



A Foundation School

West Vale Primary School Behaviour Policy Guidelines

Rationale

For the School's Aims and Objectives to be successfully achieved, it is important that an effective behaviour policy is in place and followed. This policy identifies a whole school approach for promoting high standards of behaviour and the role everyone associated with the school, has to play in its implementation.

Introduction

Acceptable standards of behaviour, work and respect, depend upon everyone involved in the school's community, i.e. governors, staff, parents, carers and children, working towards the same goals and expectations. By working together we can positively encourage appropriate behaviour by setting a good example, having high expectations and applying rules firmly, fairly and consistently.

The school recognises that all children need clear guidance if they are to understand how to behave in a variety of situations. We believe that the great majority of the children in our care do behave well and act with care, consideration and politeness. We can positively affect the behaviour of our pupils by encouraging self-discipline and praising or rewarding good behaviour. At the same time, children who behave inappropriately need to be aware of the consequences and the sanctions that will be imposed.

Aims

1. To ensure a common approach to the maintenance of good discipline and behaviour that is understood and practised by the whole school community.
2. To encourage a positive, calm, pleasant, safe, learning environment in which all members of the community may work, play and achieve success
3. To identify what is acceptable as good behaviour
4. To encourage pupils to co-operate with one another and with adults in all aspects of school life, with mutual respect, self discipline and social responsibility.
5. To teach our children to take responsibility for their own behaviour.
6. To outline strategies ensuring that good behaviour is positively identified and rewarded.
7. To promote consistent strategies identifying ways for responding to, and discouraging, unacceptable behaviour.
8. To provide a framework for social education across the school.
9. To reduce occurrences of anti-social behaviour including bullying, racial harassment and a lack of respect for other people and their property.

10. To encourage punctuality at the start of the school day, and good attendance.

11. To identify pupils who need specific behaviour programmes.

Guidelines

School rules need to be prominently displayed and referred to on a regular basis. Our School Rules focus on the positive, to encourage good behaviour: -

- Be kind and polite, friendly and respectful to everyone in school (other children, teachers, adult helpers, visitors, parents, lunchtime supervisors etc.).
- Take care of our school and playground (help to keep them clean and tidy).
- Work quietly and let other people get on with their work (try your best at whatever you are doing).
- Listen to other people
- Take care of your belongings (only bring what is necessary from home, wear what is appropriate).
- Act sensibly and safely at all times (look after yourself, take care of your own health and safety).

Rewards

1. Recognise good behaviour and reward it with praise, examples of appropriate responses range from a spoken word through to stickers, star charts and certificates.
2. Whole school recognition of good behaviour and caring attitude through Praise Assembly and 'Star of the Week' certificates.
3. Encourage children to take responsibilities e.g. class monitors, librarians, play leaders, 'Helping Hands'.
4. Encourage children to contribute to an award as part of a group by awarding team points to children for exceptional behaviour. Team point totals to be announced each half term in the Praise Assembly. The winning team for each half term receive their reward after discussion between the team and the team teacher. These rewards might be along the lines of:
 - ☺ Extra playtimes
 - ☺ A video
 - ☺ Extra PE
 - ☺ Toy time
5. Children can have golden time over the week for good behaviour

6. Star pupil awards per class for each half term

Sanctions

Children must understand that all staff are working together to monitor and deal with inappropriate behaviour.

1. Incidents of inappropriate behaviour should be dealt with, in the first instance, directly with the member of staff observing the incident or to whom the incident has been reported. The class teacher, Learning Mentor or Headteacher should then be informed if necessary.
2. A variety of approaches should be used with children who misbehave. For most children a simple warning is all that is needed. If this is unsuccessful immediate sanctions should be taken, such as: -
 - Being moved from their place.
 - Discussion with Learning Mentor
 - Staying behind in class for a few minutes at playtime
 - Time out.
 - Withdrawal of break or lunchtime privileges.
 - Walking holding the hand of the teacher on duty or lunchtime supervisor.
 - Writing a letter of apology.
 - Standing by window, as time out, at playtime.
 - Missing all or part of Golden Time.
3. We expect children to keep the school rules both inside and outside the classroom. Lunchtime supervisors will record any incidents on the lunchtime behaviour sheets and hand them into the office on a daily basis.
4. For more serious incidents, the child should miss playtimes as deemed appropriate by the member of staff dealing with the incident.
5. Children who complain of being upset or bullied by other children will be listened to and appropriate action taken. (details in our anti-bullying policy).
6. For repeated or extreme incidents children may also be put on 'Report' which means that their behaviour will be regularly monitored throughout the day and they will be required to report directly to the Headteacher. Parents will be informed of their child's behaviour during this time.
7. Children may also be given a 'time-out' period, where they are sent with the appropriate work to another class (with the prior agreement of the member of

