

*Imagine...with all your mind, Believe ...with all your heart, Achieve ...with all your might*



# Scotts Primary School

## Behaviour Policy & Anti-Bullying Policy

Healthy, happy,

sociable young people

Self motivated, positive

and aspirational

Confident, independent learners

Respectful, responsible,

global citizens

Inclusive community

Caring, healthy, safe environment

Life long, enriching experiences

Creative, stimulating learning

Opportunities

# Behaviour Policy

## Purpose of the Policy

This policy provides a framework for creating a happy, secure and orderly environment in which children can learn and develop into caring and responsible people. It is written for the benefit of all members of the school community, to allow everyone to understand the policy of the school and to apply it consistently and fairly. Clear expectations of behaviour are agreed between children, parents and staff.

## Aims of the Policy

- To treat everyone, regardless of gender, social or cultural background, race or religion equally
- To encourage a calm, purposeful and happy learning environment within the school
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- To set clear boundaries of acceptable behaviour
- To help children, staff and parents have a clear and consistent understanding of acceptable behaviour in our school
- To enable all pupils to achieve their full potential

## **Children's responsibilities are to:**

- Work to the best of their abilities and allow others to do the same
- Treat others with respect
- Obey the instructions of all staff
- Take care of property and the environment in and out of school
- Co-operate with other children and adults

## **Staff responsibilities are to:**

- Treat all children fairly and with respect
- Raise children's self-esteem and develop their full potential
- Provide a challenging, interesting and relevant curriculum
- Create a safe and pleasant environment both physically and emotionally
- Use rules and sanctions clearly and consistently
- Be a good role model
- Form good relationships with parents so that all children can see that they share a common aim
- Recognise each child as an individual and be aware of their unique needs

## **Parents' responsibilities are to:**

- Make children aware of appropriate behaviour in all situations
- Encourage independence and self-discipline
- Show an interest in all that their child does in school
- Foster good relationships with the school
- Support the school in the implementation of this policy
- Be aware of the school rules and expectations

### **The responsibilities of Governors:**

Governors play a key role in influencing the ethos of the school (atmosphere and philosophy). This influence carries with it a responsibility to support the head teacher and staff in maintaining high standards of good behaviour.

### **How do we encourage good behaviour?**

1. Expectations of good classroom behaviour are established at the start of each academic year by the class teacher in negotiation with pupils and are applied consistently across the school. As well as this there are rules for the playground and the canteen, which have been drawn up by the children. Our expectations of good behaviour are reinforced through Assemblies and PSHE lessons.
2. We promote mutual respect and consideration of others through day-to-day contact with the children, daily assemblies and through aspects of the curriculum.
3. We encourage children to take responsibility for their own actions and behaviour.
4. We praise good behaviour at every opportunity and thus establish and reinforce the standard of our expectations in terms of such behaviour.

### **How do we deal with misbehaviour?**

All classes follow the 'Good to be Green' positive reward system which is established at the start of every academic year. Classes will also agree additional rewards for good behaviour. These may include: stickers, certificates, extra play and team and respect points.

The 'Good to be Green' system outlines "consequences" if a child fails to follow the rules and operates as follows:

- Each class has a chart with a green card for every child.
- Should a child not follow the agreed rules of behaviour, they will be given a warning.
- If they fail to correct this behaviour, their card will be changed to a yellow warning card.
- A further infringement of the rules will result in a red consequence card and the child will miss part of their playtime.
- A second red card in one week will mean a phone call will be made to the child's parents and the conversation logged. DHT or AHT will be informed at this point.
- The child starts each day on a green card.
- A child may 'earn back' a green card (from yellow) if the class teacher feels that they have significantly improved their behaviour.
- The system can be bypassed and children sent straight to the DHT, AHT or HT if the situation is deemed serious enough.
- Any incidents of misbehaviour showing a disregard to school rules will be logged in the class behaviour book. These will be checked on a regular basis by the SLT and HT.

All incidents are dealt with fairly and pupils are given the opportunity to speak up for themselves. If children misbehave the member of staff will always give the child an opportunity to discuss the incident. Children are encouraged to go to a member of staff and report an incident rather than attempt to deal with it themselves. We encourage children at all times to take responsibility for their own actions and behaviour and to think about the consequences of their actions. In some instances other adults or children may be asked to help with an investigation.

Contact with parents is essential, particularly in the case of children who persistently misbehave. Parents need to be aware that their child is failing to follow the school rules and this should be done at an early stage - parents should not hear through another parent that their child is misbehaving. It may be necessary at times to meet with a parent every day or every week to deal with a difficult problem. In such cases it is important to report good behaviour as well as bad. All conversations should be recorded on a phone log sheet and put in the teacher's class file.

### **How do we deal with lunchtime behaviour?**

All incidents are dealt with fairly and pupils are given the opportunity to speak up for themselves. In some instances other adults or children may be asked to help with an investigation.

If pupils break the playground rules, then the following system operates:

- Verbal warning is issued.
- 5 minutes standing against the wall.
- 10 minutes standing against the wall.
- The system can be bypassed and children sent straight to the DHT, AHT or HT if the situation is deemed serious enough. This should then be recorded in the lunchtime behaviour book.
- All incidents of aggressive and abusive behaviour should be recorded in the lunchtime behaviour book.
- MDA to inform class teacher of any incidents of inappropriate behaviour. Class teacher to inform parent/carer.

*The above consequences are daily and every child will start afresh on a new day.*

### **Persistent misbehaviour**

- AHT, DHT or HT to be made aware of children who persistently break the rules (persistent means 2 or 3 times in one week). Procedures and plans will be put in place where necessary for children who are persistently misbehaving.
- When behaviour strategies are decided there is consultation with the parents of the child and staff.
- Copies of the plan are shared and a copy kept with the lunchtime and class behaviour log which is reviewed on a regular basis.
- In some instances this may be used to set fixed term exclusions should patterns of behaviour continue (see LA Exclusions Policy). Advice may be sought from external agencies to support and advise ways forward in improving the individual's actions and behaviour.

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Example

## Classroom Rules

**Rules - we will: -**

- ❖ Always try our best
- ❖ Use kind actions and words
- ❖ Keep our hands and feet to ourselves
- ❖ Always listen carefully and do what is asked
- ❖ Look after our classroom and keep it tidy
- ❖ Move around the school sensibly



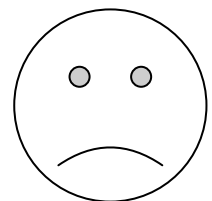
**If we keep the rules, we will -**

- ❖ Get praise
- ❖ Get a smiley face/Get a sticker
- ❖ Show good work to another adult
- ❖ Stay on a green card or be awarded a silver or gold card
- ❖ Be nominated for a HT award
- ❖ Receive team/respect points.



**If we don't manage to keep the rules, we will -**

- 1<sup>st</sup> time -** Get a warning
- 2<sup>nd</sup> time -** Green card will be changed to yellow
- 3<sup>rd</sup> time -** Be given a red consequence card and miss part of playtime
- 4<sup>th</sup> time -** See a member of SLT
- 5<sup>th</sup> time -** A phone call to parents



Our teacher will decide if we are to be sent straight to the HT or DHT.

## Playground Rules

Treat others as you would like to be treated yourself

Remember the three C's-Care, Concern and Consideration

Remember to "Keep In **Step.**" Sorry, Thank you, Excuse me, Please.

### **Reminders from the School Council**

- Only play football on the football pitches and then only when it is your turn to do so
- If you are allowed to eat your packed lunch outside please do so sitting down!
- Remember to put all litter and fruit in the bins provided
- Always keep your feet to yourself
- Only use skipping ropes for skipping
- Never call other people unkind names
- Always use the toilets properly
- Always use the water fountains properly
- Look after our school
- If you need to go into school you must always ask a teacher
- If someone hurts you tell a member of staff
- When the whistle blows at the end of play stand still
- Always walk when it is time to go to your class

## Anti-bullying policy

At Scotts Primary School we define bullying as:

**“Any persistent behaviour which deliberately hurts, frightens or upsets another person.”**

It therefore follows that bullying can be physical or verbal and can take place in or outside of school and online. (Please refer to the school's Online Safety policy)

Our children are made aware that as a school we do not tolerate any child making another child's life unhappy and they are encouraged to discuss any concerns or worries as it arises with an adult. There is also a 'Worry Box' situated in the foyer and in each classroom, which children can use to post any concerns they may have.

