



# Behaviour and Anti-Bullying Policy

**Status: Statutory**

**Reviewed by : SLT with staff input**

Valid From Date	Next Review Date
September 2016	September 2017

**Policy adopted by governors: September 2016**

**Signed: ..... (Chair LGB)**

## **Introduction**

**At Shirestone Academy the behaviour of children is exemplary for the majority of the time. We focus highly on praising this positive behaviour seen readily in classrooms and around school as we believe this is the key to encouraging all children to display the correct behaviour.**

**We believe that the ‘Golden Thread’ in ensuring good behaviour across the school is to be aware of the moral, social and emotional intelligence of our pupils in order for us to be in the best possible position to support them in becoming well rounded resilient individuals who can successfully manage their own actions and emotions in the range of situations they will be faced.**

This behaviour policy is written for clarity and fairness to all children, teachers, parents, guardians, visitors and other adults working at the school.

1.1 It is based on these key principles:

- We always reward good, acceptable behaviour
- We never ignore children's behaviour- all adults are responsible for the behaviour of any child, at any time
- We support poor behaviour in an atmosphere of kindness, patience and understanding
- We regularly inform parents about the behaviour of their children
- We make rewards, sanctions and consequences clear
- We recognise that all children have the right to be heard, irrespective of their age, understanding and ability
- We are committed to a partnership between staff, pupils, parents and the community
- We actively support the principle of inclusion
- We provide opportunities for pupils to develop self-discipline and the desire to strive towards their own high expectations and standards
- No problem is too small - if you or your child is unhappy, please come and discuss it with us - we may be able to help
- Everyone in class is involved in creating the Classroom Rules (displayed in every classroom and set within the 1<sup>st</sup> 2 days of term. Class-created rules **must not** clash or alter the school behaviour policy in any way);

## 1.2 School Rules

Our school rules are created by the children themselves through the work of the school council.

At Shirestone we promise to,

- Always look smart and be proud of our School Uniform.
- Show respect for people and property.
- Always treat others as we expect to be treated ourselves.
- Behave sensibly at all times of the school day.
- Always have an 'I can' attitude
- Follow the PAUSE code of conduct

## 1.3 Incidents causing low level disruption

Incidents must never be ignored as they can result in low-level disruption during teaching and learning which prevents the child, or their peers from achieving their full potential. The following list is not exhaustive. Should low level disruption be consistently repeated, it should be classed as 'unacceptable';

- Chatting 'off-task'
- Scribbling in work books
- Whistling/making inappropriate noises in class/assembly
- Play fighting that does not cause injury or distress
- Excluding others from games/activities
- Rudeness to another child followed by an immediate apology

1.4 '**Unacceptable**' Behaviour Examples (this type of incident **MUST** result in a warning and **MUST** be acted on immediately e.g. recording of incident on warning sheet or reported directly to Principal/Vice Principal if incident deemed serious or significant)

- Cutting another child's hair
- Disobeying an instruction from a teacher
- Play fighting that causes injury or distress
- Using sexually explicit language
- Racist/homophobic/sexist behaviour
- Throwing any items around the classroom or at cars / people.
- Continuous Defiance
- Throwing objects in class to distress (at teacher or child)
- Excluding others by involving other children/gangs
- Dangerous behaviour/absconding from lessons/site
- Direct rudeness to an adult therefore showing disrespect
- Breaking a behaviour contract negotiated between the child, parents and the school.

**1.5 Behaviour that result in Exclusion (this type of incident MUST be acted on immediately, the exclusion will initially be internal to Vice Principal/Principal. The Principal may decide to take further action and issue and external exclusion depending on the severity of the incident)**

- Violent behaviour
- Continual wilful insolence to adults in front of other children
- Lying
- Stealing

## **2. Sanctions**

If children are seen to break the agreed code of behaviour without incurring consequences, we give the message that the rules are unimportant. We have a clear system of sanctions that are fairly and consistently implemented, that include;

