

KIMPTON PRIMARY SCHOOL BEHAVIOUR AND ANTI BULLYING POLICY

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REVIEW RECORD

Name of Policy	
Behaviour and Anti-Bullying Policy	
Staff Responsible for Review (e.g. Headteacher, Subject Leader)	Date reviewed with staff
PSHE Subject Leader	September 2018
Governors and Committee Responsible for Review	Date of Review
Curriculum and Community	September 2018
Date Adoption recorded in Governing Body minutes	Date of Next Review
12 th September 2018	September 2019
Last Reviewed	
July 2017	

RECORD OF REVIEW AND AMENDMENTS

RECORD OF REVIEW AND AMENDMENTS	
	Brief Details of Changes
24.06.16	Added references to further policies. Ensured that there is a consistency of vocabulary used throughout the policy (e.g. Code of Conduct)
12.07.16	Included the word 'inappropriate' within the steps of behaviour to distinguish it from good behaviour
August 2018	Part one has been completely rewritten. A more positive behaviour approach has been adopted that links closely with the Jigsaw PSHE programme the school follows. New rewards and consequences have also been developed and recorded.

Signatories

Headteacher:		12 th September 2018
Chair of Governors:		12 th September 2018

PART ONE: BEHAVIOUR

Aims and Expectations

At Kimpton Primary School our approach to behaviour is a positive one that aims to foster standards of behaviour that:

- are conducive to teaching and learning,
- demonstrate mutual respect for all members of the school community,
- ensures that pupils and staff feel safe at school.

This policy sets out clear expectations for pupils to follow and explains the school's response to inappropriate behaviour as well as the system of rewards for good behaviour. The school's aim is to approach behaviour management in a positive and consistent way that allows all children to succeed and become responsible members of society.

Links with other policies

- Home-School Agreement
- Health and Safety
- Physical Intervention
- Exclusions Guidelines
- PSHE

A Positive Approach

We believe that our learning community works best for all when everyone takes responsibility for their own behaviour and considers how their behaviour can affect others. We recognise that children come to school with differing levels of self-awareness and, through a balanced PSHE curriculum, we aim to promote values throughout our school to support each child to become a responsible member of our school community.

Kimpton Primary school have adopted 12 values that we want all our children to have. These values are an integral part of the ethos of Kimpton Primary School. Each value is focused on for a half term (but will be revisited consistently throughout the year) and linked with a particular aspect of the Jigsaw PSHE curriculum.

<u>Term</u>	<u>PSHE Focus</u>	<u>Linked Value Focus</u>
Autumn 1	Being me in my world	Responsibility
		Co-operation
Autumn 2	Celebrating difference	Respect
		Confidence
Spring 1	Dreams and goals	Positivity

		Self-belief
Spring 2	Healthy me	Happiness
		Resilience
Summer 1	Relationships	Friendship
		Honesty
Summer 2	Changing me	Kindness and Caring
		Empathy

These values underpin everything that we do and enable everyone in the school community to follow consistent approaches in promoting positive behaviour as well as providing a safe environment.

Promoting positive behaviour and the day-to-day management of pupils is the responsibility of all staff in the school. Pupils should be encouraged to develop an understanding of right and wrong and what behaviour is acceptable and what is not, in a positive way. Developing inter-personal relationships is essential and staff should be able to demonstrate positive regard and foster good relationships with pupils. A positive approach makes allowances for the fact that pupils take time to learn and will make mistakes. It emphasises what pupils are doing well, rather than focusing attention on their mistakes and inadequacies. Ultimately, its aim is to enable pupils to begin to manage self-discipline, to take responsibility for their own actions and treat others – and themselves – with respect.

Alongside the Kimpton values, the children will devise rules specific to their class -through the PSHE curriculum of Jigsaw- and will decide, with their class teacher, how they aim to adhere to them. These will be referred to as class charters and the pupils will sign their class' Charter to say that they understand the expectations. The Class Charters will be clearly displayed in each classroom. They are subject to change with the needs of the class and will be revisited each half term.

Recognising the Good

Staff will consistently look for positive behaviour from all pupils around the school. The positive behaviour, wherever possible, will be recorded on the schools SIMs achievement management system. At Kimpton Primary School we recognise positive behaviour through praise and rewards. Praise that is effective should be whole-hearted, attentive and genuinely enthusiastic. It can reinforce positive work, attitudes or behaviour. Positive feedback may be simply given through non-verbal means (eye contact, facial expression or gesture), verbal praise (positive comments or encouragement) or written (in a workbook or home-school book) and should make clear 'why' and 'what' the child is being praised for. Where possible the child's behaviour should be linked to a school value. To fit in with the school's growth mindset approach it is important to acknowledge that it is the action the child is being praised for and the effort is recognised not necessarily the outcome.

