

# Templewood School



## Behaviour Policy

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## Section A

### Behaviour

#### Introduction

Templewood is known in the community as a happy and caring school. From the moment children enter they are encouraged to develop habits of self-discipline and to conform to an acceptable standard of behaviour. We provide a safe and positive learning environment within which we seek to develop a mutually supportive attitude where children can understand and express their feelings and respect those of others.

Our behaviour policy reflects the agreed aims of the school and establishes the agreed ways in which all members of the school community will contribute to the learning environment.

#### Who was consulted?

Policy revisions were reviewed and approved through staff meetings, discussed with the school council, SLT meetings and with the Governing Body. The Home School Agreement (Appendix 2) has recently been updated to provide a more cohesive partnership working between home and school.

The policy will be updated regularly as part of the school's continuous series of policy reviews.

See also the Child Protection Policy and Health & Safety Policy.

#### Aims of the Behaviour Policy

The school wishes to allow each individual to develop to their potential and to do this within a happy, caring and respectful community where high standards of effort and behaviour are expected and achieved. The behaviour policy is a whole school policy which needs to be supported and observed by all members of the school community.

This consistent approach (How good behaviour is encouraged – Appendix 3) will allow school staff to be clear about the behaviour expected, the range of rewards which can be used to motivate pupils, the range of sanctions which can be used to discourage inappropriate behaviour and support they can provide to pupils with specific emotional and behavioural needs.

This behaviour policy will assist in making expectations consistent through the school.

#### Our school values include:

- Respect for others e.g. listening, being careful how we speak to one another, taking turns, working co-operatively,
- Recognising and accepting differences in others
- Acting with consideration towards each other
- Telling the truth
- Taking personal responsibility for one's actions
- Self-discipline
- Fostering a sense of community
- Helping others less fortunate or weaker than ourselves
- Respect for property – our own, other peoples and the schools

#### Our school values reject:

- Bullying, whether physical, verbal or exclusive
- Racist, sexist or homophobic behaviour

- Using foul or unacceptable language
- Rude or aggressive behaviour
- Damaging property
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty

We believe that the promotion of these aims makes an important contribution to the development of responsible citizenship.

### **Links with Home**

All parents are issued with a summary of the Behaviour and Discipline Policy included in the 'Welcome Pack'. In addition, parents and pupils are asked to sign a 'Home School Agreement', which is also included in the Welcome Pack.

Parents have regular opportunities to discuss behaviour and other matters through weekly parent surgeries. In cases of persistent or serious behavioural difficulties parents will be contacted by staff. If poor behaviour continues then the Headteacher will meet with the parents.

**Parents** The parent / school partnership is particularly important in promoting the development of good behaviour. The school keeps parents informed regularly about their child's progress through reports, consultation meetings, behaviour response forms and informal contacts. Weekly Teacher surgeries are held allowing parents/carers to make an appointment between Parent Consultations.

Full support is expected from parents in dealing with their child's behaviour. Parents are encouraged to alert the school to health problems or any changes at home such as bereavements or family problems that might affect a child's behaviour performance at school.

### **External Agencies**

Close links are established with external support agencies - School Support Unit, Family Support Workers, School Nurse, EWOs and Educational Psychologists, Social Services, Health Authority and Police - and contact is made when appropriate.

### **STEPS approach**

Hertfordshire Steps is owned by Hertfordshire County Council. It is operated under licence from Norfolk County Council. Training and practice within schools is the responsibility of the head teacher and governors. Within other services it is the responsibility of the employer and management.

This guidance issued in March 2016 is powerful and reinforces many of the principles that have underpinned Steps since its inception.

STEPS follows a therapeutic approach:

- Negative experiences create negative feelings. Negative feelings create negative behaviour.
- Positive experiences create positive feelings. Positive feelings create positive behaviour.

Why we follow STEPs approach:

- We want all staff need to know how to promote pro social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating
- We want all staff to know how to focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies

From our STEPs training we hope to develop each pupil's internal discipline rather than enforce external discipline. Working with student's experiences and feelings is likely to have a far greater impact on behaviour. This approach creates internal discipline (self-regulation). If a student believes and feels there are alternatives to violence as a way of resolving conflict and has the skills to use them, this will impact on their behaviour in all environments irrespective of the presence of a controlling adult. The behaviour change will become permanent.

External discipline can appear effective, the result can be suppressed behaviour within class and the mistake would be to assume that the behaviour has changed rather than simply being suppressed to re-emerge where the limits no longer apply.

#### **How can we teach behaviour through the STEPS approach**

- Build relationships
- Role modelling
- Applying consistent expectations
- Scripts and routines
- Positive phrasing
- Planning for unsettled/ predictable behaviour
- Reward and positive reinforcement
- Comfort and forgiveness

Through STEPS all staff are trained on what is acceptable physical interaction with any child. There are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example:

- To comfort or reward a student.
- To direct or steer a student – these interactions must conform to those show in the STEPS training; open mitten, closed mitten, offering an arm, open mitten guide, open mitten escort
- For activity reasons (for example in drama, physical games)
- To comfort a student in distress (so long as this is appropriate to their age and understanding) - these interactions must conform to those show in the STEPS training: supportive hug, supportive arm To avert danger to the student, other persons or significant damage to property – these interactions must conform to those show in the STEPS training; open mitten, closed mitten, offering an arm, open mitten guide, open mitten escort

Procedures are in place for supporting and debriefing the student after every incident of restrictive physical intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

This behaviour policy is the plan for the majority of children. In addition some children may require an Individual Risk Management Plan (appendix 8)

### **Templewood Rules**

Staff and pupils have been involved in the development of the Templewood Rules as part of the whole school policy on behaviour and discipline.

The key rules for our school are the '**Templewood Rules**' which are displayed prominently around the school. These were created in consultation with all staff and pupils.

1. Be a good team member
2. Listen and be helpful to others
3. Try your best at all times
4. Look after property and your environment
5. Be proud of yourself

Classes are encouraged to develop their own Behaviour Code on a yearly basis. The above is a summative statement but a class behaviour code should include rights/expectations.

The tone of our approach to behaviour needs to be supportive and positive (Positive Behaviour Summary – Appendix 4). It is important to build up children's self-esteem. In practical terms we need to:

- Set up strong classroom routines in the 'establishment phase' of the school year (see Appendix 2 - How good behaviour is encouraged )
- Ensure that rules and routines in each class conform to whole-school policy
- Outline behaviour levels at the start of the year (Appendix 3)
- Use a 'least intrusive' intervention style
- Minimise unnecessary confrontation
- Emphasise that behaviour is a 'choice'
- Involve the children in the decision making, using peer group support whenever possible
- Involve the child in facing the consequences of disruptive behaviour as outlined in behaviour levels
- Follow-up disruptive behaviour
- Deal with the children calmly
- Keep the focus on the 'primary behaviour'
- Separate the behaviour from the child
- Re-establish a working relationship
- Involve parents at an early stage
- Set up 'time out' procedures.

It is important to spend sufficient time and effort at the beginning of the school year for the above to become good habits.

No list of rules can be all embracing and the school reserves the right to determine any rules and responses / sanctions that the Head or SLT consider appropriate in any

particular circumstance. Both in and out of school pupils should behave in a way that will bring credit to themselves and to our school.

### **A description of the desired behaviour**

We believe that everyone within the school community has the right to respect from others, the right to learn or to teach and the right to feel safe. With these rights go responsibilities as listed above. The school follows the Protective Behaviours approach to help everyone to feel safe and happy <http://www.safety-net.org.uk/protective-behaviours/>.

Children are encouraged to take on these responsibilities and also be responsible for their own behaviour when the desired behaviour is not exhibited. Children are also encouraged to be independent - to learn how to sort out problems by themselves and know when to seek adult intervention.

### **Common Expectations**

In dealing with pupils, emphasis is placed, whenever possible, on promoting desirable behaviour in positive ways. It is important that all colleagues in all areas subscribe to similar high standards and expectations.

Expectations for behaviour are as follows:

#### **In the classroom**

- We are kind and polite
- We move calmly and quietly around the room
- We stay on task
- We know when to speak and when to listen
- We respect other people's space and right to work
- We call people by their proper name
- We look after each other's property and the schools.
- We keep our room tidy

#### **Around school**

- We walk quietly and sensibly at all times
- We open doors for others
- We knock on classroom doors before entering
- We wait for someone to stop speaking before talking.
- We answer respectfully.

#### **In the dining hall**

- We stay outside until called
- We come in calmly without running
- We wait calmly and quietly in the queue
- We show good manners and are polite to everyone
- We use the cutlery correctly
- We leave tables tidy and tuck in chairs
- We talk quietly
- We dispose of our food appropriately
- We only eat our own food.

#### **In assembly**

- We enter and exit in silence
- We sit in silence throughout
- We respect each other's space
- We walk back to class with an adult

#### In the playground:

- We walk out sensibly on dismissal
- We eat our snacks on the playground
- We use litter bins
- We ask for permission to come inside
- We are kind to one another and respect others space and safety
- We are gentle with one another
- We look after and are responsible with our playground equipment
- We look after our own and other children's property
- We help others
- We listen to all members of staff and show courtesy to all staff
- We stand still in the morning waiting to be called in to school
- We respond immediately to the raised hand at end of each break time.

#### **Rewards**

##### **Systems of rewards and privileges and criteria for awarding them.**

Research shows that behaviour is better in schools where rewards are given a higher priority than sanctions. Rewards cover the broadest possible range of academic and non-academic achievement and take into account the need for all members of the community to feel valued. Rewards range from public or private praise both from staff and peers, to tangible rewards such as House Points and certificates.

A 'House System' of rewards is used to promote and encourage the school Rules. All children are placed in one of three houses from Nursery onwards. The houses are named after birds which can be found around Templewood – Woodpeckers (green), Jays (blue) and Robins (red). Each child collects House Points from their work, individually and as groups throughout the school. Any member of staff is able to award a House Point and nominate a child for the different awards. The maximum number of house points issued at any one time is 3. SLT members may issue up to 5.

Houses meet once a term during an assembly and nominate House Captains from Year 6.

#### **Gold Book**

Each week, the adults at Templewood school select children who they think have worked hard to be placed in The Gold Book. This could be in any subject. It may be that somebody has been helpful around the school, kind to others or made a difference to somebody's day.

Each time the children are given a gold leaf to place on our Gold Tree and a Gold sticker. We celebrate the tree's growth throughout the year.

It is considered a great achievement and honour to be placed in our Gold Book.

#### **Super Brain & Smile Awards**

At Templewood School we like to award children who make us smile, but also for using their Super Brains! Each week an award is given to one child who has made others smile and another child who has used their Super Brain in school. These are recorded in our

special Super Brain Award book and Smile Award book. This allows children to shine in all areas of development.

### Lunch Time Award

Our Senior Supervisor Assistant chooses two pupils each week who deserve an acknowledgement for their efforts during lunchtime; pupils who show good manners, take clear responsibility and respect the dining hall during lunch times, will receive the gold award.

All four books are on display in our main entrance for parents, visitors and children to look at and celebrate our successes.

### How unacceptable behaviour is discouraged

Behaviours are graded according to their severity and appropriate sanctions are applied (see Behaviour Levels sheet – Appendix 5)

Five levels of unacceptable behaviour and appropriate sanctions have been identified:

#### Behaviour Levels

Level 1: Low – warnings given in class and if 3 are given, time out in class

Level 2: Moderate – if 3 subsequent warnings are given time out in parallel class and partial loss of playtime to complete work.

Level 3: Serious – time with Key Stage leader, loss of playtime and Parents contacted.

Level 4: Very serious – Head teacher and parental involvement. Possible exclusion.

Usually the plan will follow the same pattern as detailed, but the school may amend their approach in response to circumstances and the needs of the individual.

### Expected Behaviours

#### **The roles of all adults and pupils in discouraging unacceptable behaviour**

**Adults** need to model expected/desired behaviour wherever and whenever possible in order that pupils 'learn how to behave properly'. Most pupils respond to the normal socialisation into rights-respecting behaviour, though some will need to be specifically taught.

The emphasis needs to be on supporting and encouraging positive behaviour as well as dealing effectively with disruptive behaviour.

Incidents of unacceptable behaviour must be followed-up and dealt with according to the levels system though it is important that children are given the chance to explain and discuss their behaviour. Incidents of poor behaviour during school day are recorded in the classroom Incident books. These are regularly checked and followed up by the SLT.

**Pupils** are given opportunities in 'Circle Time' to discuss and solve problems such as unacceptable behaviour. The meetings are positive and constructive, trying to help and support those individuals who are displaying unacceptable behaviour whilst dealing effectively with the problem. (See also 'Circle Time'.)

'Taking responsibility for their own behaviour' and the importance of rules are also built into the PSHE and Citizenship Scheme of Work.

As issues such as behaviour are ongoing and cannot be timetabled it is important that all pupils feel they can discuss matters with any member of the school community when the need arises. All children identify the adults on their support networks at the start of every term. It is also important that these concerns are then passed back to class teachers and serious issues discussed by all colleagues.

**Incidents of racism, sexism, homophobia and bullying are always unacceptable. This must be stressed and procedures for pupils, staff and parents publicised and reinforced**

### **Racist remarks**

All staff are expected to deal promptly with racist remarks and gestures with a firm reprimand. The incident should be recorded by the Head in the Racist Incident Book, children counselled and parents informed. In persistent cases parents may be asked to discuss the matter with the Head and the guidance of the authority's MECSS team may be sought.

## **Section B**

### **Exclusions**

Exclusion of any nature is considered a last resort and only used after a range of measures have been tried to improve the pupils' behaviour. Pupils considered at risk of permanent or fixed term exclusion are referred to appropriate external agencies and are given alternative or additional provision to meet their needs e.g. Common Assessment Form, a reduced timetable or a 'managed move' to another school. Such actions would only be taken with the full knowledge and cooperation of all the parties involved, including the parents, governors and the local authority. All exclusion cases will be treated with the strictest confidence.

The DCSF document Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units – September 2008, describes fully the procedures for excluding a pupil and the role of the head teacher on pages 35 – 38 and the responsibility of the governing body on pages 39 - 44. This statutory guidance is followed carefully.

### **Taking the decision to remove pupils from a school site and the decision to exclude**

The decision to remove a pupil from the school site is made only when there is sufficient evidence that a pupil has committed a disciplinary offence and if allowing the pupil to remain in school would seriously harm the education or welfare of others in the school. In these circumstances the pupil may be excluded from school for a fixed period or permanently.

Others circumstances where a pupil may be required to leave the site are: when a serious criminal offence has taken place or for medical reasons.

### **The decision to exclude for a fixed term period**

A decision to exclude a pupil for a fixed period will be made, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour that is not serious enough to warrant a permanent exclusion and where lesser sanctions such as missing playtimes or lunchtimes are considered inappropriate. The 'Factors to consider before making a decision to exclude' are described in the DCSF publication (page 14), as cited at the beginning of the policy are adhered to.

Only the head teacher or teacher in charge can exclude a pupil. The Local Authority will be formally notified of the exclusion. The pupil's parents will also be contacted immediately by telephone which will then be followed up formally using a model letter, as provided in the DCSF document. This letter states the precise period of an exclusion/permanent exclusion, the reasons for the exclusion, the parent's rights to make representations about the exclusion to the governing body, the person whom the parents should contact should they wish to make such representations, the school days on which the parents are required to ensure that their child is not present in a public place during school hours without justification, the arrangements made by the school for the pupil to continue his/her education i.e. the setting and marking of work and a date for the reintegration interview.

### **The decision to exclude a pupil permanently**

A decision to permanently exclude a pupil would only be made in response to serious breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. A permanent exclusion would be made when the school had exhausted all available strategies for dealing with a child and would be done as a last resort. In the case of a permanent exclusion all statutory procedures will be followed.

## **Section C**

### **Bullying**

*“Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. name calling, racist remarks) or indirect (e.g. spreading rumours, excluding someone from social groups.)”*

*[DfEE Circular 10/95]*

Our school does not have a particular problem with bullying, but we would like to ensure that this remains the case. We know that children learn better when they are happy and not worried.

Behaviour that hurts another either physically or emotionally is not tolerated. Name calling, racial abuse, homophobic language, taunting, unwanted harassment, cyberbullying and unkind personal comments all fall within this category.

Our school ethos is based on mutual respect, trust, caring and consideration for others. Of course, such an ethos encourages ‘non-bullying’ behaviour and bullying of any description is totally unacceptable in our school. The relationship between staff and children is characterised by mutual respect, so that, should any child experience bullying, they would feel able to talk to a member of staff about it.

We are seeking to encourage a climate in which the children themselves actively discourage bullying and view reporting incidents of bullying as being responsible rather than ‘telling tales’

Should any bullying take place, it should be reported immediately to school either by children or parents. The report will be listened to, taken seriously and appropriate enquiries made. The outcome of those enquiries will be made known to all those involved.

It is important that children feel safe in school and they should know who to speak to if they do not feel safe and that they are being listened to.

The school community is expected to set examples and behave appropriately when dealing with bullying and behavioural issues. Expected behaviours for Governors, Staff, Parents and Pupils are listed in Appendix 6.

### **Dealing with bullying**

#### **Definitions**

- The main types of bullying are:
- Physical - hitting, kicking, taking belongings
- Verbal - name-calling, insulting, racist remarks
- Indirect - spreading nasty stories about someone, excluding someone from social groups.
- Cyberbullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages via the internet, setting up websites designed to embarrass or upset individuals or excluding them from social networking sites.

Bullying behaviour has three things in common:

- It is deliberately hurtful
- It is repeated over a period of time and consistent
- It is difficult for those being bullied to defend themselves.

This does not include occasional fighting or falling out between friends or equals, though single incidences of verbal or physical attack, and behaviour which is hurtful but not intentional are also taken seriously and dealt with by the school according to the principles outlined in the Policy.

Teachers often become aware of bullying when:

- A child has physical marks
- A child is looking miserable
- A child's work or social behaviour changes dramatically
- A child is scared of going home or coming to school
- A child is afraid to be near someone else
- A child is isolated and is not chosen for teams / group activity

### **Children affected by bullying**

Might have:

- Low self-esteem,
- Lack communication and social skills to cope sensitively,
- Be nervous or anxious, and
- Lack assertiveness.

### **Bullies**

Might have:

- Low self-esteem,
- Lack communication and social skills for sensitive expression,
- Lack empathy,
- Lack insight into effects of their own behaviour,
- Lack remorse.

### **Identifying bullying**

Bullying can be identified at an early stage by positive discussion in class. This could take the form of 'Circle Time' where the class discusses problems and solutions they themselves highlight. There is a framework of guidance for this that provides an opportunity for group encouragement and self-esteem building. The school follows the Protective Behaviours approach <http://www.safety-net.org.uk/protective-behaviours/> and children will have a support network in place so that they always have somebody they can turn to, to talk to.

The children must be encouraged to tell staff of any problems as they occur. For their part, staff should always listen and take appropriate action where necessary.

### **Pupil vulnerability – key factors**

- Children with SEN including physical, learning and EBD.
- Those with early and persistent behaviour problems.
- Children in the care of the local authority.
- Young carers.
- Those from families under stress – including inconsistent family management, family conflict (including domestic violence).

- Those subject to abuse.
- Children who experience alienation, peer rejection and bullying.
- Children from minority ethnic communities may also be more vulnerable than others.

### **Strategies for dealing with bullying incidents**

Following a case of bullying, the issues should be discussed with both parties, and then the offender(s) should be dealt with in an appropriate manner, after suitable counselling. The offender(s) may be segregated for a period of time. Incidents should be recorded in the behaviour 'incident books' and / or in the bullying / racism log which are kept by the Headteacher. In cases of serious or repeated bullying the parents will be involved. Teachers will discuss progress with victims and monitor the situation.

### **Control measures to help prevent bullying**

- Areas have been created in the playgrounds to enable different play opportunities
- Children are helped to build up their own self-esteem by positive self-evaluation, role-play and positive reward recognition
- Children are taught how to handle incidents without hitting back or losing face
- Discussion time is created in order to talk through issues and problems together.
- The Protective Behaviours programme is followed across the school.

## **Role of the School**

### **Staff**

- School staff must act – and importantly be seen to act – firmly against bullying wherever and whenever it appears. Take action as quickly as possible.
- All members of the school community need to understand what constitutes bullying and be alert to signs that bullying is taking place. The school should ensure that its response to bullying is clearly understood by all members of the school community and everyone should be clear about their role and responsibilities in preventing and responding to bullying.
- Facts must be established clearly, taking separate accounts from victims, bullies and witnesses and then recorded on SIMS.
- Children affected by bullying must be offered comfort, support, advice and concrete help. Reassure children but don't make them feel inadequate or foolish.
- Playgrounds are areas where bullying is most likely to occur. Pupils report name calling to be more distressing than physical assault. Name-calling is used in the initial stages of bullying to test out the response of the supposedly vulnerable. Good supervision at this stage prevents escalation into crisis and can prevent disputes carrying over into classroom disruption.

### **Pupils**

It is important that pupils should:

- Learn about what constitutes bullying and what to do about it
- Have opportunities to develop the skills to resist bullying and to deal with bullying.

- To be aware that knowing about bullying by or to others and doing nothing is unacceptable - children affected by bullying and witnesses of bullying should know that it is 'OK to tell' and that they will receive practical help if they so do.
- Understand that things **CAN** be done to stop bullying and that this not only affects the bully or child being bullied, but **everybody's** behaviour.

### **Parents**

Parents, carers and families have an important role to play in helping the school deal with bullying. They should:

- Discourage their children from bullying behaviour at school, at home or elsewhere
- Take an active interest in their children's school life, discuss friendships, how playtime is spent and the journey to and from school
- Watch out for signs that their children are being bullied, or are bullying others
- Contact the school at the first sign if they are worried that their children are being bullied or are bullying others.

### **Governing Body**

The Governing Body will be updated on a termly basis of behaviour and bullying incidents.

A named governor will be responsible for annually measuring the effectiveness of the behaviour policy. The review will be conducted with the Headteacher using the Governor Visit Behaviour Report - Appendix 7.

### **Procedures for dealing with Bullying**

- Each class teacher will clarify and agree classroom rules and consequences based on rights, responsibilities and Golden Rules as specified in the Policy, at the beginning of each academic year.
- Staff will work together to actively promote and 'model' positive behaviour, attitudes and values.
- School assemblies will focus on positive behaviour and heightening awareness of rights, responsibilities and rules as well as bullying and its consequences.
- Teachers will talk with their classes about bullying and what they should do as an individual if they are bullied, or witness, or are aware of any bullying.
- Signs of bullying must be reported to members of staff including the Head Teacher and Deputy Head Teacher.
- If an incident of bullying is reported, both the child affected and the bully as well as any witnesses will be talked with individually by a teacher, the Deputy Head Teacher or the Head Teacher.
- Facts will be established as clearly as possible and the bully made aware of the seriousness and effect of his/her actions. It will be made clear to them that they are bullying, that their behaviour is unacceptable and that it will not be tolerated. The bully will be told the consequences of his/her actions, (see Policy and Sanctions System) as well as being offered support and counselling.
- The child affected by the bullying will be offered support, guidance and comfort and given skills to cope with the bully.
- Bullies will be confronted with the seriousness of the offence (making it plain to them that you disapprove) but also offered support and counselling to help them to readjust

their behaviour. The bully will be encouraged to see the viewpoint of the other child/children.

- When 'punishing' the bully all staff will think carefully about how they respond to the incident. Reacting aggressively or punitively gives the message that it's all right to bully if you have the power. The punishment, and why it is being given, will be explained clearly.
- The Head Teacher and Deputy Head Teacher will be informed and the incident logged in the Incident Book.
- If the bullying continues, the bully's parents (if the bully is a pupil) will be informed and talked with by a teacher the Deputy Head Teacher or the Head Teacher. The bully will be talked with again and further consequences implemented. The bully's behaviour will be monitored and a written log kept.
- If the bullying still continues, the Head Teacher and Governing Body will be informed and consider appropriate consequences which could include:

**exclusion from the classroom**

**exclusion from the playground**

**exclusion from school or school premises**

Sometimes investigations can come up with conflicting stories that cannot always be resolved.

If the issue is serious or is one of a number of similar incidents both sets of parents must be informed. Again the Head must be informed.

It is of the utmost importance that the school carries out a fair and professional investigation into reported bullying incidents.

The children must be encouraged to tell staff of any problems as they occur. For their part, staff should always listen and take appropriate action where necessary.

## Appendix 1

### **Governors' Written Statement of Behaviour Principles**

Governors' Written Statement of Behaviour Principles Introduction Section 88 of the Education and Inspections Act 2006 requires the Governing Body to set the framework of the school's Behaviour and Discipline Policy by providing a written statement of behaviour principles, taking into account the needs of all pupils. Before providing this statement, the governors have consulted the Headteacher, staff, parents or carers of pupils, and the pupils themselves. The purpose of the statement is to advise and guide the Headteacher in drawing up the Behaviour Policy by stating the principles which governors expect to be followed. It follows the guidance issued by the Department for Education in September, 2012, and will be reviewed in line with the Behaviour Policy review, and in response to any changes in legislation and DfE guidance.

At Templewood School, we believe that every member of our school community; pupils, staff, parents, families, governors and the local community, regardless of ability, background or circumstance, should have the opportunity to learn, share and work in an inclusive and supportive environment. We believe that through celebrating diversity with respect and understanding a supportive environment can be created.

This can only be achieved when the whole school community works together to bring to life the School's vision and values.

The behaviour policy is a whole school policy, which is supported and observed by all members of the school community.

The behaviour policy will help the whole school community understand:

- What is acceptable behaviour in school and how this is recognised and rewarded.
- What is unacceptable behaviour both within and outside school and the consequences of such behaviours.
- Who is responsible for managing and dealing with unacceptable behaviour.
- The role the whole school plays in identifying acceptable behaviour and how those responsible bring this policy to life. This includes the role of parents/carers, teachers, children, GB and external agencies and how each party is involved at different stages.
- How this policy supports the whole school to deliver and live the vision of the school.
- How the school values and golden rules supports, recognises and establishes acceptable behaviour.

- Clearly defined guidelines about what is/is not bullying, how to identify and deal with bullying and what support is available for both parties.
- Safeguarding strategies to implement to protect individuals who could be susceptible to bullying, including vulnerable pupils.
- The role of the whole school in the prevention and management of bullying

## Appendix 2

### Home School Pupil Agreement

The aim of the agreement is to make clear to pupils, parents, staff and governors that they have an equally important part to play in helping each individual pupil make the best use of the opportunities available at our school.

We believe that our success is built upon an open and supportive partnership between our pupils, parents, staff and governors.

We aim to face the challenge of the 21st century by providing all our pupils with a broad, relevant and challenging curriculum which will equip them for the future.

Our Chair of Governors has already signed the agreement on behalf of the Governing Body, and I as Headteacher have signed on behalf of the staff. I ask you and your children to share this agreement at home, sign and return to school. You will receive a copy for your records.

#### Pupils

Each pupil has a responsibility to work hard and make a positive contribution to the school.

As a pupil at Templewood I am expected to:

- Show respect for myself and others
- Remember I am in school to learn
- Let others learn
- Keep my hands, feet, objects and hurtful comments to myself
- Stop, look and listen to anyone speaking to me
- Use appropriate behaviour
- Think about my safety and the safety of those around me, including using the Internet and social networking sites
- Follow the reasonable direction of an adult
- Be proud to wear the correct Templewood uniform at all times (including to and from school)
- Complete home learning tasks which are set on a regular basis.

As a pupil at Templewood School you can expect the school to:

- Have staff who will respect and value you
- Have staff who will listen, care and support you when needed
- Provide a positive learning environment
- Have a safe and caring environment for you to work in
- Give frequent feedback on your progress
- Keep your parents regularly informed of progress
- Ensure staff monitor behaviour and use appropriate praise and follow agreed actions
- Follow the Behaviour policy (available on our website)
- Set challenging home learning activities, and give feedback back regularly.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Class: \_\_\_\_\_

## **Parents and carers**

Each parent and carer has an important responsibility to work closely with their children and the staff and support their school achievements

As a parent/carer at Templewood, I/we are asked to:

- Make sure my/our child attends regularly and provide an explanation as soon as possible after 8.30 am, on the day, if he/she is absent. Not to take holidays in school time
- Make sure my/our child(ren) arrives at school punctually, in the correct uniform and with the correct equipment including appropriate P.E. kit.
- Keep the school informed of anything which I believe might affect my/our child's progress in school especially absence, illness, change of family situation
- Support my/our child in their home learning
- Support the uniform code
- Encourage my/our child in the home learning environment, including regular reading opportunities
- Attend Parent Consultations to discuss my/our child's progress
- Support and respect the school's behaviour policy and reinforce actions taken by the school in terms of misbehaviour
- Treat as confidential any information relating to my child or any other child
- Respect the staff and all members of the school community
- Support school events and activities as far as (I/we am/are able) - possible
- Park responsibly outside school to ensure the safety of the whole school community and local residents.

As a parent/carer at Templewood School you can expect the school to:

- Ensure that confidentiality is adhered to at all times
- Inform parents about what the teachers aim to teach and about the progress your child is making
- Ensure you are informed regularly of academic progress, achievements and general school matters
- Make you aware of any concerns or problems that might affect your child's work, behaviour or attendance
- Inform you of any aspects of behaviour that required action by staff
- Provide regular opportunities for home and school to work together, as well as offer opportunities for involvement in the daily life of the school
- Respect and listen to any concerns raised, while investigating all concerns and dealing with them in accordance to school policies.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

## **Staff**

Our staff will support and promote the school's aims and endeavour to promote the success of each pupil.