As a school we promote positive attitudes and mutual respect for all. Each year we hold a 'Friendship week', 'Multicultural week' and 'Good to be Different Day'. The aims and objectives of these special events are to:

- Promote an understanding that everyone is different and should be treated equally
- Everyone's views should be valued and respected
- Children of all ages can be friends
- Promote mutual respect
- Address openly any worries or concerns that a child may have

**The procedure by which parents can report concerns is either:**

- By making contact with the class teacher or head teacher by phone, email, letter or face to face
- Talk to the class teacher at the monthly drop-in sessions.

On the rare occasions that bullying is reported, such reports are always taken seriously. Action is taken appropriate to the outcome of any investigation and if bullying is identified, parents of the children involved are immediately spoken to. Records of these incidents will be recorded in the class behaviour book and reported to the Head Teacher. Sanctions include the loss of privileges, missing playtimes, or being sent home for lunch. If despite the implementation of these sanctions bullying persists, then the child concerned may be excluded from school in accordance with L.A. exclusion procedures.

**Course of Action following the report of an alleged case of bullying at Scotts Primary School:**

- Teacher is informed regarding alleged act of bullying either by a child or parent.
- Victim interviewed and course of action decided. (It is important that the victim is fully involved in deciding the future course of action) This will take place as soon as possible after a case of bullying is reported. Records of the discussion should be taken.
- Allegations investigated.
- Parents contacted as appropriate
- HT is informed of the incident
- Sanctions implemented as appropriate.
- Situation monitored and reviewed
- HT to analyse the behaviour book and identify repeated patterns of behaviour.

The importance of showing care, concern and consideration towards others and the impact of bullying on other children regularly forms the basis of Assemblies and PSHE lessons. Furthermore, the school's stance on anti-bullying is given prominence during annual 'Friendship' weeks and opportunities to explore themes around mutual respect and value of others is built into the curriculum.

### **Racial and sexual discrimination and harassment**

We believe everyone should be treated with respect and courtesy. Consideration should be given to other people, their feelings and their opinions. There is no place for discrimination or harassment on the basis of gender, sexual orientation, ethnic origin, culture or religion in our school. Racist and sexual discrimination incidents may come in many forms, e.g. children refusing to sit next to or partner a child.

We recognise that young children innocently use the colour of a child's skin as a way of identifying a child to someone else. We must encourage and support children to develop non-discriminatory attitudes. We will, therefore, develop a wider understanding of religious and cultural differences through social situations and through the curriculum.

As with bullying, all reports of harassment or discrimination (racist or homophobic) are taken seriously and reported to the head teacher who investigates the problem. Children need to feel that the adults around them will support them and deal with the problem. A racial incident form will be completed by the member of staff and filed.

### **Resolving conflict:**

Where there is conflict each child is given the opportunity to explain his or her side of the story without interruption. The other children involved have to listen and wait their turn. They are encouraged to maintain eye contact.

Each child has a turn to say: -

- What the others have done to upset them
- How they feel about it
- How they would like them to behave in the future

No one is allowed to interrupt or argue.

The role of the adult is to ensure that each child has a "fair" hearing and hopefully discover the truth. If the children cannot resolve the conflict after a reasonable time then the adult must decide on the appropriate action to take.

Without clear evidence from another adult it is sometimes impossible to resolve a situation. Children have to understand that the adults cannot take sides or believe one child's story over another.

### **Monitoring and Review**

- The member of staff dealing with the situation will record any inappropriate incidents.
- The head teacher will analyse all incidents of persistent bad behaviour, racism or bullying.
- The head teacher monitors the effectiveness of this policy on a regular basis.
- The head teacher and the governing body undertake a review of this policy in



light of new government regulations or recommendations about how the policy might be improved.

- The HT reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The Governing Body are informed termly of any rare occurrences of bullying, racist incidents or exclusions.
- Parents' views about behaviour and bullying are sought on an annual basis and these inform policy and practice. The HT, governors and parents are involved in the analysis of pupil and parent surveys.
- The head teacher will keep a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

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These policies relate to other policies within the school:

- Online Safety policy
- Child Protection policy
- Restraints policy
- Equality and Diversity policy