- The "Look" - facial expression indicating an adult's awareness/concern/ disapproval
- Move position within classroom (teacher moves their own position, or moves the child)
- A verbal reminder
- A verbal warning or warning on class behaviour sheet
- Time out
- Loss of a privilege such as Golden Time/playtime/dinner break/jobs
- 'High Supervision' play/dinnertimes (e.g children to spend break-times with an adult. The adult keeping the children in has to supervise detention if it has been given)
- Group sanctions (e.g to tidy a messy classroom, practice walking in school at break-time etc) – this must be used sparingly or it will lose impact.
- Exclusion of a child during the lunchtime break for either a short or indefinite period or a reduced timetable
- 'Internal Exclusion' from class for a session/day, Fixed Term (temporary) or Permanent Exclusion

### **2.1 Teachers will NEVER:**

- Remove a child from a classroom into an unsupervised area
- Stand children in corridors
- Identify publicly, to other children in their class or in front of other parents, the details of sanctions that have been given as a result of inappropriate behaviour.

### **2.2 Helping Hand**

If there is serious disruption in class or dangerous behaviour (e.g fighting, attacking a child or teacher) send a child out of class with the HELPING HAND. The **FIRST**

**ADULT** who sees the helping hand goes back to the class with the child and looks after the class whilst the teacher removes the offending pupil, OR the teacher looks after the class whilst the adult removes the child. (This would be the case say when a senior teacher was the adult.) Team Teach techniques will be applied.

If a child's behaviour is such that it is deemed other children around them are at risk of harm then the whole class should be removed from the room immediately to the corridor or nearest supervised safe zone. The child displaying inappropriate behaviour should not be left alone and should be supervised from the door way if necessary in and/or if this is deemed to be for the safety of the adult in charge.

### 2.3 Behaviour Letters

Behaviour letters or phone calls home will be issued/made by the **Behaviour Co-ordinator** or **Principal**. The structure works as follows –

#### Phone calls home

If a child receives 4 warnings in a day or 8 over one week, or if they are involved in a serious incident and sent to see the Head Teacher or Deputy Head Teacher, then a phone call to parents will be made explaining what has happened and the action that has been taken.



#### Level 1 intervention

If warnings become frequent and/or staff (at any time of the school day) become concerned that behaviour is having a negative impact on the learning or enjoyment of others then parents will be asked to meet with the Class Teacher and Behaviour Co-ordinator, and Learning Mentor/SENCo if required (Level 1 support strategy put in place)



Level 2 intervention- parents see Behaviour Co-ordinator and SENCo (BSP written)



Parents see Principal (probable exclusion)

### 2.4 Intervention/Support Strategies – Level 1

Intervention strategies help children improve their behaviour (e.g. reward charts, trackers, target sheets, learning mentor support etc). They last for 2 weeks and will be monitored by the class teacher on a daily basis and reported to the Behaviour Co-ordinator at the end of the 2 week period. At the end of the intervention, an improvement in behaviour is expected and children go back onto the whole-school system.

If over a half term level 1 strategies have been tried and an improvement in behaviour has not been seen then the child will move to Level 2 and an BSP will be put in place.

### 2.5 \*BSP Behaviour Support Plan – Level 2

An BSP is produced for pupils who reach intervention stage 2. A child will only be moved to this level of intervention as a result of monitoring by the Behaviour Co-ordinator and SENCo at which point a letter will be sent home and parents asked to meet with them and the Learning Mentor when support has/will be given. BSPs provide flexibility and the opportunity to manage pupils' behaviour in different ways to suit the needs of that child. BSPs will be reviewed on a 4-6 weekly basis by the Behaviour Co-ordinator (with support from the SENCo and Learning Mentor) with an expectation that there is a measurable improvement in

behaviour. If a measurable improvement in behaviour is NOT seen after 2 reviews, then a final Behaviour Letter is issued requesting that the parent meet with the Principal.

## **Behaviour Policy Guidance 2015**

**Please follow this procedure for incidents of unacceptable behaviour:**

**Positive Praise** – When low level disruption is seen we must first give the child a chance to self-correct their behaviour by giving positive praise to others that are displaying the correct behaviour as this will act as a reminder of what is expected of them.