Rewards may offer further encouragement to help shape desired behaviours or actions as well as celebrate success of individuals. Rewards may be given to individuals, groups or a class.

Appropriate behaviour will be encouraged and rewarded in the following ways:

- Positive reinforcement through:
 - Verbal or written comments
 - Stickers
 - Hub points
 - Star of the Week
 - Rewards-extra break, hot chocolate with the head teacher
- Specific feedback by:
 - Marking – comments pertinent to work with targets to move the children on in their learning
- Pupils being given responsibility of:
 - School Council Representatives
 - Play Leaders
 - Team captains
- Pupil success shared with other pupils through:
 - Displays
 - Achievement assemblies
 - Showing other classes
 - Newsletters
- Staff colleagues and parents/carers involved in celebrating the pupil's achievement
 - Showing / telling appropriate subject leaders
 - Showing / telling Headteacher/Deputy Headteacher; rewarded with appropriate verbal / written comments and/or stickers/badges/certificates
 - Assemblies to parents
 - Twitter
 - Letters home to parents/carers

Inappropriate Behaviour

There are occasions when children fail to behave in the appropriate way:

- When children either prevent themselves from learning or disrupt the learning of others.
- When a child demonstrates some kind of disrespectful behaviour.
- When a child acts in a way which may be considered dangerous.

Staff will aim to:

- Teach pupils how to solve their problems through discussion of our values, through our PSHE curriculum and through assemblies
- Help them to take responsibility for their own actions and to understand the link between their actions and the consequences of those actions through restorative conversations and consequences.
- Speak assertively to disruptive pupils, using language which is decisive, firm and clear from the school's scripts.

In order to ensure that unacceptable behaviour is met with a consistent approach and that a range of sanctions can be used fairly throughout the school, inappropriate behaviour is classed from Level 1 to Level 5 and dealt with as follows:

- Level One – Usually dealt with on the spot by the member of staff present.
- Level Two – Usually dealt with by informal reference to others.
- Level Three – Usually dealt with in a formal way; parents/carers may be informed.
- Level Four – All procedures recorded formally; parents/carers informed.

- Level Five – Whole staff informed with possible involvement of outside agencies. Behaviour Support plan to be put in place after relevant risk assessments are undertaken. In some instances, exclusion may be considered.

All levels of inappropriate behaviour are recorded on the schools SIMs behaviour system.

It is important when dealing with inappropriate behaviour that it does not affect teaching and learning time. This is why Kimpton Primary School have adopted 'The Script' approach to dealing with behaviour. Scripts give adults working with children appropriate responses that help to deescalate a situation and set pupils back on their current task with minimal disruption to learning.

Child's name

I can see something has happened/you may need some help/you need me to repeat what to do

I am here to help

Talk and I will listen

Come with me and...

Restorative conversations are important after an incident of inappropriate behaviour to ensure the children can see the impact of their actions and also give the child the chance to correct them. When holding a restorative conversation, adults will use a few of these questions to support them.

What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel?

Who has been affected?

What should we do to put things right?

How can we do things differently in the future?

Where staff are concerned about a child breaking safety rules and they are considered as being dangerous, staff are permitted to:

- Exercise their right to use physical contact and, if required reasonable force, to restrain or escort a pupil to a place of safety when appropriate i.e. when the safety of other pupils, staff and the pupil his or herself is placed at risk by the behaviour. See Physical Intervention Policy for more details.
- Search children without consent if they are considered to be carrying something which will place other pupils, staff and themselves at risk.

Appendix 1 lists a range of possible scenarios and consequences, as a guide to disciplinary procedures. Every situation and child is different and will be treated with sensitivity and according to their needs by the staff at the school. Provocation shall always be taken into account and each point of view listened to.

PART TWO: ANTI-BULLYING

Implementation of the Behaviour Policy should effectively reduce incidents of bullying. However, research shows that bullying exists in all schools and this policy aims to prevent it if possible and to have accepted procedures for dealing with bullying if and when it arises.

Definition of Bullying

Bullies are people who deliberately set out to intimidate, threaten and/or hurt others repeatedly. They can operate alone or as a group.

