Troubled children

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for statements of SEN and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- Behaviour books (for less mature KS2 children).
- Behaviour Reports (for KS2).

Both use the school 'smiley' system for showing when targets are achieved over short periods (individual sessions/playtimes etc.) and any reason why they were not achieved.

### Behaviour Targets

- Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child's behaviour e.g.  
"To stay on task at all times" is not a realistic target for the best behaved child let alone a troubled child.
- If clear targets cannot be identified - monitor (see appendix)

## Behaviour and Discipline Policy

- Should provide clear consequences for breaking the agreement e.g. exclusion.
- Daily feedback on progress should be given and targets reviewed fortnightly either :
  - to make targets more difficult as behaviour improves,
  - to set new areas to tackle or
  - to remove completely from report.

## **Anti Bullying Policy**

### **Introduction**

Bullying affects everyone, not just bullies and the victims. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out without some action being taken.

Brightlingsea Junior School believes that nobody has the right to hurt other people by hitting or kicking them, calling names, spreading rumours about them or by doing anything else which is intended to be upsetting. All children have a right to learn in a supportive, caring and safe environment without fear of being bullied. The school has a clear policy on the promotion of positive behaviour. Bullying is wrong and it will not be tolerated in our school.

### **Aims**

At Brightlingsea Junior School we aim to:

- Promote a supportive, caring and safe environment where children can learn, free from threat, harassment and any type of bullying behaviour.
- Take positive action to prevent bullying from occurring through clear school policies on Personal, Social, Health Education (PSHE) and Citizenship and Positive behaviour.
- Respond effectively to all forms and degrees of bullying including incidents associated with discrimination involving race, disability, gender and religion.
- Foster positive partnerships between pupils and parents in promoting school expectations of behaviour to maintain a bully free environment.
- Make staff aware of their role in fostering the knowledge and attitudes which are required to achieve the above aims.

### **School based Prevention and Procedures**

The school has introduced several strategies towards creating a bully free environment, these are:

- Providing an appropriate level of supervision during potentially problem times, for example playtimes.
- Discussing through PHSE lessons and circle time aspects of bullying, forming positive relationships and respecting each other.
- Implementation of a behaviour policy, supported by rules and strategies which are reinforced throughout all aspects of school life by all staff.
- Use of teaching materials which promote positive images of different gender, racial and impairment groups.
- Use of a Reward System to raise the self esteem of each child.

### **Procedures**

Each person (school staff, parent, witness, and victim) has a role to play in creating a bully free environment. Everybody concerned needs to work together in partnership to deal promptly and seriously with the situation.

In the event of a racist incident, specific reporting requirements are required and the response will be determined by a thorough investigation. Full details of these procedures can be found in the school Race Equality Policy.

### **The School Staff**

All members of the school staff need to be vigilant and report any incidents of possible bullying. Mid-day supervisors have the important role of informing senior members of staff of their observations and concerns related to the lunchtime period.

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses. Help, support and counselling will be given as is appropriate to both the victims and the bullies.

If any degree of bullying is identified we support the victim in the following ways:-

- By offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose.
- Promptly investigate the incident and keep the victim and parents/ carers informed of what the school is doing.
- Inform the victim's parents/carers.
- Resolve the situation clearly and decisively, so that the bullied person does not feel punished in any way.
- Offer continuing support when they feel they need it.
- Arrange for them to be escorted to and from the School Premises (if necessary).

#### **- We also discipline, yet try to help the bullies in the following ways:**

1. Talk about what happened, to discover why they became involved.
2. Continue to work with the bullies in order to get rid of prejudiced attitudes as far as possible.
3. Where bullying behaviour is repeated, or sometimes in the case of a 'one off serious incident', we may
  - Inform the bullies' parent / carers.
  - Take one or more of the disciplinary steps described in our Pupil Discipline Policy.

### **The Parents/Carers**

Parents/Carers are in a prime position to be aware of changes in their child's behaviour and question them about it. Some strategies which parents can use in this situation are:

## Behaviour and Discipline Policy

- Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to the normal standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunchtime was spent etc.
- If you feel your child may be a victim of bullying behaviour, inform the school IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
- It is important that you advise your child not to fight back. It can make matters worse.
- Tell your child there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
- Make sure your child is fully aware of the School policy concerning bullying, so that they will not be afraid to ask for help.

### **The Witness**

You do not have to be a victim to act. If you do nothing when you see someone being bullied the bullies may think that you approve of what they are doing. Part of the fun that bullies get comes from the reaction of bystanders. Witnesses can help by:

- Taking action – watching and doing nothing looks as if you are on the side of the bully.
- Challenge all bullying behaviour – if you feel you can **or**
- Tell an adult immediately – teachers/Support Staff have ways of dealing with a bully without getting you into trouble.
- Do not be, or pretend to be friends with a bully.
- Befriend younger or new children – if you see a person who is being bullied ask if they would like a friend.

### **The Victim**

Teachers/Support Staff will take you seriously and will deal with bullying in a way which will end the bullying and will not make things worse for you. Remember that your silence is the bully's greatest weapon.

**Appendix A**

**GOOD PRACTICE**

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

**Always:**

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

**Remember** that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

**Remember to:**

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self esteem. Or, we can give them a positive experience which will build their self-esteem.

**Never:-**

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

**CHILDREN'S RIGHTS**

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be physically hurt
- Not to be bullied
- Not to hear swear words

**Appendix B**

**RECORDING ISOLATION: Notes**

**Time Out A : a class list**

It is not essential or even desirable that all isolations are always recorded but do record if:

- Monitoring individuals
- Patterns in behaviour emerge
- An individual is frequently being isolated

**Time Out B: one sheet per child**

All should be recorded and stored in the child's Mentoring File:

- To check on frequency of isolation
- Identify any patterns in behaviour
- Facilitate target setting and parent discussion
- To help with possible IEPs

**Time Out C: one sheet per incident**

More detailed recording required. What happened, and why.

Letter sent to parents

All should be recorded and stored in the child's Mentoring File:

**Statements/Comments** should be brief but succinct, clear, unambiguous e.g.

'disturbing class', 'being a nuisance'                      meaningless and open to misinterpretation

rather :                      'tore up Anthony Brown's work', 'thumped Rebecca Smith in the back',                      'refused to sit for story etc

Behaviour and Discipline Policy

**Appendix C** – Behaviour Slip Record Sheet

Name \_\_\_\_\_

Term \_\_\_\_\_

1<sup>st</sup> half

2<sup>nd</sup> half

(1) Date:          Signed:	(2) Date:          Signed:	(3) Date:   Letter to parents       Signed:
(4) Date:          Signed:	(5) Date:          Signed:	(6) Date:   Letter to parents plus after school detention until 4.00pm       Signed:
(7) Date:          Signed:	(8) Date:          Signed:	(9) Date:   'Isolation' in school for ½ day, plus discussion with parents       Signed:
(10) Date:          Signed:	(11) Date:          Signed:	(12) Date:   'Isolation in school for a whole day, plus discussion with parents (warning to be given about fixed term exclusion)       Signed:
(13) Date:          Signed:	(14) Date:          Signed:	(15) Date:   Fixed-term exclusion from school       Signed: