

Behaviour and Anti-Bullying Policy



Rough Hay Primary School

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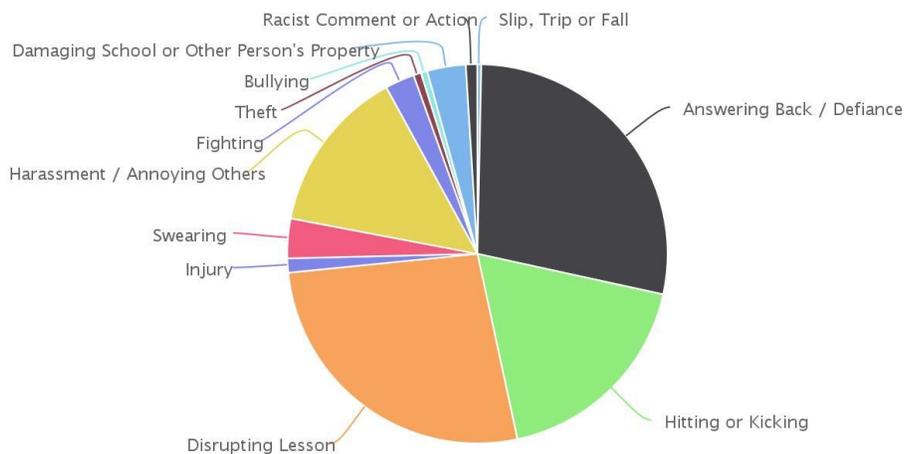
Rough Hay Primary School Behaviour and Anti-Bullying Policy

1. At Rough Hay Primary School regular tracking and analysis of behaviour indicates behaviour is generally very good. We focus highly on praising positive behaviour in the classroom and around the school, as we believe this is the key to nurturing the wellbeing of all our children.

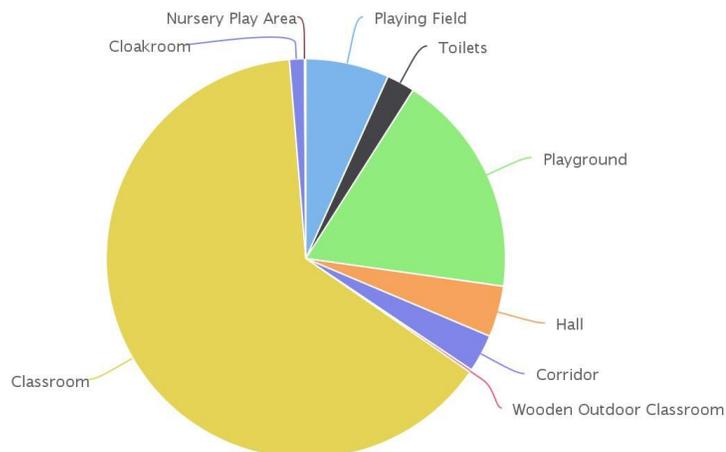
Termly comparison: 2015-2016

- **42% fall in warnings**, 444 less warnings in the Spring 1 term compared to Autumn 1 term.
- **12** classes out of **14** - **86%** of classes had **fewer numbers of children receiving warnings** in the Spring term when compared to the previous Autumn.
- March - July 2016 Behaviour analysis indicated a significant reduction in warnings for extreme violent behaviour and behaviours outside of class. Most warnings were received in class and for low level disruptive incidents.

Number of Incidents by type



Number of Incidents by location



The 'Key' to ensuring good behaviour across the school is to be aware of the moral, social and emotional intelligence of our pupils. Such knowledge enables us to support them in becoming well rounded resilient individuals who can successfully manage their own actions and emotions in the range of situations.

The behaviour policy is written to provide clear expectations and ensure fairness for all children, teachers, parents, guardians, visitors and other adults working within the school.

1.1 It is based on these key principles:

- We always reward positive behaviour.
- We never ignore children's unacceptable behaviour- **all adults are responsible** for the behaviour of any child, at any time.
- We support children who exhibit unacceptable behaviour in an atmosphere of kindness, patience and understanding.
- We regularly inform parents about the behaviour of their children, for example termly behaviour reports, phone calls home, end of the day face to face meeting with class teacher, phase leader or senior members of staff or home school diaries.
- We ensure rewards, sanctions or consequences are shared with all stakeholders.
- We recognise that all children have the right to be heard irrespective of their age, understanding and ability, children are always asked to share their account of events.
- We nurture a committed partnership between staff, pupils, parents and the community.
- We actively support the principle of inclusion. A number of children have settled well into school life on managed moves, CAMHs have reported a significant improved holistic attitude to learning of all children transferred on their recommendation to Rough-Hay.
- We provide opportunities for pupils to recover their behaviour, by nurturing self-discipline and the desire to strive towards their own high expectations and standards.
- Children play an active role in creating and displaying classroom rules that nurture a positive learning environment.

1.2 School Rules

Our school rules were created by the children and are reviewed by the nominated school council.

At Rough Hay we promise to,

- Always have an 'I can' attitude.
- Show respect for people and property.
- Always treat others as we expect to be treated ourselves.
- Always look smart and be proud of our school uniform.

1.3 Incidents causing low level disruption

Low level disruption must never be ignored, such incidents disrupt effective teaching and learning and can prevent children attaining their full potential for that lesson. The following list is not exhaustive it provides guidance.

- Chatting 'off-task' or whilst an adult is talking.
- Leaving seat without permission or reasonable cause.
- Scribbling in/on work books (books must not be defaced in any way).
- Making inappropriate noises in class/assembly.
- Play fighting that does not cause injury or distress.
- Excluding others from games/activities.
- Rudeness/taunting another child followed by an immediate apology.

Note: If low level disruption is consistently repeated after adult intervention, it should be classed as 'unacceptable behaviour';

1.4 'Unacceptable' behaviour examples

(this type of incident MUST result in a warning and MUST be acted on immediately e.g. recorded on the whole school behaviour management tracking system Scholarpack or reporting directly to the HT/DHT, if incident is deemed serious or significant).

- Continuous Defiance.
- Rudeness towards an adult.
- Racist/homophobic/sexist/ incitive radicalisation language.
- Using sexually explicit language.
- Dangerous behaviour/absconding from lessons/site.
- Threatening behaviour towards others.
- Throwing any items around the classroom, at school property or people.
- Play fighting causing injury or distress.
- Excluding others by involving other children/gangs.
- Lying/stealing (this is failure to accept ownership of unacceptable behaviour).
- Inciting others to fight, by chanting fight or purposely sharing unkind gossip.
- Breaking a behaviour contract negotiated between the child, parents and the school.

All incidents MUST result in a recorded warning on the whole school behaviour management tracking system, Scholarpack or be reported directly to senior management if the incident is deemed to be extremely serious.

1.5 Exclusion (This type of incident MUST be acted on immediately. The exclusion will initially be internal to Senior staff. The HT may decide to take further action and issue an external exclusion depending on the severity of the incident).

- Violent behaviour
- Continual willful insolence to an adult
- Possession of unlawful/inappropriate material

2. Sanctions

The sanction system reinforces that rules must be adhered to and are an integral part of school life. The clear system of sanctions that are fair and consistently implemented, these include:

- The "Look" - facial expression indicating an adult's awareness/concern/disapproval
(please note not all children are able to recognise facial expressions - i.e. children with ASD)
- Moving position within classroom (nonverbal intervention teacher moves their position, or moves the child).

- A verbal reminder (Child's name and inform them of unacceptable behaviour and risk).
- Recorded warning on the whole school Scholarpack behaviour system.
- Time out after 2/3 recorded warnings (with phase leader or familiar adult to prevent further warning).
- Loss of a privilege such as Golden Time/playtime/dinner break/jobs.
- 'High Supervision' at play/dinner times (e.g children to spend break-times with a supporting adult i.e play leader - model appropriate play). ***The teacher/TA giving a detention linked to class behaviour must supervise the detention in the classroom or refer to senior leader).***
- Fixed exclusions may be for specific times of the day such as break or lunch times if play is consistently disruptive, this sanction is always discussed with parents. Parents may be asked to support the school and their child by taking children home for dinners on certain days of the week to help recover acceptable behaviour
- Fixed internal exclusions, used at the school's discretion to support parents who are unable to implement external exclusions or support members of staff
- Fixed or permanent **external** exclusion depending upon the number of fixed exclusions received by pupil or the severity of incident.

2.1 Teachers will NEVER:

- Remove a child from a classroom into an unsupervised area, or speak to a child alone in a closed environment or without another adult or child
- 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.
- Stand children in corridors outside the classroom.

2.2 Helping Hand

For serious disruption in class or dangerous behaviour (e.g being aggressive) an adult will send a child with the room's HELPING HAND. The **first available ADULT** must accompany the child to support. Senior members of staff must be informed and 'Team Teach' techniques would be deployed, if behaviour continued to be potentially dangerous or escalated. Firstly the class must be vacated by the children to help de-escalate the incident (loss of audience) and maintain the dignity of the child. The child must always be moved to the nearest supervised safe zone, then the office.

2.3 Behaviour Letters

Behaviour letters or phone calls home will be issued/made by the **Behaviour Co-Ordinator** or **senior members of staff**.

Phone calls home

If a child receives **4 recorded warnings** in a day, **8 in one week**, or involved in a **serious incident** a phone call to parents will be made explaining what has happened and the action that has been taken.

Level 1 intervention

If recorded warnings are frequent or staff are concerned that behaviour is having a negative impact on the learning or wellbeing of others, then parents will be asked to meet with the Class Teacher and Behaviour Coordinator if required.
(Level 1 support strategy put in place)

Level 2 intervention

The parents see the Behaviour Co-ordinator/ SENCo (behaviour targets written).

Continued disruptive behaviour at level 2

Parents see Head Teacher and Behaviour Co-ordinator (probable exclusion).