Kimpton Primary School defines bullying as behaviour that impacts negatively on others in the following ways:

1. The behaviour is either intended to cause distress or results in significant distress.
2. The behaviour is repeated or results in multiple impacts on the target.
3. There is an imbalance of power between the perpetrator/s of bullying and the target/s whether as a result of the prior context or the content or the experience of the hurtful behaviour.

Bullying behaviour can include the following hurtful behaviours

- name-calling, taunting, teasing, mocking and making offensive comments
- offensive, threatening or personalised graffiti or other written material
- excluding people from groups
- gossiping and spreading hurtful or untruthful rumours
- kicking, hitting, pushing
- taking belongings
- cyberbullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages, setting up websites or contributing content to social networking sites that is designed to embarrass or upset individuals or collective exclusion of individuals from social networking sites.

Equality Act 2010

Our policy reflects the provisions of the Equality Act 2010. We are concerned to minimise disadvantages suffered by adults or children who share a relevant protected characteristic (see Equality Statement).

Aims

- To make it clear to all members of the school community that no form of bullying is acceptable.
- For everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as a victim or observer.
- To ensure that all reported incidents are followed up.
- To establish facts clearly, taking separate accounts from victims, bullies and witnesses.
- To offer comfort and support to victims
- To confront bullies with the seriousness of the offence and to offer support to help them readjust their behaviour.
- To seek parental/carer and peer group support and co-operation at all times.
- To keep an incident log to record and monitor all incidents of bullying.

Procedures for dealing with bullying

It should be noted that not all hurtful behaviour is bullying, but all reported hurtful behaviour should be taken seriously and resolved at the earliest opportunity.

- Teachers will talk with their classes about bullying and what they should do as an individual if they are bullied, or are witness to or are aware of any bullying. Whole school assemblies may highlight the issue if appropriate.

- Everyone will be alert to signs of bullying and report it to the appropriate person.
- If an incident of bullying occurs, all those involved will be spoken to individually by the teacher or Headteacher.
- The victim will be offered support, guidance and comfort.
- Facts will be established as clearly as possible and the bully made aware of the seriousness of his/her behaviour. The bully will be told the consequences of his/her actions (according to the level appropriate as specified in the Behaviour Policy). Parents/carers will be informed.
- The Headteacher will log the incident.
- If the bullying still persists, the Headteacher will inform the Governors of the school and exclusion procedures will be considered.
- The Headteacher may also consider exclusion procedures for cases of persistent bullying

SECTION 3

Monitoring and review

It is the responsibility of all staff to follow the behaviour policy and it is the responsibility of the governors to ensure it is an effective policy. The Community and Curriculum Committee shall be responsible for review of the Behaviour and Anti-Bullying Policy.

Incidents of bullying recorded in the Incident Log shall be reported to the governors in the Headteacher's termly Report to the Governors.

The policy shall be reviewed annually in accordance with the Governing Body Year Planner.