Staff will endeavour to:

- Include all children providing equal opportunities alongside promoting each child's health, safety and happiness
- Ensure the Racial Equality Policy is implemented and any racial incidents are recorded
- Value all children and listen to their concerns
- Encourage the children to play a full part in their learning
- Encourage and challenge children to fulfil their potential
- Provide a broad, balanced curriculum, striving to meet the individual needs of each child
- Implement the school policy on Behaviour and Anti Bullying
- Implement the school policy on uniform
- Set appropriate and challenging home learning activities
- Be open and welcoming, offering opportunities for families to be involved in school life
- Encourage children to take care of their surroundings and others around them.

On behalf of the Staff: Mrs Krista Toal

Signature: \_\_\_\_\_

## **Governors**

Our Governors will carry out their legal responsibilities to the school.

Governors will ensure that:

- School policies provide care for every pupil including Racial Equality
- Funding received by the school will be used responsibly to provide the curriculum and support services
- They meet regularly to carry out their function
- They visit the school regularly

On behalf of the Governing Body: Mark Thomas

Signature: \_\_\_\_\_

## Appendix 3

### **HOW GOOD BEHAVIOUR IS ENCOURAGED**

The tone of our approach to behaviour needs to be supportive and positive. It is important to build up children's self-esteem.

In practical terms we need to:

- set up strong classroom routines in the 'establishment phase' of the school year (see overleaf)
- ensure that rules and routines in each class conform to whole-school policy
- outline behaviour levels at the start of the year
- use a 'least intrusive' intervention style
- minimise unnecessary confrontation
- emphasise that behaviour is a 'choice'
- involve the children in the decision making, using peer group support whenever possible
- involve the child in facing the consequences of disruptive behaviour as outlined in behaviour levels
- follow-up disruptive behaviour
- deal with the children calmly
- keep the focus on the 'primary behaviour'
- separate the behaviour from the child
- re-establish a working relationship
- involve parents at an early stage
- set up 'time out' procedures.

It is important to spend sufficient time and effort at the beginning of the school year for the following to become good habits.

#### **Entry**

- Teachers and TAs to welcome pupils in playground at the start of each session
- Music and morning activities to ensure calm start to the day
- Pupils know set routines and expectations of teacher e.g.
  - KS1 coat – book bag – registration
  - KS2 cloakroom – handing work/books in – registration
- Prompt, calm, orderly start to beginning of session.

#### **Exit**

- Establish lining-up procedure
- Music encouraged on exit
- Walking out of school together ensuring all children are dressed appropriately.

### **Noise level**

- General rule – an acceptable level of noise is when a teacher does not need to raise her/his voice to be heard
- Use non-verbal signals and other strategies when appropriate – hand raised, clapping game, say class name and then ask to stop and listen, refer to voice posters
- Keep reminders brief
- Use positive language
- Use incentives to encourage/maintain acceptable level (orange sticker awarded for listening – ‘House System’)

### **Getting attention from the teacher**

- No calling out – hands up
- Ignore those who do not/ reward those who do
- Use pupils’ names
- Insist on please and thank you

### **Tidiness**

- Establish tidy working routines – keep a tidy classroom
- Set aside sufficient time for children to tidy at end of session
- Establish routine of equipment stored away correctly
- Teacher to ‘stick at it’ until it becomes second nature for children
- Teacher to maintain and consolidate expectations
- Use incentives/praise to encourage (green sticker awarded for looking after the classroom – ‘House System’)

### **Classroom Rules**

Establish rights, responsibilities and classroom rules (built into PSHE/Citizenship framework for the beginning of each academic year). Make them:

simple

few in number

seen as fair (reasonable)

phrased positively where possible

with class discussion to aid ‘ownership’.

enforceable

visible to all within the classroom

## Appendix 4

### POSITIVE BEHAVIOUR SUMMARY:

1. Treat all children fairly and equally.  
Appearances may be deceiving and it is easy to jump to the wrong conclusions. Always take time to talk to the children. Your attitude to the children will in turn affect their attitude toward you.
2. Be consistent.  
It is important that all members of staff practise a consistent approach to the children – the children then know where they are!
3. Adopt a friendly and approachable manner.  
It is very important that a child sees you as someone who is approachable. Children always respond well to people with warm, understanding natures, but a stern and distant manner will prevent them from approaching you.
4. Be polite.  
Speak politely to the children in order to show them, by good example, how they should talk to you. If you do get 'ratty' or make a mistake don't be afraid to say you are sorry.
5. Always be positive.  
It is important to remember when dealing with behaviour problems that PRAISE IS MORE EFFECTIVE THAN CRITICISM. **Catch them when they're good** rather than continually criticising a child who is always misbehaving. Try and break this 'pattern' by noticing the good things that s/he does. If the child is playing nicely or eating calmly, make a positive comment to the fact. Praise works wonders!
6. Stay calm.  
When you face a difficult situation, try to stay calm and control your anger; this will help you to remain in authority.
7. Sometimes a word in time helps.  
When children break the school rules e.g. being in the wrong place at the wrong time, running in a corridor etc., a gentle reminder is often all that is needed.
8. Rudeness.  
If you consider a child has been deliberately rude to you, ask her/him to repeat what was said. This will give them an opportunity to retract the statement or apologise. Accept an apology and don't continue scolding.
9. Arguing.  
Don't argue with a child. Repeat your request politely and if the child continues to ignore you warn her/him that unless s/he complies s/he will be reported. This allows her/him another chance before you carry out this action.
10. Don't raise your voice.  
Don't shout at the children either in anger or to be heard above their noise. The former will set a bad example and in the latter instance it is far better to wait and insist that they are quiet before you speak.

11. Avoid sarcasm.

Avoid sarcasm and try not to show a child up in front of her/his friends; this will cause resentment. If you have to tell a child off, take her/him to one side away from other children.

12. Avoid labels.

Condemn unacceptable behaviour, but not the child. Don't label the child as a bully, rude, a thief etc. You can tell her/him quite firmly that her/his behaviour (not personality) is unacceptable. Remember that labels often stick!

13. Dealing with incidents.

Try and establish the facts in a calm manner. This can be best achieved by following a set procedure. The children involved are asked to stand quietly. You ask each child in turn to give their version of events without interruption from others. (You can make notes if necessary). If the children's statements are conflicting, you can request further accounts from any eyewitnesses.

14. Keep moving around when on playground duty – interact/occupy the children instead of 'looking out for trouble'. If the children are occupied then the risk of incidents occurring is reduced.

Make sure if you are on playground duty to circulate amongst the children and patrol all areas. Watch out for groups hanging about where they shouldn't be. Don't cluster together with other members of staff; children desperately need your time and energy.

## Appendix 5

### Behaviour Levels – KS2

**“We all have the right to feel safe”**

Level	Behaviour Examples – this is not an exhaustive list	Possible Actions/Sanctions
1 Low Level (3 warnings given)	<ul style="list-style-type: none"> <li>• Talking whilst staff are</li> <li>• Poor effort – refusing to work</li> <li>• Disruptive fidgeting</li> <li>• Inappropriate interruptions</li> <li>• Distracting others</li> <li>• Disruptive noises</li> <li>• Unkind remarks</li> <li>• Bad language (one off)</li> <li>• Answering back e.g. questioning a situation</li> <li>• Improper use of school equipment e.g. writing on whiteboards when they shouldn't be, doodling in books etc</li> <li>• Wandering around the room during work time</li> <li>• Dropping litter</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of rules and reward other children</li> <li>• Verbal/Non-verbal warning</li> <li>• Related sanction e.g. re-do work</li> <li>• KS2 - Lose five minutes from break time – stand with the teacher on duty</li> <li>• Any 3 of these seen in the same day becomes level 2.</li> </ul>
2 Moderate Level (3 warnings given)	<ul style="list-style-type: none"> <li>• <b>Persistent level 1 behaviour</b></li> <li>• Deliberately and persistently hurting another pupil either physically or emotionally</li> <li>• Serious misuse of school equipment e.g. scissors</li> <li>• Dangerous play</li> <li>• Deliberate improper use of toilet, wash basin or water fountains</li> <li>• Laughing at, rude to, disrespecting or mimicking children or staff</li> <li>• Telling lies</li> </ul>	<ul style="list-style-type: none"> <li>• Send to neighbouring class teacher with work for: EYFS/KS1 – 5 minutes KS2 – 15 minutes <i>(Receiving adult to be informed by LSA/phone call)</i></li> </ul>
3 Serious	<ul style="list-style-type: none"> <li>• <b>Ongoing daily persistence, (exceeding 1 day) in relation to behaviours listed under levels 1 and 2</b></li> <li>• Higher level deliberate physical harm e.g. kicking, hitting, spitting</li> <li>• Throwing objects that could cause harm</li> <li>• Vandalism</li> <li>• Inciting other children to misbehave</li> <li>• Swearing (intentionally)</li> <li>• Possession of inappropriate materials/objects/ content on mobile phones</li> </ul>	<ul style="list-style-type: none"> <li>• Send to SLT for rest of lesson with work</li> <li>• Lose all of playtime – stand with the teacher on duty</li> <li>• Inform parents <i>by phone call</i> and Headteacher</li> </ul>
4 Very Serious	<ul style="list-style-type: none"> <li>• <b>Persistence in relation to behaviours listed under levels 1, 2 and 3</b></li> <li>• Children excluding each other because of looks, colour, race, belief, gender or disability</li> <li>• Any form of repeated bullying (see policy)</li> <li>• Swearing at children or adults</li> <li>• Serious injury to someone else with intent</li> <li>• Verbal abuse to children or adults (of any sort)</li> <li>• Stealing</li> <li>• Continuous/ daily repeated rudeness to children/adults</li> </ul>	<ul style="list-style-type: none"> <li>• Send to Head teacher/senior teacher</li> <li>• Parents informed <i>(Letter from SLT)</i></li> <li>• Possible exclusion</li> <li>• Possible involvement of SENCO and outside agencies</li> <li>• Possible reduced timetable</li> </ul>
	<ul style="list-style-type: none"> <li>• Inappropriate use of technology E.g. making unkind remarks via texting, e-mail, social media</li> </ul>	<p><i>Whilst this is likely to happen out of school, we will endeavour to support the families to resolve the issue.</i></p>

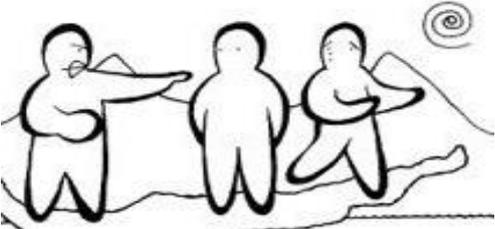
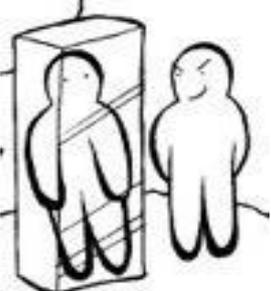
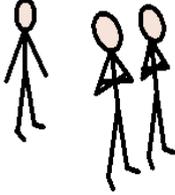
## Behaviour Levels – KS1