2.4 Intervention/Support Strategies – Level 1

Intervention strategies help children cover behaviour (e.g. reward charts, trackers, target sheets, home-school books etc). The class teacher works closely with parents to keep them up to date with behaviour. The Behaviour Coordinator should be informed and can support with initial parent meeting and designing personalised reward charts. *Failure to recover behaviour will result in moving to level 2 intervention.*

2.5 *IBP Individual Behaviour Plan – Level 2

An IBP is produced for pupils who are at intervention stage 2. A child will only be moved to this level of intervention as a result of monitoring by the Behaviour Coordinator/ SENCo, at which point a letter will be sent home and parents will be invited to discuss the plan. IBPs provide the flexibility and the opportunity to manage pupils' behaviour in different ways to suit the needs of that child. IBPs will be reviewed on a 4-6 weekly basis by the Behaviour Co-ordinator 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 Head Teacher.

Behaviour Policy Guidance 2016 (amended September 2016)

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. This will act as a reminder of what is expected of them. Whole school ‘Success for all’ (SFA) non-verbal communication and emphasis on cooperative learning should also provide this.

Reminder – Remind the child of the correct behaviour. 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.

Verbal warning 1 – 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 the displayed behaviour has not followed our school and their class rules.

Recorded Warnings 1 - 3 – The child is now informed they have a recorded warning ,’’

Warning 3 -The child must now complete a 10 minute time out with the Phase leader, Behaviour Coordinator or another senior member of staff. This enables the child to reflect upon behaviour and self regulate to prevent the 4th warning which results in a phone call home.

Warning 4 - The Behaviour Coordinator must be informed so that a phone call home can be made to inform parents of the behaviour concerns and discuss intervention.

Immediate Exclusion from Class – If a child is involved in an incident involving violence or continual willful 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 HT/Behaviour Coordinator. A phone call home will be made by the HT/Behaviour Coordinator 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 Coordinator. These incidents may draw attention to other issues that are having an impact on the child’s emotional well-being.

All warning should be recorded on Scholarpack by the end of the day, the frequency of warning of the class and children are monitored regularly and used in discussion with parents. Failure to record warnings results in a false overview of a child’s behaviour pattern.

The Behaviour Coordinator will monitor the number of letters/phone calls being received by each child and will make the decision, alongside the Head or phase leader and 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 by following the rules and being aware of their behaviour.

They include:

- Positive comments/private/public praise.
- **Whole school SFA rewards and nonverbal success celebrations.**
- Class jobs/additional responsibilities around school.
- Whole class reward systems created with the class/teacher – this may involve prizes.
- Entry to the end of term prize draw, if they have received no warnings.
- Individual reward/treat time if stated on behaviour plans.
- Wow book award – Given in Friday 'Congratulations' assembly.

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

4.1 All formal warnings are recorded using Behaviour sheets, this is a useful visual prompt for children to monitor the number of warning they have received. This information must be transferred to Scholarpack. 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.

4.2 Termly Reports

These reports are issued at Christmas, Easter and Summer by the AP (Behaviour Coordinator) 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.

The recently updated (January 2016) behaviour recording system on Scholarpack compiles an on-going overview of individual, class, location and incident type behaviours. This can be accessed to support the whole school development plan.

4.3 School Council

The School Council will assist the whole school behaviour ethos by discussing and reporting ideas from pupils on how to improve and support behaviour within school.

5. Anti-Bullying – In conjunction with The Elliot Foundation Anti-Bullying Policy

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, Rough Hay Primary School is no different to any other school. However, in recognising this fact, we believe that we will prevent 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 Head Teacher 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 Deputy Head or Head Teacher.

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 interventions linked with behaviour.

1. Speech and language positive flash card prompts (good listening, talking)
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 Lunchtime staff for positive dinnertime behaviour
4. Specific praise from the HT for good or improved behaviour (e.g. Head Teacher sticker)

7. Dinnertime Behaviour

Incidents at dinnertime should always be reported in writing to the senior dinner lady who will report to the class teacher, discuss with the Behaviour Coordinator and also record on Scholarpack.

8. Recording Racist or Homophobic Incidents

At Rough Hay we value cultural diversity and make it 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 Head Teacher who will report it to the pupil's parents/carers (victim and aggressor) and then to the Governors via the Head Teacher's report. Termly incidents are also collated and reported to the Walsall authority.
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, 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.

Policy adopted by governors: (date)

Signed:

Date of review:

Appendix 1

Exclusion Procedure

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days). The DfE regulations allow the Principal to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. The Governors have established arrangements to review promptly, all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for more than 15 days in a school term or missing a public examination. The Governors have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for more than five days but not more than 15 days in a school term, where a parent has expressed a wish to make representations. Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the Local Authority as directed in the letter. A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Leadership Team and other staff where appropriate. During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians. Records relating to exclusions will be stored confidentially.

Permanent Exclusion

- The decision to exclude a pupil permanently is a serious one.
- There are two main types of situation in which permanent exclusion may be considered:
 - 1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.
 - 2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might 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 (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him".
 - Arson
- Behaviour which poses a significant risk to the child's own safety.

The school will involve the Police for any relevant offences. These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well being of the school. General factors the school considers before making a decision to exclude Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned.