

Nelmes Primary School



Behaviour Policy

Anti-Bullying Policy

June 2017

Behaviour Policy

At Nelmes Primary School we aim to create a happy, secure and disciplined environment where teaching and learning can take place effectively and where pupils can develop to their full potential. This policy outlines procedures for the encouragement of good behaviour and steps that can be taken to modify unacceptable behaviour.

Aims

Through whole-school implementation of this policy we aim that our pupils will:

- Value and appreciate one another irrespective of age, gender, creed or race and acknowledge that everyone has a part to play within our school community
- Develop self-esteem, self-discipline and the ability to learn independently and work co-operatively
- Listen with respect to one another and be conscious to never damage another's self-esteem
- Feel safe and secure while at school and know that their problems will be listened to
- Experience a disciplined environment where their learning, in all areas, can develop uninterrupted
- Be prepared for secondary school and, eventually, adult life
- Appreciate that both home and school have their welfare at heart
- Have a caring attitude for the school environment, including the building and outside areas, equipment and personal effects

Our underlying approach is a system of assertive discipline which sets out a series of clear rules and expectations. Good behaviour is recognised and rewarded and behaviour which contravenes the rules is dealt with fairly and systematically. In this way staff, pupils and parents are aware of expectations and this unified response leads to a whole school agreed ethos.

Expectations

For the behaviour policy to be effective pupils, parents and all adults involved in the school need to be aware of the expectations we have and to work together to achieve them. Lunchtime and classroom rules are clearly written to give the pupils guidelines as to what is deemed acceptable and unacceptable behaviour. These are covered specifically, later in the policy.

At Nelmes we expect the following standards of behaviour:

- Pupils will speak to adults with respect and politeness - equally we expect any adults involved in the life of the school to speak to pupils in such a way as to set them appropriate standards
- Pupils will immediately follow instructions given to them by an adult
- Pupils will be respectful to one another - we will not tolerate physical or verbal attacks
- Pupils will adhere to the school dress code
- Pupils will respect school property
- Stealing and lying will be treated as serious misdemeanours
- Pupils will keep to the designated areas within the school - no pupil will be allowed to leave the school premises during the school day, unaccompanied
- Pupils will be praised when their behaviour deserves it
- Pupils will keep to their classroom, lunchtime and assembly rules
- Pupils will be punctual and arrive on time
- Pupils will not act in a way which may cause an accident to themselves or others
- Bullying will not be tolerated

Teaching staff and/or the Headteacher need to be made aware if these expectations are not adhered to.

Achievement of these aims and expectations

Good discipline is the joint responsibility of children, their parents and every member of the school community. The expectations, as set out above, need to be made clear to everyone and a consistent approach to achieving them needs to be maintained. However, as self-discipline is more important than discipline imposed by others, we at Nelmes emphasize positive values. This helps the children to recognise good models of behaviour. We need the co-operation of parents, teachers and others to do this.

In most cases a verbal warning from an adult is sufficient to remind pupils if they have failed to behave appropriately. Should this not be sufficient then withdrawal from the activity or group of children will generally be the next step. If a pupil repeatedly fails to reach our expected code of behaviour then it is our school policy to let parents know. This can be done face-to-face if they come to school to meet their child, or by telephone or letter.

Circle time sessions are used in the classroom setting to foster understanding of expectations and to confront issues regarding a child or group of children who find it hard to conform.

If this does not appear to make a significant difference then a child will be sent to a Senior teacher and/or the Deputy Head. If a situation cannot be resolved, or if there are further persistent problems, the Headteacher will decide how best to deal with the situation. Decisions about the appropriate action to take will depend very much on the pupils' age and the nature of the misbehaviour.

The next stage will be for the Headteacher to ask the parents to attend an interview to talk about the on-going problem. If there are serious concerns then advice will be sought from the Behaviour Support Service.

At Nelves School we strongly believe that by praising and rewarding pupils who behave well we can create an atmosphere where good behaviour is the norm.

Awareness Raising

It is important that this behaviour policy is known and acted upon by staff, pupils and their parents. All new staff will be provided with a copy of this policy and they will be expected to read it. NQTs should be made aware of the policy by their mentor and given guidance on how it should be put into practice. It is the class teacher's responsibility to ensure that their teaching assistant has a chance to read the policy and knows how they will approach discipline within the classroom.

The Mid-day Assistants have relevant guidance on behaviour management within their own staff handbook.

Once per year a pupil and parent leaflet will be sent home. This reminds pupils and parents of our policies regarding discipline, bullying and anti-racism.

Classroom Behaviour

All classes have a set of rules that have been negotiated with the pupils early in the academic year. These will set out very clearly what will not be tolerated within the classroom. They will be displayed in the classroom. These can vary from class to class, particularly as pupils become more independent as they get older. To reinforce these rules all classes will have a reward system so that self-discipline is encouraged and positive role models are created. Equally there will be a graded set of consequences so that pupils are aware of what will happen

if they do not function as an integrated member of their class group. (Appendix 1 gives an example of one class' rules, rewards and consequences)

Good classroom discipline at Nelmes centres around very clear expectations of the pupils and zero-tolerance of unacceptable behaviour. We believe in praising pupils and putting a lot of energy into letting them know when they have done well. The consequences for mis-behaviour have to be very clear and easy to carry out. This should not require a lot of emotion on the teacher's part. At Nelmes we attempt never to shout at pupils and to maintain a calm manner at all times. Teachers should acknowledge that they are role models for their pupils and a feeling of mutual respect should be engendered.

We should attempt to let parents know when their child has been rewarded and not just present them with the bad news.

Playtimes

The teachers on duty are responsible for ensuring that pupils are acting in a safe and sensible manner. Pupils can be sent in to timeout or if their behaviour warrants it to the Head Teacher or Deputy Headteacher.

The teacher on duty should make sure the pupils stand still when the first bell rings and then monitor the lining up. Each class teacher should encourage their class to line up in an orderly fashion to ensure that they enter the school in a safe manner, ready to work.

Assemblies

All pupils should enter assembly in a quiet line. They should sit down when their class teacher instructs them to. If a pupil is talking before assembly begins they can be moved to sit on their own.

Lunchtime

The ethos of praising good behaviour is carried through into lunchtime by the presentation of tickets to well-behaved pupils which will count as planet points. Every lunchtime there is a teacher on duty in a classroom known as the 'time-out' room. Pupils should be sent to this room if their behaviour is unacceptable.

All mid-day assistants have had training on how to interact with pupils. They have been given clear guidelines as to what is unacceptable behaviour. Most of the current Mid-day Assistants have had training on 'positive play' and they encourage the children to play games and to use the equipment provided.

Whole-school Rewards

There is an opportunity for pupils from every class to be presented with a headteacher's award sticker in Friday assembly. This can be for good work or commendable behaviour. The Headteacher can also award Good Conduct stickers to those children who have clearly demonstrated our clear behaviour expectations. The Headteacher will always be happy to speak to pupils who have done particularly well in any area, on the class teacher's (or teaching assistant's) recommendation.

All children are placed in teams (Earth, Mars, Mercury, Venus) and are able to earn planet points which go towards the team's weekly total. The winning team is announced each Friday in assembly. A cup is awarded once a term to the team with the highest score.

Development of Self-Discipline

One of the aims of this policy is to promote self-discipline within each pupil. This can best be done by talking to pupils when they have mis-behaved and asking them why they behaved in this way. We aim to educate children and help them to improve their behaviour. We would wish them to feel disappointed with themselves. The feeling we would like to get across is 'we like you but we don't like that behaviour'.

Pupil Responsibility

When pupils are in year 6 they are given significant responsibility to help maintain a disciplined and safe environment for the younger pupils. This is done through planet captains, peer mediators and infant play partners. These pupils are expected to be exemplary role models, to use their own experience to help sort out issues between children and to play with the youngest children and show them how to share equipment.

Parental Involvement

Our home-school agreement asks parents to commit themselves to supporting the school's rules. .

As stated earlier in the policy we aim to involve parents at an early stage if we have concerns about their child's behaviour. At Nelmes school we will work together with parents on furthering the understanding of the reasons for behavioural problems and specific actions of their children.

If inappropriate behaviour continues over a period of time and the above procedures are not having an impact then an Individual Behaviour Plan may be drawn up and the following actions may occur.

- Discussion between teacher/child/parent - agreeing on targets for behaviour
- Seclusion in school
- Seclusion to a unit in another school (this would be in discussion with outside agencies)
- Child reduced to a part time timetable
- Fixed term exclusion
- Permanent exclusion

It can only be the decision of the Headteacher or Deputy Headteacher [if deputising for the Headteacher] to seclude or exclude a child or reduce a pupil's timetable.

Pupils will be excluded only as a last resort, usually previous behaviour will be a major factor in reaching that decision.

Types of negative behaviour include emotional abuse, verbal abuse, written abuse, physical abuse, and abuse of property, discrimination, non compliance with school rules to other pupils or staff.