Next scheduled date for review: Summer 2019

Adult Response	Behaviour	Level	Behaviour	Possible Consequence
Verbal Praise Positive acknowledgment (thumbs up, smile)	Learning: <ul style="list-style-type: none"> • Following instructions • Trying their best • Deeply engaged • Completing work to the best of their ability Behaviour: <ul style="list-style-type: none"> • Following class rules • Demonstrating values (saying hello, holding doors open, looking after someone who is upset, offering help) • Being a good role model 	1	Preventing learning: <ul style="list-style-type: none"> • Using loud voices which disturb others • Initiating arguments in class • Calling out, disrupting class quiet time Abusive behaviour: <ul style="list-style-type: none"> • Pulling faces behind someone's back • Unkind personal remarks, 'name calling' • Invading others' personal space Dangerous behaviour: <ul style="list-style-type: none"> • Throwing an object • Running inside school • Swinging or waving something that could hurt 	Dealt with on the spot by a member of staff who witnesses the behaviour <ul style="list-style-type: none"> • The 'teacher' look • Verbal reprimand • Time out within the class • Restorative conversation-pupil given time to discuss issue and reminded of values and expectations • Moving to another table • Apologising
As above plus: Hub points Stickers awarded Star of the week Work shared on twitter (Parents informed informally)	Consistently showing the above behaviours plus: Learning: <ul style="list-style-type: none"> • Challenging themselves • Supporting others Behaviour: <ul style="list-style-type: none"> • Going above and beyond (dependent on age) 	2	Preventing learning: <ul style="list-style-type: none"> • Spoiling or taking another's work • Refusing to be quiet • Deliberately distracting others • Refusing to work with others • Deliberately damaging property Abusive behaviour: <ul style="list-style-type: none"> • Swearing at another person • Cruel taunting • Defying adults who work in school • Deliberate hitting, kicking, pushing etc. • Spoiling or taking another's property Dangerous behaviour: <ul style="list-style-type: none"> • Loss of self-control, temper tantrum • Throwing items with intent 	Dealt with by the class teacher-may be passed on to SLT All strategies employed at Level One plus: <ul style="list-style-type: none"> • Pupil misses a privilege (playtime, lunchtime, class treat) • Any work missed to be completed either during child's time or at home for the next day • Time out in another class • Letter of apology to offended • Informal discussion with SLT member • Informal discussion with parent/carer
As above plus: Headteacher Sticker (Parents informed informally)	Consistently showing Level 1 and 2 behaviours Child has earned 25 hub points	3	Persistent display of Level Two behaviour <ul style="list-style-type: none"> • Reckless behaviour. 	Dealt with formally by class teacher and Headteacher All strategies employed at level 1 and 2 plus: <ul style="list-style-type: none"> • Parents called in for formal meeting with class teacher • Child's behaviour monitored weekly on SIMS
As above plus: Headteachers Award (Parents informed formally Letter received from head at half term)	Consistently showing Level 1 and 2 behaviours Child has earned 3 Headteacher stickers Child has earned 50 hub points	4	Preventing learning <ul style="list-style-type: none"> • Persistent display of earlier levels of disruptive behaviour despite sanctions • Inciting others to disruptive behaviour • Shouting down others, including adults Abusive behaviour: <ul style="list-style-type: none"> • Persistent display of earlier levels of disruptive behaviour despite sanctions • Bullying • Inciting others to bullying • Mild physical aggression towards an adult • Stealing Dangerous behaviour: <ul style="list-style-type: none"> • Persistent display of earlier levels of disruptive 	Dealt with by Headteacher with class teacher support <ul style="list-style-type: none"> • All previous measures • All incidents logged • Pupil home school communication book introduced to report incidences • Regular contact with parents/carers arranged (weekly or fortnightly) • Withdrawal from school visits-safety • A formal arrangement of time out in another class, with Headteacher or Deputy Head • Pupil sent home for remainder of day (recorded) • Temporary exclusion from the school considered • Educational Psychologist (EP) involvement • Education Support involvement

			<ul style="list-style-type: none"> behaviour, despite sanctions Running away from school Loss of self-control which requires restraint by an adult - refer to the Restrictive Physical Restraint Policy Reckless behaviour that has potential to hurt or injure 	<ul style="list-style-type: none"> Outside agencies such as LINKS contacted
Hot chocolate with the Headteacher	<p>Consistently showing Level 1 and 2 behaviours</p> <p>Received a Headteacher award</p> <p>Child has earned 100 hub points</p>	5	<p>Preventing learning:</p> <ul style="list-style-type: none"> Persistent display of earlier levels of disruptive behaviour despite sanctions Log of classroom incidents shows an unacceptable loss of teaching time <p>Abusive behaviour:</p> <ul style="list-style-type: none"> Persistent display of earlier levels of disruptive behaviour despite sanctions Abusive sexual behaviour Physically assaulting another child or adult <p>Dangerous behaviour:</p> <ul style="list-style-type: none"> Persistent display of earlier levels of disruptive behaviour despite sanctions Striking or injuring an adult Hurting another child necessitating medical attention Causing severe damage to property Reckless behaviour that causes injury In possession of a dangerous item (e.g. knife, illegal substances) Reckless behaviour that causes injury and/or a risk to their safety and/or that of other pupils and staff 	<p>Usually very serious incidents or where parents do not support the school's behaviour policy</p> <p>Further involvement of other agencies, EP Support Services, Behavioural academy (LINKS)</p> <p>Continual monitoring involving all concerned including parents/carers</p> <p>Whole staff to be informed of situation</p> <p>Internal exclusion considered (i.e. working with 1-1 support, with Headteacher)</p> <p>Reduced timetable or part-time school considered</p> <p>Governors informed and exclusion procedures initiated</p> <p>Following the exclusion procedures, the headteacher can decide to temporarily or permanently exclude a child.</p>