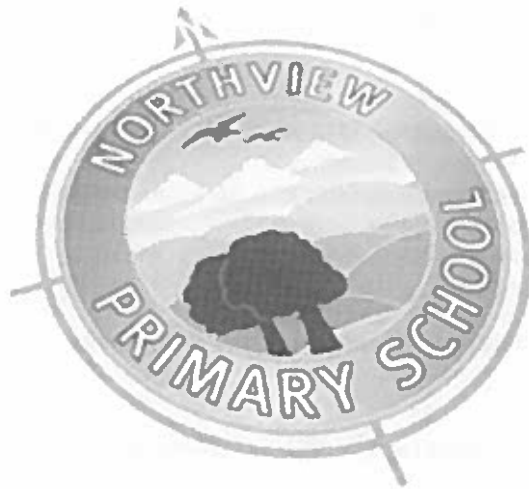


NORTHVIEW PRIMARY SCHOOL



BEHAVIOUR MANAGEMENT POLICY

(Including Anti Bullying Policy)

2017

This policy was agreed by Governors: 28/11/17

This policy is to be reviewed: November 2018

PHILOSOPHY

Northview Primary School recognises that within the school community the focus for behaviour management is the development of self-discipline. We aim to encourage an attitude of personal responsibility and an awareness of the needs of others and a respect for all.

PRINCIPLES

The values and vision of the school encourages equality. Fairness, sharing, responsibility, kindness, patience, listening, respect, consideration and rejects bullying, dishonesty, cruelty, racism, sexism, stealing, violence, lack of effort, verbal abuse and disrespect.

We ensure and encourage children to respect themselves. Children know that racism and sexism is unacceptable.

We aim to develop self-discipline through our approaches to challenging behaviour.

We believe that rewards and incentives to encourage appropriate behaviour are preferable to sanctions for anti-social behaviour.

We believe that children should be given the opportunity to make choices and be accountable for them, to reflect upon behaviour and to exercise initiative and responsibility as appropriate to their age and stage of development.

We ensure that school rules reflect both consideration of others and the demands of safety.

We believe in a consistent approach from all members of staff to behaviour management and feel this will help to further the above principles.

SCHOOL

RIGHTS

- To make clear the school's statutory power to discipline pupils and that pupils and parents will need to respect this.
- To enforce the school behaviour policy, including rules and disciplinary procedures.
- To expect pupils' and parents' cooperation in maintaining an orderly climate for learning.
- To expect pupils to respect the rights of other pupils and adults in the school.
- To take firm action against pupil who harass or denigrate teachers or other school staff on or off premises.

RESPONSIBILITIES

- Ensures that there is no discrimination against any pupil or staff on grounds of race, religion, gender, disability or sexual orientation, and that it promotes good relations between different communities.
- Staff are clear about the extent of their disciplinary authority and receive appropriate professional development on behaviour strategies.
- To apply sanctions and expectations fairly, consistently, proportionately and reasonably- taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate.
- To make alternative provision from day six for fixed-period excluded pupils, and

	<p>where appropriate to arrange reintegration interviews for parents at the end of a fixed-period exclusion.</p> <ul style="list-style-type: none"> • To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying. • To keep parents informed of their child's behaviour, good and poor, use appropriate methods of engaging them and where necessary, support them in meeting their parental responsibilities.
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PUPILS

RIGHTS

<ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy. • To be taught in environments that are safe, conducive to learning and free from disruption. • To expect appropriate action from the school to take any incidents of violence, threatening behaviour, abuse, discrimination or harassment.
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RESPONSIBILITIES

<ul style="list-style-type: none"> • To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way. • To act as positive ambassadors for the school when off school premises. • Not to bring inappropriate or unlawful items to school. • To show respect to school staff, fellow pupils, school property and the school environment. • Never to denigrate, harm or bully other pupils or staff. • To cooperate with, and abide by, any arrangements put in place to support their behaviour.

PARENTS

RIGHTS

<ul style="list-style-type: none"> • To be kept informed about progress, including issues relating to their behaviour. • To expect their children to be safe, secure and respected in school. • To have any complaint they make about their child being bullied taken seriously, by the school and investigated/resolved as necessary. • To make representations/appeal to the headteacher/governors, if they believe

RESPONSIBILITIES

<ul style="list-style-type: none"> • To respect the school's behaviour policy and disciplinary authority of staff. • To help ensure that their child follows reasonable instructions by staff and adheres to school rules. • To send their child to school each day punctually, suitably clothed, fed, rested and equipped and ready to learn. • To be prepared to work with the school to support their child's positive behaviour.
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<p>the school has exercised its disciplinary authority unreasonably.</p>	<ul style="list-style-type: none"> • To attend meetings with the Headteacher or other staff, if requested, to discuss their child's behaviour. • If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.
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PROCEDURES

Setting boundaries:

- Staff and pupils act as ambassadors of excellent behaviour by treating each other with courtesy, respect and fairness at all times.
- Rules are discussed and displayed in each classroom and around the school so that attention can be drawn to them when necessary. Staff may choose to have a class contract or rules at the beginning of the year to personalise behaviour expectations.
- All staff, teaching and non-teaching, follow the same Community Rules and sanctions with children.
- All classes have PSHE sessions every week.

Safety:

- Staff introduce their children to the playground, equipment, the areas they are allowed to use (both within the building and outside) and how to use them safely.
- Children should be helped to accept responsibility for their actions and understand cause and effect and how to accept blame.
- If child, or adult, needs time to calm down, negotiate specific space with child or another teacher (dependant on age of child). NEVER outside the classroom. The Headteacher or Deputy Headteacher should be kept informed of the situation. Do not send children to an alternative year without prior arrangement with the Headteacher or Deputy.
- Staff need to ensure time is allowed to talk through incidents. If feelings are running high, children should be seen separately at first and then together. Older children could write down their version of the incident, stating how such an incident could have been avoided. Younger children could explore the issue pictorially.

Parents:

- Expectations of behaviour are outlined to all parents during the initial meeting with parents held at the beginning of the year. Reference to expectations is also found on the school website.

- All parents sign a Home/School Agreement on the admission of their child to the school, which outlines the parents and school's role in ensuring high levels and expectations of behaviour.

Assemblies:

- All children participate in Good work/behaviour/attitude sharing assembly each week, in which children are praised and rewarded for high achievement, positive attitude and good attendance and punctuality.
- Every child belongs to a named 'House' and the children are encouraged to gain points over a period of a month, at the end of which the House with the most points wins the House Cup for that month.

THE BEHAVIOUR EXPECTATIONS ARE ENCOMPASSED IN THE COMMUNITY RULES WHICH ARE:

- BE GENTLE, PLAY FAIRLY AND SAFELY
- LISTEN WITHOUT INTERRUPTING
- SPEAK KINDLY AND CONSIDER PEOPLES' FEELINGS
- BE CALM, QUIET AND CONTROLLED
- ALWAYS TELL THE TRUTH
- TAKE CARE OF ALL PROPERTY
- RESPECT PEOPLE AND THEIR FAMILIES
- GIVE OF YOUR BEST AND LET OTHERS WORK

PUPIL VOICE

As a school we must make a concerted effort to develop pupil voice through the academic and the wider curriculum, so that the children have the language to express their aspirations, feelings and emotions.

School Council members are elected each year. Representatives are from Y2 to Y6. Two children from each class are elected in September to represent their class. The School Council meets once a month with a designated member of staff.

The School Council deals with the children's concerns, raise issues, act as a voice for their class and feedback is given by the School Councillors to their class. During meetings Councillors will endeavour to resolve issues and make decisions, they will also be involved in setting out an Action Plan and evaluate this during a three year cycle. Members of the school council will be given responsibilities within the school.

Year 6 children will be given the opportunity to apply for the position of Lunchtime Duty Monitor and these children will support in two areas during the lunchtime:- the dining room and the playground. These children will act as positive role models for other children in the school. There are many other opportunities provided for the children such as Play Leaders, Library Monitors, Classroom Monitors and playing an active role in school events etc.

VIP'S

To raise self esteem and to promote positive behaviour, two children will be chosen by the class teacher to be the class VIP's for the day. Every child in the class will be chosen for this and the choice is not dependent on previous good behaviour. Further information is set out at Appendix 1

SANCTIONS AND REWARDS

The school or teacher will impose reasonable sanctions if a pupil misbehaves. Sanctions should be reasonable, match the behaviour and be age appropriate.

- Northview operates a 'traffic light' system for behaviour incorporating 7 different standards
- The central standard is 'green' and this represents the minimum level of expected behaviour
- Children have the opportunity to work towards bronze, silver and gold and they will be rewarded if they attain these standards
- If they remain on green throughout a term they have the opportunity to join the Headteacher for a 'tea party' at the end of term
- If behaviour is negative, the children move from green to yellow, amber or red. Sanctions of differing levels of severity are applied in respect of each of these.
- Each child has the opportunity to start the day on green regardless of the previous day's behaviour
- Each class teacher holds a behaviour log folder, containing behaviour log records sheets which are to be used in accordance with Appendix 1
- Full details of the procedures are set out in Appendix 1

A loss of curricular activities such as PE must never be used as a sanction.

PHYSICAL CONTACT

Teachers cannot punish pupils physically, but can use physical restraint where it is necessary to stop a pupil injuring him or herself or someone else, damaging property or causing serious disruption.

MONITORING OF BEHAVIOUR

All teachers are responsible for monitoring the behaviour of the children in their class. It is imperative that the underlying factors of behaviour triggers are identified so as to implement improvement strategies. Examples include:-

Low self esteem

A child may need more adult attention and find that inappropriate behaviour achieves this. You must therefore, reinforce appropriate behaviour, praising at every opportunity and avoiding confrontation and public humiliation.

Curriculum mismatch

Teachers must ensure that curriculum activities are achievable but provide enough of a challenge to move the child on. Is the child bored? Is the work set too hard?

Check when behaviour occurs

Be proactive and stop the child before inappropriate behaviour arises.

SMSA report incidents from Lunchtime either to a class teacher, Deputy Headteacher or Headteacher depending on the severity or regularity of the behaviour pattern. The reportee may refer these incidents to the class teacher who will monitor frequency of incidents and if necessary talk to particular children or refer the matter to the Headteacher or Deputy Headteacher.

BEHAVIOUR STRATEGIES

Support for strategies for the avoidance or repeat of persistent anti-social behaviour can be sought from the Deputy Headteacher or Headteacher. Class Teachers, in consultation with the Deputy Headteacher or Headteacher, may choose to contact parents in the first instance to work in partnership with parents to manage behaviour concerns. If this behaviour persists a Behaviour Book will be a record, which is referred to in a meeting with the parents, so that parents are aware of the particular behaviour that the school is concerned about.

Positive Behaviour affirmation Strategies

- House Points
- Sharing assemblies
- Certificates
- Stickers
- Contact parent by phone
- Showing good work for praise to Senior Leaders, Deputy Headteacher and Headteacher
- Citizenship responsibilities
- Good and improved behaviour is celebrated at assembly each week

Positive Behaviour challenging Strategies

- Time out in class. (NB on no account must a child be asked to wait outside their classroom)
- A letter of apology
- Individual Targets/behaviour books
- Written record of incident and reasons
- Part withdrawal from playtime or lunchtime play
- Report books
- Arrange a strategy meeting with parents
- Report books to record areas of success, targets set and rewards given.
- Citizenship responsibilities.

Staff may use a 'traffic light' system to reward good behaviour. If a child's misbehaviour is repetitive or serious, they are moved to 'Red'. The child has to work on improving behaviour until they move to 'Orange' and then out of the system in recognition of this.

ANTI-BULLYING POLICY

Values, principles and beliefs

Bullying is usually hidden from adults and young people are often afraid to speak out. Therefore we acknowledge that there can be no school without some form of bullying behaviour. Pupils can only fulfil their true potential at school if they feel safe.

Aims

- To have an anti-bullying policy and practice that makes bullying unacceptable.
- To ensure that pupils, parents and carers, staff and governors, are aware of the anti-bullying policy and follow it.

- To ensure those expressing concerns about bullying have them taken seriously. To fulfil the school's statutory obligation, to have a behaviour policy including measures to prevent all forms of bullying among pupils. Under the Equality Act 2010 – *Schools have a duty to tackle bullying in and out of school* and Preventing and Tackling Bullying DFE 2011.

Under the Children's Act 1989 a bullying incident can be addressed as a child protection concern where there is reasonable case to suspect that a child is suffering or is likely to suffer significant harm. Where this is the case, staff should report concerns to the Designated Safeguarding Lead.

Non Statutory Guidance Preventing and Tackling Bullying: advice for Headteachers, staff and governing bodies (Oct 2014).