**“We all have the right to feel safe”**

Level	Behaviour Examples – this is not an exhaustive list	Possible Actions/Sanctions
<b>1</b> <b>Low Level</b> <b>(3 warnings given)</b>	<ul style="list-style-type: none"> <li>• Interrupting lessons</li> <li>• Being unkind to others</li> <li>• Using rude/ bad words</li> <li>• Not looking after school/ school equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of rules and reward other children</li> <li>• Verbal/Non-verbal warning</li> <li>• Related sanction e.g. re-do work</li> <li>• KS2 &amp; KS1- Lose five minutes from break time – stand with the teacher on duty</li> <li>• Any 3 of these seen in the same day becomes level 2.</li> </ul>
<b>2</b> <b>Moderate Level</b> <b>(3 warnings given)</b>	<ul style="list-style-type: none"> <li>• <b>Repeating level 1 behaviour</b></li> <li>• Hurting others when playing</li> <li>• Being unkind to others</li> <li>• Being rude/ mimicking others</li> <li>• Not following the toilet rules</li> <li>• Telling lies</li> </ul>	<ul style="list-style-type: none"> <li>• Send to neighbouring class teacher with work for: EYFS/KS1 – 5 minutes KS2 – 15 minutes <i>(Receiving adult to be informed by LSA/phone call)</i></li> </ul>
<b>3</b> <b>Serious</b>	<ul style="list-style-type: none"> <li>• <b>Ongoing daily repeating, (exceeding 1 day) in relation to behaviours listed under levels 1 and 2</b></li> <li>• Hurting others deliberately. E.g. biting, spitting, kicking, hitting</li> <li>• Throwing objects/ at others</li> <li>• Misbehaving with others</li> <li>• Saying unkind words</li> <li>• Not looking after school / anyone’s property</li> </ul>	<ul style="list-style-type: none"> <li>• Send to SLT for rest of lesson with work</li> <li>• Lose all of playtime – stand with the teacher on duty</li> <li>• Inform parents <i>by phone call</i> and Headteacher</li> </ul>
<b>4</b> <b>Very Serious</b>	<ul style="list-style-type: none"> <li>• <b>Persistence in relation to behaviours listed under levels 1, 2 and 3</b></li> <li>• Not letting others join in</li> <li>• Being unkind to others because they are different. E.g. colour, race, religion, beliefs</li> <li>• Always being unkind to the same person</li> <li>• Using rude/ bad words to others or adults</li> <li>• Repeatedly hurting someone on purpose</li> <li>• Taking someone else’s things</li> <li>• Daily rudeness</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Being unkind through computer games/ phone/ e-mail</li> </ul>	<ul style="list-style-type: none"> <li>• Send to Head teacher/senior teacher</li> <li>• Parents told <i>(Letter from SLT)</i></li> <li>• Possibly sent home</li> <li>• Possible involvement of SENCO and outside agencies</li> <li>•</li> </ul> <hr/> <p><i>Whilst this is likely to happen out of school, we will endeavour to support the families to resolve the issue.</i></p>

## Behaviour Levels – KS1

“We all have the right to feel safe”

Level		
<b>1</b> <b>Low Level</b> (3 warnings given)	 <p>Talking</p>	 <p>Not listening</p>
<b>2</b> <b>Moderate Level</b> (3 warnings given)	 <p>Hurting others when playing</p>	 <p>Being unkind/ saying unkind words</p>
<b>3</b> <b>Serious</b>	 <p>Deliberately hurting others</p>	 <p>Hitting</p>
<b>4</b> <b>Very Serious</b>	 <p>Always being unkind to the same person (Isolating them)</p>	 <p>Leaving others out</p>

## Appendix 6

### Expected Behaviours for all roles in school community

#### Governing Body

- Provide an appropriate and consistent role model for all staff, pupils and the wider school community
- Celebrate and share examples of good practice from the school and among individual staff and pupils

#### Senior Leadership Team

- Celebrate and share the anti-bullying work of the school and its pupils and highlight good practice
- Act as appropriate role models for all managers, staff, parents and pupils
- Respond appropriately to stakeholder consultation and make sure suggestions, opinions and concerns are included in policy review and impact assessment
- Involve external agencies (including local authority advisers, police, independent mediation or advocacy services etc.) as appropriate to respond to incidents

#### Other staff

- Provide a consistent response to incidents of bullying and hurtful behaviour whatever its nature or motivation
- Provide support to both the targets and perpetrators of bullying
- Take part in relevant professional development and maintain awareness about their role and responsibilities in preventing and responding to bullying and promoting equalities
- Model positive attitudes and relationships
- Promote the wellbeing of all pupils and take steps to ensure freedom from bullying and harassment
- Promote a positive view of difference and challenge prejudice and stereotypical views both through classroom practice and by modeling the behaviour and values they are trying to instil
- Raise issues with line managers which could contribute to policy review and development

#### Pupils

- Report any incidents of bullying to a member of staff, whether directed at themselves or at somebody else
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness
- With the help of staff and parents/carers, create a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged
- Respond to requests for information, opinions and suggestions to help improve the anti-bullying work of the school
- Actively support the school's peer support system/s

#### Parents

- Demonstrate positive support for the school's anti-bullying and behaviour policies

- Model appropriate behaviour at all times within the school grounds
- Report to the school any concerns regarding pupils involved in bullying
- Support work undertaken by the school to promote equalities, celebrate difference and challenge discrimination
- Respond to requests from the school to provide feedback on the anti-bullying policy and procedures.

## Appendix 7

### Governor Visit Behaviour Report

Questions	How frequently, do we measure this?	What do the results show?	What, if anything, needs to change in our policy or practice?
How effective is our behavioural policy and anti-bullying currently in school?			
To what extent do our pupils and staff feel: <ul style="list-style-type: none"> <li>• safe</li> <li>• confident to report any incident</li> <li>• they have been treated seriously</li> <li>• their incident has been resolved appropriately</li> </ul>			
What are the views of the stakeholders? Who do we ask? Do we ask them in a variety of ways? What do they tell us? What do we do about the information they provide? How do we respond to their feedback? Do we keep them in the loop?			
What actions do we take to create and maintain a strong anti-bullying ethos in the school? How effective are we?			
How do our bullying records compare with what we are hearing (formally and informally) from our stakeholders?			
What are we doing through the curriculum and other methods to support and empower pupils, staff and parents who have experienced or witnessed bullying?			

## Appendix 8

### Individual Risk Management Plan

Name	DOB	Date	Review Date
------	-----	------	-------------

Photo	Risk reduction measures and differentiated measures (to respond to triggers)

Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond

<b>Post incident recovery and debrief measures</b>	

**Signature of Plan Co-ordinator..... Date .....**

**Signature of Parent / Carer..... Date .....**

**Signature of Young Person.....Date.....**