However, occasionally, one off extreme incidents may warrant some form of exclusion.

These extreme behaviours include:

Use of weapons

Strangulation

Throwing dangerous objects

Stabbing

Use of drugs and alcohol

Misuse of medicine

It may also be necessary to involve out of school professionals, such as the Educational Psychologist, Community Paediatrician and the Pupil Referral Service throughout the above process.

In some instances, it may be necessary to restrain a child if it is felt either the child or other children's safety is at risk. (Please refer to Positive Handling Policy.) If while doing this, a member of staff is physically hurt, they need to record the incident using the appropriate form and then inform the Headteacher or Deputy Headteacher so they can take necessary action.

If a child has a specific reward system in class this can be shared with parents so that they can reinforce rewards and consequences.

Behaviour Report

More serious offenders, who are consistently finding it difficult to behave appropriately, will be placed initially on a behaviour report for a week's duration. Class teachers will fill in positive or negative aspects of the child's behaviour for each session on a blank timetable or behaviour book and the child will have to bring this to either the Headteacher or Deputy at the start of playtime and lunchtime and just before the end of every day. The Headteacher or Deputy/Assistant Head makes the decision to put a child on behaviour report. The parents are closely involved in this. Behaviour reports and books may also be introduced and used by a class teacher to tackle inappropriate behaviour early.

In General

If consequences are needed try to make them 'fit the crime'. Do not give out lines or humiliate children and never use the whole class as a kind of 'kangaroo court' to decide punishment.

Children need to have a clear understanding of the consequences of their actions, and have full understanding of why they are being punished.

ANTI-BULLYING

We are committed to providing a caring, friendly and safe environment at Nelmes Primary School.

Bullying of any kind is unacceptable

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

(Department for Education: Preventing and tackling bullying March 2014)

The five main types include:

- Physical
 - hitting, kicking, pushing
 - taking and damaging belongings

- Verbal
 - name calling
 - taunting, mocking
 - making threats
 - making offensive comments

- Indirect
 - spreading rumours, gossiping
 - being involved as a bystander
 - Excluding, deliberately ignoring

- Cyber
 - use of mobiles or the internet, cyber bullying is nasty or threatening behaviour, either direct or indirect, using phone calls, text messages, emails, instant messaging or chat-rooms.

- Roles in bullying
 - gangs of bullies with ring-leader and

- followers
- bystanders

Children can both bully and be bullied.

The school will follow set procedures to resolve incidents and these will include supporting the instigator and the victim. In addition to appropriate sanctions the instigator will receive support exploring and modifying their behaviour to prevent further incidences of bullying through an allocated support programme.

At school

Schools will deal with bullying in a manner that is appropriate to the severity. Schools may discipline the bullies, or they may report it to the police or social services.

Any discipline must take account of special educational needs or disabilities that the pupils involved may have.

Reporting of cyber bullying should be accompanied by records of dates and times of the calls, emails or texts. It is important that messages are not deleted.

Bullying outside school

Head teachers have the legal power to make sure pupils behave outside of school premises (state schools only).

This includes bullying that happens anywhere off the school premises, eg on public transport or in a town centre.

School staff can also choose to report bullying to the police or local council.

We recognise that cyber bullying and unsafe and unkind behaviour may begin out of school however we take cyber bullying and unsafe on line behaviour seriously and we would look to use sanctions where a pupil has used threatening or nasty behaviour both in and out of school.

Preventative Work

Nelmes Primary will encourage cooperative behaviour and all pupils will be encouraged to follow the school code of conduct which is built around "treat others how you would like to be treated." This is our school golden rule and ensures the school behaviour expectations are built around respect.

In addition the Relationship programme, RE curriculum and school work on British Values and SMSC programmes will include:

Social skills

Self esteem

Conflict resolution

circle time

self/peer assessment

how to find help

recognising and celebrating differences and similarities

Anyone who knows that bullying is happening is expected to report it to a member of staff.

Parents and carers will be encouraged to be involved in the promotion of positive behaviour and when applicable, in the resolution of bullying behaviour.

Midday supervisors have received training to develop their supportive role.

Non-teaching staff will be included in ensuring that the anti-bullying principles are followed.

Monitoring and Recording

Bullying incidents will be monitored on a regular basis and the strategies and procedures evaluated for their effectiveness.

Parent Governors can feedback to the Headteacher regarding parental perceptions of the effectiveness of this policy.

A committee of Governors will speak to parents who have specific complaints/issues as and when this becomes necessary.