staff concerned), or to work outside the Headteacher's Office, or to another area where they will be supervised.

8. If children become a danger to themselves or others then staff have been trained in Team-Teach and will move a child or restrain a child if necessary. "Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe."
9. Children who are constantly displaying inappropriate or challenging behaviour should be brought to the attention of the SEN Co-ordinator, and individual plans for addressing their needs should be put in place. If necessary the expertise and support of the Cluster Behaviour Support Professional should be used.
10. Parents will be informed at an early stage when inappropriate behaviour continues, or children do not respond to strategies, so that suitable ways of dealing with the problem in partnership can be discussed.
11. It may also be necessary to ask parents / carers to accompany children on school visits; or to withhold participation in such visits
12. If behaviour at lunchtime is unacceptable parents may be asked to take children home at lunchtime.
13. We are all aware that, however supportive we may be, there are occasions when inappropriate behaviour becomes persistent and / or difficult to handle for a variety of reasons. In such cases the effects can be potentially damaging, not only to the child, but to the progress and attainment of the rest of the class, and to health and safety of other children and staff.
Where pupils seriously breach the school rules, become violent or abusive, harm the education, safety or welfare of others in school, the school reserves the right to exclude children for short fixed term periods; at lunchtimes; or permanently. In such cases the school will comply with all current legislation and circulars regarding exclusion.
14. Acts of deliberate vandalism or damage caused by extreme behaviour will not be tolerated and the school has the right to ask for compensation.

Conclusion

For our Behaviour Policy to succeed it needs the full co-operation of everyone concerned to promote a caring and well ordered school. Emphasis on the positive promotion of good behaviour, clear messages about rules and guidelines, consistent and fair use of sanctions, careful monitoring of inappropriate behaviour, parental involvement and support, is the best way to achieve our aim.

Equal Opportunities

This policy relates to all children within the school regardless of race, gender or background in line with the school's Equal Opportunities Policy.

Monitoring and Evaluating

This policy will be reviewed by the Governing Body in consultation with staff in line with the Governor's Policy Review Schedule. The document will be available on the school website and paper copies are available from the school office on request.

Named Governor Date this policy agreed

Headteacher Date this policy will be reviewed



A Foundation School

West Vale Primary School Anti-Bullying Policy Guidelines

Anti- Bullying Policy

The governors and staff believe that each pupil of this school is entitled to receive their education free from humiliation, intimidation, oppression and abuse. No one deserves to be bullied and it is unacceptable. It is the responsibility of all staff that this takes place in an atmosphere which is caring and protective. No one deserves to be bullied and it is unacceptable in all circumstances. This policy has been developed with the involvement of all school staff and pupils as well as governors and parents. The following guidelines set out the policy for how the school will address the issues regarding bullying.

Aim

To provide a supportive, caring and safe environment without the fear of being bullied.

Objectives

- To identify the extent of bullying
- To develop methods of preventing and responding to incidents of bullying and to create a supportive climate for all
- To ensure that bullying is recognised by the whole school community as unacceptable behaviour and ensure that sanctions are taken in line with our positive behaviour management policy and take account of our Equal Opportunities policy

Identifying the Problem

Bullying is a complex social interaction carried out by an individual or group of children, and any child can potentially be a victim or perpetrator of bullying. Bullying usually includes the following:

- An intention to cause hurt, embarrassment, humiliation or isolation
- An imbalance of power - where the bullied person feels unable to defend and respond
- Repetition of actions - although some one off incidents could also constitute bullying

'Kidscape' suggests a range of behaviours that constitutes bullying:

- Physical - persistent and intentional pushing, kicking, hitting, pinching etc.
- Verbal - name-calling, sarcasm, spreading rumours, persistent teasing.
- Emotional - tormenting, threatening ridicule, humiliation, deliberately being ignored or excluded from activities.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, abusive comments.