Cyber Bullying: Advice for Headteachers and school staff (Nov 2014) - School support for children and young people who are bullied.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Types of Bullying

- Cyber Bullying – mobile phones, the internet and cameras can all be used to bully.
- Emotional – social ostracism, malicious gossip, social possessions.
- Homophobic - bullying focusing on the issue of sexuality.
- Physical abuse – intimidation, rude gestures, threats, extortion and assault.
- Race, religion and culture – racism, eg., bullying based on ethnicity, refugee prejudice, traveller prejudice, anti-Islamic feelings, or anti-Semitism.
- SEN disabilities (SEND) – children with special educational needs or children with disabilities can be at greater risk of bullying.
- Sexual – sexually abusive comments and unwanted physical contact.
- Verbal – name-calling of pupils or staff, malicious gossip, teasing.
- Bullying based on a child's personal circumstances, eg., if a child is adopted or in local authority care.

Bullying may include any of the following:-

- Physical assault.
- Verbal threats.
- Name-calling with personal overtones.
- Excluding from a group or games.
- Hiding or damaging property or work.
- Bullying into truancy, stealing, lying etc.
- Stealing or extortion.

Where can bullying take place?

At Northview Primary School we will tackle bullying whether it takes place either in school or where the pupil is under the lawful control of the teacher, for instance, a school trip. When bullying is reported in other circumstances, the child cannot be disciplined by the teacher, but the incident will be investigated by the Headteacher.

AN INCIDENT OF BULLYING MUST NEVER BE IGNORED.

The first thing a staff member needs to do is talk with the child against whom the allegation has been made.


This should be done with three positive aims:-

1. To stop the bullying immediately.
2. To re-educate the person/s involved.
3. To reconcile the children involved if possible.

If a child is using inappropriate behaviour, such as bullying, he/she needs to be taught more appropriate social skills of negotiation and compromise.

At Northview Primary School we recognise, therefore, that considerable time needs to be spent talking about feelings and behaviour. (This could be through PSHCE, Assemblies/Collective-Worship/Class Circle Time, Drama etc.)

Signed  (Head teacher) Dated 28/11/17

Signed  (Chair of governors) Dated 28/11/17

APPENDIX 1

Behaviour Strategies

Positive behaviour management strategies employed to set up boundaries and expectations and ensure effective learning takes place i.e.- Class contract and rules, revisiting community rules, circle time, star of the week, house points, celebrating good achievement by sending child to colleagues and office

The behaviour, progress and achievement is **GOOD** or **EXCELLENT**

Give Praise, stickers, rewards, certificates in the affirmation assembly and where possible, inform parents.

The behaviour is **NOT GOOD**, causing problems in class or around the school. Give **VERBAL WARNING**

Teacher may apply sanctions

- withdrawal from an activity / group
- missed play / lunch time
- chores in the class room / school
- brought to Deputy Headteacher or Headteacher.

Class teacher may informally relay their concerns to parent verbally or via telephone. All relevant information **MUST** be recorded in the Incident Book
Teachers are recommended to keep an account for their own records.

The behaviour is **OFTEN UNACCEPTABLE** and there has been no real effort to improve. The Deputy Headteacher will talk to the child

Deputy Headteacher and Headteacher may:

- Contact parents/ carers
- Set up alternative arrangements for certain key times of the day i.e.-at lunchtime to undertake community duties, stay in office etc
- Set up a behaviour contract. Allow for opportunities for positive behaviour rewards on contract / chart
- Use behaviour book to communicate with parents.
- Head may withdraw from trips as a sanction or on Health and safety grounds.

Refer all behaviour incidents of a religious, racist and bullying incidents to Head of School

Behaviour **DOES NOT IMPROVE AND IS NOW SUSTAINED**. The child is now sent to the Headteacher, who will arrange a formal meeting with parents/carers.

A home-school contract will be agreed and a follow up meeting set up after 4 weeks to review the situation.

School may contact external agencies for further support for teacher, child and family i.e.- Primary Behavioural Support Service, pre exclusion service.

BEHAVIOUR DOES NOT IMPROVE AND IS NOW TOTALLY UNACCEPTABLE. The Head teacher will contact parents/carers formally and the child will be **EXCLUDED** for a set time. If the parents cannot be contacted by telephone a letter will be posted. Governors will be informed. Head teacher will inform the parents about next steps on return to

The list of sanctions is not exhaustive. Sanctions will depend on the circumstances and maturity of the child.