**Reminder** – Remind the child of the correct behaviour and to **use the PATHS control poster** if it applies. A reminder is to be used when disruption or inappropriate behaviour displayed continues at a low level after positive praise has been given to others as a reminder. A warning is not required. Also use of the PAUSE poster to refer to expectations.

**Warning 1/2** – Issue a first warning if displayed behaviour has caused disruption, is persistent even after a reminder has been given, or is deemed above typical low level behaviours. **Explain to the child why it has been given and how their displayed behaviour has not followed our school and their class rules.** If behaviour persists then issue a second warning **explaining to the child why it has been given, again directly linking to school and class rules.**

**Warning 3** – The child must now complete a 5 minute time out in class. The time out space should be somewhere where the child can reflect on what has happened and what they need to do to improve their behaviour. Paths/PAUSE posters should be displayed in this area.

**Warning 4** - The child must now complete a 10 minute time out with their Phase Leader/Behaviour Co-ordinator or another senior member of staff. The Behaviour Co-ordinator **must** be informed so that a phone call home can be made to inform parents of the issue.

**Immediate Exclusion From Class** – If a child is involved in an incident involving violence or continual wilful insolence to adults in front of others, they will immediately be excluded from class for the rest of the session. They should be sent to the Principal/Vice Principal. A phone call home will be made by the Principal/Vice Principal and parents may be asked to attend a meeting to discuss their child's behaviour. More serious incidents may result in exclusions from school.

**Every child has a fresh start every day, beginning the day with zero warnings.**

**8 warnings or more over a single week** will automatically result in a phone call home or a similar approach being actioned by the Behaviour Co-ordinator. These incidents may draw attention to other issues that are having an impact on the child's emotional well-being.

All warning sheets should be sent to the Behaviour Co-ordinator at the end of the week.

The Behaviour Co-ordinator will monitor the number of letters/phone calls being received by each child and will make the decision, alongside the SENco and Learning Mentor, to implement **level 1 and 2 intervention** when it is deemed necessary.

### 3. Rewards/Incentives

Rewards or incentives allow us to celebrate children's personal, social and academic development and creates a positive ethos in our school. Our incentives are designed to give children a sense of maintaining their effort and working towards a goal through following the rules and being aware of their behaviour.

They include;

- Positive comments/private/public praise
- Stickers, badges and pencils
- Class jobs/additional responsibilities around school
- Whole class reward systems created with the class/teacher – this may involve prizes
- House Points
- Individual reward/treat time if stated on behaviour plans
- Star/Learner of the Week certificates – Given in Friday 'Congratulations' assembly

### 4. Recording, Monitoring and Tracking of Behaviour Incidents/Achievements

4.1 All warnings are recorded using Behaviour sheets. If staff deal with a behaviour incident for a child **not** in their class, they must ensure that THEY pass the information onto the child's class teacher so that it can be recorded. These sheets are then collated and monitored by the Vice Principal (Behaviour Co-ordinator) on a weekly basis.

#### 4.2 Termly Reports

These reports are issued at Christmas, Easter and Summer by the DHT (behaviour co-ordinator) for each child and will include;

- Details of warnings given each week
- Details of letters/phone calls home
- Details of different levels of intervention implemented during that term.

Copies of the class termly report will be kept in the behaviour file and in the cohort file as an on-going record of behaviour.

#### 4.3 School Council Monitoring

The School Council will assist in the monitoring of behaviour in school through termly behaviour panel. The School Council will select a child from each class who they feel has displayed exemplary behaviour for the term. They will meet with and praise the children and then will present them with an award in 'Congratulations' assembly. They will also meet with any children who have received numerous warnings over the term and will talk to them about why they feel they are getting lots of warnings and what they can do to improve. This panel will be supported and supervised by the Vice Principal.

### 5. Anti -Bullying – In conjunction with The Elliott Foundation Anti-Bullying Policy *(see attached)*

**All staff recognise the seriousness of any instances of bullying and address them as a matter of priority.** We recognise that all schools have incidents of bullying and that, in this aspect, Shirestone Academy is no different than any other school. However, in recognising this fact we believe that we will address any future complacency.

5.1 In order to support the victims of bullying it is necessary to define what we mean by bullying:

- It may be verbal, physical or psychological
- It is often repetitive, although one-off incidents do occur
- It can be premeditated
- It is often aggressive and malicious
- It can involve a variety of people
- It can occur in school and out of school (in clubs, over the internet/social networking/mobile devices)

5.2 The victim, other children, the parents or staff can identify instances of bullying. Adults working in school need to be vigilant for signs of distress that may indicate a child is being bullied. Changes in a child's normal behaviour pattern should be viewed with concern. It is important to take any suggestion or suspicion of bullying seriously.

5.3 It is essential to listen to what parents/children are saying and feeling. Parents should be involved and an 'action plan' put in place which reflects the needs of the children and families concerned.

5.4 It is important to be aware of the needs of the "bully" as well as the "victim". The Behaviour Coordinator and Principal should always be informed of any concerns about possible instances of bullying.

5.5 Bullying and fighting should always be addressed by making sure the 'victim' is happy with any action that has been taken. The parents of a child that has been bullied/hit must be informed about the action taken. If they are not happy then this should be referred to the Principal or Vice Principal.

## **6. Whole School Behaviour Initiatives**

These arise from concerns raised by staff, pupils or parents that are shared by the whole or large sections of the school or through on-going projects are linked with behaviour.

1. Promoting Alternative Thinking Skills (PATHS) is currently well established in KS1 and will now be implemented in KS2 where children will be encouraged to follow the Control Signals
2. Circle Time (resources are available in school for this valuable tool to help address issues in class)
3. Dinner awards - weekly awards given by LTS for positive dinnertime behaviour
4. Specific praise from Principal for good or improved behaviour for following the PAUSE code of conduct.

## **7. Dinnertime Behaviour**

Incidents at dinnertime should always be reported to class teachers so that any warnings given by Lunchtime Supervisors can be transferred onto the class warning sheet and if necessary any other appropriate action can be taken. Warnings given at lunchtime should always be marked in **RED** so they are clearly differentiated from other warnings given during class time.

## **8. Recording Racist or Homophobic Incidents**

At Shirestone we value the cultural diversity that is explicit in our planning and assemblies. We also create and implement strategies to address racism and homophobic bullying.

1. All incidents of racism will be recorded and MUST also be reported to the Principal who will report it to the pupil's parents/carers (victim and aggressor) and then to the Governors via the Principal's report.
2. We will continue to provide for the particular needs of all our pupils having regard to their ethnic, cultural, historical, linguistic and religious backgrounds.
3. We will continue to prepare, through PSHE, RSE, RE and other activities; all pupils for life in our multicultural society, building upon the strengths of cultural diversity.
4. We will continue to celebrate cultural diversity.
5. We will continue to monitor and then target under achievement with particular regard to gender and ethnicity.



# PAUSE Code of Conduct for Success



## Punctuality:

- We are always on time. Be early but never late.

## Attendance:

- We come to learn and play every day.
- We only stay at home when we are really poorly.



## Uniform:

- We wear our uniform with pride.
- Being smartly dressed always makes a good impression of ourselves and the school.

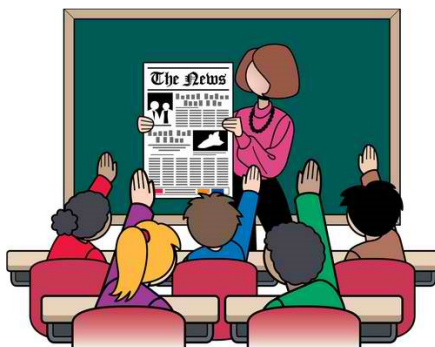
## Safe and Sensible behaviour:

- We keep safe by behaving calmly and sensibly.
- We are polite, say, "Good Morning" and "Please" and "Thank You".
- We do as the teacher asks first time without arguing.



## Effort:

- We come to learn and make the **best** effort we can in lessons and other activities.
- We want to be successful and we can do this by following the



# PAUSE

## Code of Conduct for Success