- Cyber bullying - using computers or mobile phones to harass or 'post' and circulate humiliating information or pictures
- Homophobic bullying - taunts, gestures

All of the above types of bullying can include an element of prejudice related to disability, race, ethnicity, religion, gender, or be homophobic in nature and so links with our Equal Opportunities Policy. In addition the Equality Act 2010 places a requirement on governing bodies and proprietors of schools to eliminate discrimination and promote equal opportunities.

Bullying can take place in school or in the community - such as on the way to school. Cyber bullying can take place in the home. The school will endeavour to deal with out of school incidents where possible.

Research has shown that the extent of bullying in schools is greatly underestimated. Children who are being bullied are not always prepared to tell those in authority. However, when a disclosure is made by either a child, their friend or parent it will always be treated seriously. For those children who feel unable or are unwilling to inform staff about their problem, staff will be able to use their knowledge of pupils to identify changes in their behaviour that might indicate bullying. Signs of bullying might include:

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to talk about the problems
- Being easily distressed
- Damaged or incomplete work
- Starting to bully other children

In addition staff should be aware of children who may be more vulnerable to being bullied or to bully such as belonging to a minority group, having a disability etc

Methods of Prevention - Creating a Positive Climate

1. We will raise awareness of the issue of bullying by e.g.
 - Anti-bullying assemblies
 - Posters and displays
 - Classroom activities
 - Circle time
 - PSHE lessons
 - Display of school rules
2. We encourage children to be proud of who and what they are, raise self esteem and build resilience skills.
3. Staff model good behaviour and make sure that their behaviour does not trigger bullying unintentionally by drawing attention to children who may for instance not conform to gender stereotypes.
4. We encourage good behaviour and respect for others, to ensure that as far as reasonably practical all forms of bullying among pupils is prevented.

5. When children become aware of bullying they are encouraged to find an adult to tell as soon as possible. They understand that silence is the bully's best ally.
6. Children are also able to report via the following methods to ensure that bullying situations are dealt with quickly before they escalate.
 - Putting a note in a 'worry box'
 - Regular surveys done in class
 - Asking a parent to report on their behalf

Procedures and Sanctions

1. Ensure that all pupils, parents and adults in the school know that bullying is unacceptable through all the prevention activities.
2. Encourage children to report to an adult when someone is being bullied or is in distress.
3. Reinforce this message on a regular basis via assemblies and using the curriculum as a positive means of promoting positive behaviour and moral values to help combat bullying.
4. Staff should never ignore suspected bullying and take all bullying seriously. Any minor incidents will be dealt with by teachers but ongoing or serious incidents will be reported to the headteacher.
5. Staff will investigate all incidents thoroughly and not make premature assumptions. This requires patience and understanding.
6. Ensure that all children involved in bullying - either as victim, perpetrator or witnesses are talked to separately and sensitively. Remembering that some children may have different accounts of the same incident
7. Keep a written record of the incident, investigation and outcomes.
8. Inform staff about the incident and the strategies to be employed to ensure the children involved are monitored and ensure the bullying has not returned.
9. Ensure that the victim has an assigned person to whom they can talk in confidence.
10. Provide support for the child found to have bullied to modify behaviour and prevent reoccurrence. This may mean the application of sanctions in line with the behaviour policy.
11. Encourage all staff, teaching and non-teaching, to be aware of the problem of bullying and pass on any worries, that they may have about individual children, to the headteacher.
12. Ensure good supervision at lunchtimes and breaktimes - remembering that most bullying happens out of sight of adults.
13. Parents of both the child found to have bullied and the target of the bullying should be informed if the incident or the impact of the incident is serious.

Responsibilities for Monitoring and Evaluating

This policy will be reviewed by the Governing Body in consultation with staff in line with the Governor's Policy Review Schedule. The document will be displayed in the school entrance and will be available to parents and the wider community. A yearly report on bullying will be presented to the governors.

Named Governor Date this policy agreed

Headteacher Date this policy will be reviewed