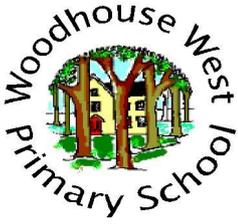


SCHOOL POLICIES

Behaviour Policy (incl Anti-Bullying)

To be reviewed July 2019



Woodhouse West Primary School Behaviour Policy (incl. Anti-Bullying)

In 2012 Ofsted published “No place for bullying: How schools create a positive culture and prevent and tackle bullying”. This policy reflects this guidance. This policy should also be read in conjunction with:

- Online safety policy (including social media policy)
- PSHE policy
- Equality policy and objectives
- SEND policy
- Use of reasonable force and physical restraint

Statement of Intent:

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school’s behaviour (including anti bullying) policy is therefore designed to support the way in which all members of the school can live, work and learn together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. We also aim to help children and staff have good mental health. This is defined as “a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community” (WHO, 2014).

Aims

- Show tolerance towards others and respect one another’s beliefs and opinions.
- Reward and encourage positive behaviour and learning.
- To ensure that children receive quality learning without disruptions in order to access the full curriculum to make progress.
- To provide a clear structure to encourage positive behaviour, and modify undesirable behaviour, ensuring the system is supportive and effective. Undesirable behaviour can, for example, range from low-level disruption in class or disrespecting the rules in school to inflicting harm on others.
- To support ALL children to develop their Personal, Health, Social and Emotional skills, including enabling them to understand their own and others’ emotions.
- To support children with emotional, social and behavioural difficulties by giving them clear boundaries through the card system and provide the opportunity to make clear progress towards improving behaviour.
- To ensure the system is pro-active and purposeful making learning the priority.
- Giving support to staff by providing an agreed framework.
- To provide a system that can be used to monitor all behaviour of each child in school.
- To tackle bullying robustly
- To share information and responsibility with the parents/carers, making behaviour management a partnership.

School Golden Rules

School Golden rules are the basis of our behaviour in school, and are displayed around the school. They are stated clearly in the prospectus and the leaflet given to new Reception parents/carers.

Achievement – We always try our hardest and challenge ourselves to be the best we can be!

Support – We look after each other.

Participation – We are here every day, on time and ready for learning.

Inclusion – We are kind and thoughtful.

Respect – We are polite and honest, and look after our own and other people’s things.

Endeavour – We work hard, and let others get on with their work.

The Role Staff

All Staff

All members of staff implement this policy, live the values and ensure that the children follow the school expectations and adopt the values.

Staff provide good role models for children and have high expectations of appropriate behaviour.

Staff are responsible for the management of children's behaviour all the time that they are at school or taking part in school events, and also for promoting their Spiritual, Moral, Social and Cultural development and their good mental health. Staff proactively prevent behaviour issues by collecting children promptly from the playground at the end of break and lunchtime, supervising the cloakrooms and by ensuring that children walk through the school in an orderly fashion. It is particularly important that children arrive at the hall for assembly quietly and ready for reflection and values learning.

The Role of the Headteacher/Deputy Headteacher

It is the responsibility of the Headteacher/Deputy Headteacher to implement this policy consistently and to report to governors on its effectiveness.

The Headteacher/Deputy Headteacher keeps records of all reported serious incidents of unacceptable behaviour and has the responsibility for fixed-term exclusions.

The Role of Pupils

Children are encouraged to take responsibility for their own behaviour at all times. Where children have made poor choices, they are encouraged to take part in post-incident learning. This is where children reflect upon the triggers that led up to them making a poor choice, and what they could do differently in the future to make a different choice next time. Children are also encouraged to seek support if they are having difficulties in school, or if they feel that they are being bullied. Mechanisms for this include them using worry boxes or seeking peer mediation.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about behaviour. We explain the school values in the prospectus and expect parents to support them.

Our Home-School Partnership is vital to support children's learning and behaviour. Parents are asked each year to sign the Home-School Agreement that sets out the commitments from all sides.

The Role of Governors

The Governing Body has the responsibility of monitoring standards of discipline and behaviour in the school.

The Headteacher has the authority to implement the behaviour policy, but governors may advise about particular disciplinary issues.

Provision & Curriculum

Promoting positive behaviour

Positive modelling and reinforcing good behaviour are the key drivers in behaviour management at Woodhouse West. We will use a variety of methods, curriculum materials and resources to help children set the highest standards for their behaviour, and also to prevent bullying.

In the school, the class teachers encourage children to be responsible for their own behaviour. Teachers will look for examples of good behaviour, and highlight these to the child and class, for example through positive praise, a green card (see below), or other reward strategy. School use a structured programme for teaching PSHE (SCARF), which sets out a progressive curriculum from Year 1 to Year 6. Nursery and Reception follow the EYFS curriculum, with a heavy emphasis on personal, social and emotional development. Children work in a very practical way to instil a sense of belonging and team work, alongside an understanding of positive and negative behaviour. Staff plan their half-termly topics, and then use the SCARF programme to integrate PSHE into their teaching, with these being linked to the

topic teaching. Some of the teaching is discrete, and other aspects are fed through the rest of the curriculum (e.g. resilience). The structured teaching of PSHE helps children to reflect on how to behave positively.

Teachers also tailor their PSHE teaching to focus on areas of development which are specific to their year group, for example if homophobic language has been used, or where self-image has become an issue. Indicators of areas requiring focus are also gleaned from each class's worry box.

There are targeted initiatives which happen regularly across school to support with positive behaviour and preventing bullying (e.g. whole school anti-bullying days, assemblies etc).

School has several structured opportunities for children to take responsibility for others in school. Opportunities include:

- Being a member of the school council
- Being a school librarian
- Being a play leader
- Being a member of the online bullying council
- Being a peer mediator

There are also several mechanisms for children to express any concerns that they have in school. Each classroom has a "worry box", where children can post, either anonymously or with their name, any worries that they have. These boxes are checked regularly by teachers, and the worries either addressed individually if appropriate, or in whole class PSHE slots.

Teaching staff, MDSAs (lunchtime staff) and play leaders are all available to offer support on the playground. MDSAs receive regular training to refresh their mediation and conflict resolution techniques. There is also a "friendship bench" where children can sit if they are feeling lonely or have no one to play with. If a child is sitting on the friendship bench, an MDSA will speak with them and find a child/group of children for them to play with. Children in school will also be encouraged to offer to play with anyone sitting on the friendship bench.

Y6 pupils have also been trained in conflict resolution. These pupils are available for other children to speak with at lunchtimes every day. The Y6 pupils will offer advice to help the children to resolve playground conflicts. They will also record each incident and pass these on to the Inclusion Manager, who will review the incidents raised, and follow up any requiring adult intervention (especially any alleging bullying).

In addition, the Learning Mentor is available each Wednesday lunchtime to offer additional support to pupils who require support over and above that of the Y6 pupils' support.

The playground is 'zoned' so that children can choose the type of activity they would like to take part in. Each zone has a separate code of conduct, outlining what behaviours should be seen in each space.

Addressing poor behaviour

- If there are instances of poor behaviour, these will be addressed by the class teacher / TA in the first instance (see the card system below).
- If the unacceptable behaviour persists, the Inclusion team is consulted for advice and support. Teachers will be asked to complete a referral form, providing information on what support the child needs. The Inclusion Team will then work with the class teacher on a bespoke package of support (delivered either by the teacher / TA, or through more intensive work by the Inclusion Team or outside agencies). The Learning Mentor could withdraw the pupil to provide 1:1 work on developing charts or targets which are monitored with support from the child's parent/carer.
- If this does not support the behaviour, the child will receive additional support in class or small groups to help them to address their behaviour.
- If this intervention still does not improve the child's behaviour along with the card system they may be placed on the SEN register for social, emotional and mental health difficulties (SEMHD). With parental/carer's permission, support may be sought from external providers (i.e. MAST). A meeting will be set up to provide support for the child with parent/carers. It may be appropriate to complete a FCAF (Family Common Assessment Framework)

The Head teacher, Inclusion Manager, SENCO and Learning Mentor are responsible for:

- Ensuring all stakeholders understand and support the school's behaviour policy.
- Liaising with and advising fellow teachers, making information readily available
- Co-ordinating provision for children with SEMHD
- Completing FCAF, Pastoral Support Programme, Positive Handling Plans and 'My Plans'
- Overseeing all behavioural records of pupils and keeping records up-to-date
- Tracking pupil's progress on behaviour audits and value-added of any interventions
- Keeping individual records/files on children who have SEMHD/behavioural problems and any Exclusion details, letters sent and reports written by outside agencies
- Liaising with the parents/carers of children with behaviour problems or one off problems
- Contributing to the in-service training of staff

External agencies regularly provide support through assessment, monitoring and direct contact of children with behavioural problems. The school has also developed a good working relationship with the access and inclusion service facility at Primary Inclusion. The school actively encourages a multi-agency approach to SEN and regularly puts itself forward as a venue for inter-agency meetings.

Support can be delivered through withdrawn small group work for anger management, circle time, social skills and self esteem groups. The school employs a very effective positive behaviour policy. This is used by all staff for all children although those with very challenging behaviour often receive extra mentoring and support systems. The experience of the staff means that such mentoring may occur at many different levels: from class teacher to head teacher with close involvement with the family.

Special Educational Needs

If a child has Social, Emotional and Mental Health Difficulties educational needs then this calls for special provision to be made for them.

A child has emotional and behavioural difficulties if:

- they need extra support to control their own behaviour
- they may have outside agencies working with them to support their behaviour
- they often cause disruption to their learning and others
- they at times pick up a higher proportion of negative cards in the system to positive ones

In the case of a child with SEMHD, the Learning Mentor would provide additional pastoral support. Pastoral Support Programmes may be put in place for an individual child. Parents/carers will be invited to complete a Family Common Assessment Framework (FCAF). This may lead to a referral to the Multi-Agency Support Team for parenting support, CAMHS (child and adolescent mental health services) and/or Primary Inclusion Panel, depending on the support the child/family needs. They may also work with the family to work on other issues that may be affecting learning and behaviour.

The SENCO may also liaise with external agencies such as medical professionals, Educational Psychology, voluntary organisations and the Local Authority.

If placed on the register for SEMHD, the parents will need to be informed and permission given, then a Snapshot and targets will be written and reviewed termly.

Procedures of the School Card System

Rewards

SLT/Teachers/staff reward good behaviour, learning and other criteria in a range of ways. These rewards may, for example, take the form of positive praise, a thumbs up, or recognising positive behaviour through a sticker. Classes may also have systems for rewarding positive behaviour, for example building up to a whole class reward.

Children may also be rewarded for going 'over and above' by awarding a green card. Whoever has given the green card to the child will write a comment to let the pupil and parent/carer know the child has done well, and the green card will be taken home for parents to see. Teachers may also offer positives/awards to collect towards a green card. Green cards will be monitored on a class dojo (online record of positive behaviour).

Non-teaching staff, lunch time staff, and other staff may also award green cards for learning achievements and good behaviour, e.g. working hard, behaving well or improving behaviour, improved or regular attendance, helping others around them, or showing good SEAL (social and emotional) skills. The teachers will need to be informed that a green card has been given.

When children earn 10 green cards they will be able to choose, if they wish, a prize at the end of the half term. Children can either trade in their cards for a "10 card prize", or save these until they have more green cards with which to obtain a better prize. The 'Prize Shop' will be open on the last day of each half-term. The Home-School Link Worker organises the prizes and ensures there is enough for each time. Children will not have the option to carry green cards onto the next year.

Children who do not collect 10 green cards over a half-term will be able to bank the ones they receive over to the next half term on their individual saving card.

At the end of each half term we celebrate with a **Special Green Card Assembly**. Parents/carers and family members are invited to celebrate the successes of the children. Sometimes we also have the school governors, outside agencies and community members attend the celebration assembly.

Teachers record how many positive and negative cards are issued each half term on a Behaviour Audit Form.

Sanctions

If the child disrupts their own and/or another child's learning the following procedures will be actioned:

1. **Teachers will give a verbal warning.**
2. **If the behaviour persists, the child's name will be written down on either the board, a piece of paper or somewhere else agreed by staff, parent/carers and child.**
3. **If it still continues then a cross is put by the child's name.**
4. **If the behaviour continues, another cross is put by the child's name. This triggers a white card and the child is then escorted to another class for five minutes with the white card. The child must be escorted by another child or a member of staff.**
5. **When the child returns the board is wiped clean and the child starts again fresh.**

This white card is taken home at the end of the day with the reason written on it as to why they received the card. The parent/carer signs it if they agree that they should have been given the card and returns it to school **the following day**. Where possible the teacher should talk to the parent/carer and explain why the child received the card. Under agreement some children will not be issued the card physically instead the member of staff who issue the card will contact parents/carers directly.

6. If the child's behaviour does not cease after receiving a white card in the same lesson then the procedure is followed again with the name and crosses on the board and they are sent out again but this time they receive a yellow card.
7. Again when the child returns the board is wiped clean.
8. If the child is sent out for a third time during the same lesson they receive a red card.

The process for yellow cards is the same for white cards, with a reason written on the card and the child expected to return the card the following day with a parent/carer signature. **If the card is not brought back the next day, the teacher who has issued the white, yellow or red card should send the child to the Learning Mentor who will then re-issue the card given.** If the child does not bring that card back he/she will then be given the next colour up in the behaviour card system. The Learning Mentor will then either speak to the parents/carers or send it to them by post. If a child receives a red card, a phone call will be made to parents immediately, and red cards also always automatically trigger a meeting with the parents/carers and SLT regardless of whether the card is brought back.

White, yellow and red cards can also be given without warning. Examples of these behaviours are swearing, hurting another child, damaging property, stealing and health and safety etc. (usually other behaviours than disruption). The colour of card will reflect the severity of the incident based on the professional judgement of staff. If a red card is given for an incident of this type it is usual procedure for a member from the Senior Leadership Team to talk to the parents/carers of the child.

Internal/Team Withdrawals

A child who repeatedly fails to respond to the behaviour policy may be subject to internal /team withdrawal. Internal withdrawals can also be for singular incidents that are more severe than just a red card would warrant. Such cases are at the discretion of the Head teacher, who should be consulted in all instances.

This involves the child working in school in:

- a) another class/year group
- b) the Head's Office
- c) The Inclusion Suite

Whilst being internally withdrawn the child will spend break times in an appropriate area away from friends and peers, and be supervised by a member of staff. The internal withdrawal is recorded in the class behaviour file and is kept on the child's record. At this time parent/carers maybe invited to support staff and their child in discussing a Positive Handling Plan, 'My Plan' and/or Behaviour Plan.

Parents will be informed by letter about the withdrawal and warned that if this occurs three times then their child will be at risk of formal exclusion.

In cases of internal withdrawals, basic core subject activities will be provided by the class teacher for the child to complete during the course of the day.

If the child misbehaves during the withdrawal, a member of the Senior Leadership Team or Key Stage Leader will decide the next course of action. This may include giving the child the opportunity and time to change the behaviour and carry on with the withdrawal or fixed term exclusion.

External Exclusions

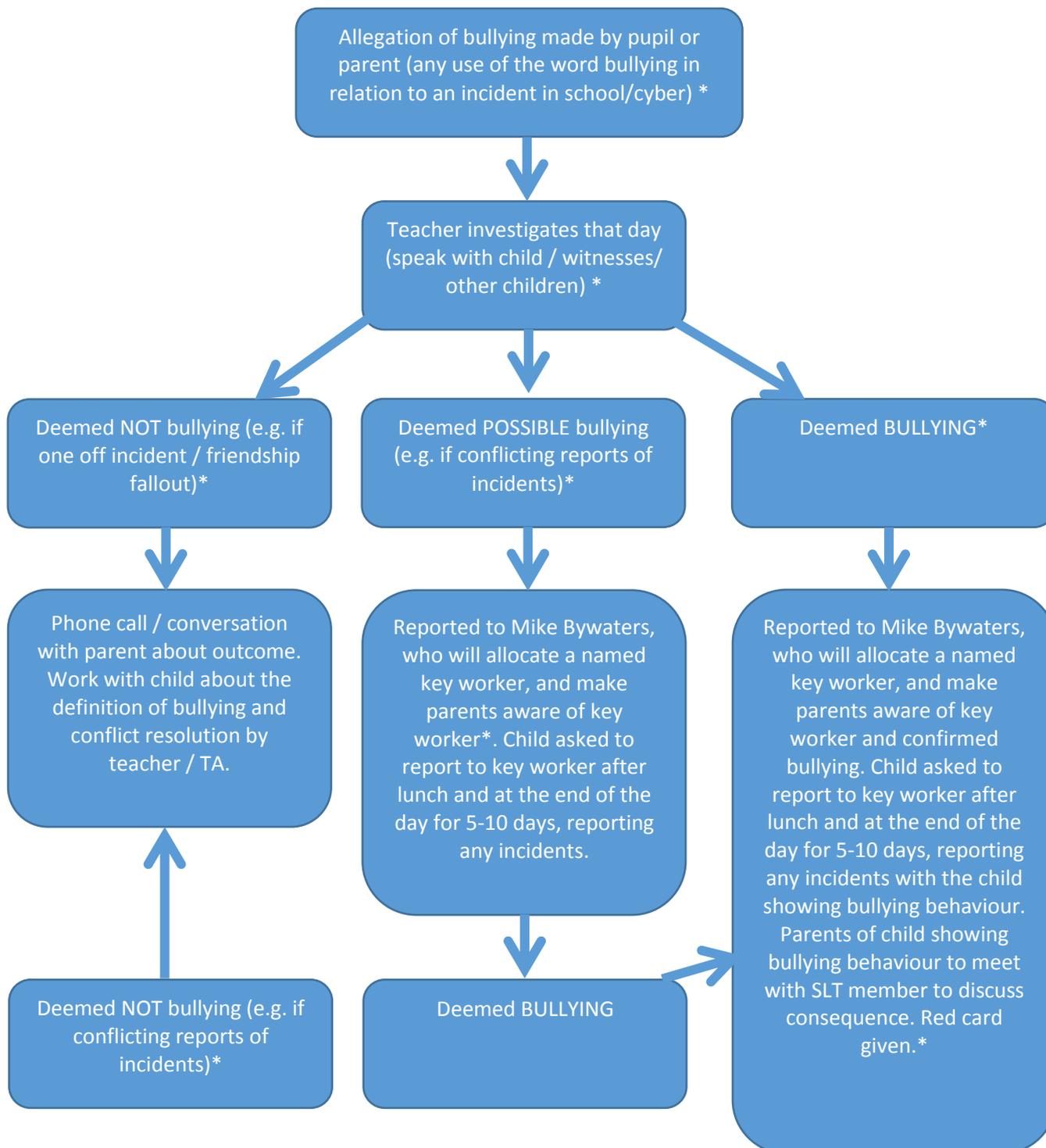
Following three internal withdrawals, a child may be excluded for a fixed time. Exclusions may happen for serious behaviour without other exclusions happening first.

This is decided by the Head Teacher; in the first instance. Once the exclusion has been decided the parents/carers are contacted and meet with the Head Teacher to discuss the exclusion. The child must be kept away from school throughout the period. Once the time has finished the child must come back into school, and a reintegration meeting will be held.

An exclusion must be reported to the LEA and is kept on both the child's and school's records. Exclusions are given for a serious incident which threatens the health and safety of the individual and/or others.

If you have any questions or concerns about exclusions please see a member of the Inclusion Team.

Bullying Allegation Flow Chart



* Each of these stages to be recorded on CPOMS (the school's behaviour reporting system). The initial incident should include where and when the bullying is alleged to have taken place. ANY allegation of bullying to be tagged using the 'bullying' tag on CPOMS. Once the investigation has taken place, the CPOMS entry should state, at the top in capitals, one of these statements:

- ALLEGED BULLYING; NOT BULLYING BEHAVIOUR
- ALLEGED BULLYING, NOT CONFIRMED. KEY WORKER ALLOCATED.
- ALLEGED BULLYING, BULLYING CONFIRMED.

All allegations of bullying and the outcomes to be analysed and reported to governors termly.

Following a confirmed bullying incident, time is spent talking to all of the children involved, talking through the children's actions, and discussing future behaviour. If a child is repeatedly involved in bullying other children, the child's parents will again be invited into the school to discuss the situation. In conjunction with the Inclusion Manager, behaviour plans will be put into place in order to more closely monitor behaviour and/or restrict the amount of unstructured playtime for a child, for a period of time. In more extreme cases, for example where these initial discussions have proven ineffective, the Head teacher may contact external support agencies, such as the social services, MAST, CAMHS or Primary Inclusion.

If a child or parent alleges prejudice-based abuse happens (including racism, homophobic behaviour, a child's weight or insults based on disability)

Following an alleged or confirmed prejudice-based abuse incident, time is spent talking to all of the children involved, talking through the children's actions, and discussing future behaviour. If a child is deemed to have used prejudice-based abuse, the child's parents will be invited into the school to discuss the situation.

Any prejudice-based abuse will lead to an automatic red card.

Recording of Positive and Negative Behaviour / CPOMS

CPOMS is a software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. CPOMS is a system to help with the management of child protection, behavioural issues, bullying, racism, homophobic issues, special educational needs, domestic issues, outside agency support and much more. CPOMS ensures that children are safe and fully supported.

Every member of staff across school and Nursery has an obligation to report any concerns which they may have. CPOMS allows us to record information in a central place and have relevant people alerted immediately. Staff are able to build a chronology around a student/family and can provide reports for Case Conferences, Multi-agency meetings, Governors and Ofsted at the touch of a button.

Each class has a positive behaviour folder to record green cards and sanction cards given for each child. Green cards are also recorded on class dojos. Sanction cards are recorded with more detail on CPOMS. The type of card given is recorded with details as to why they received it and the date. The teacher or member of staff who issues the card to the child should record this and follow it up. Audits are then completed each half term. If children are reoccurring then the Inclusion Team will work together with the class teacher, child and family on a behaviour support plan.

Extreme behaviour leading to a risk of children's safety being jeopardised is discussed with a member of Senior Leadership straight away and recorded on CPOMS.

Lunchtime Books and Audits

Lunchtime staff each have an incident book in which they record daily behaviour. Any incidents over lunchtime will then be passed on to the class teacher as soon as possible after the lunch break, with a carbon copy kept in the book. Persistent challenging behaviour at lunchtime may result in the child being supported with other provision e.g. lunchtime clubs, doing jobs etc. with support from the parent/carer. The card system also applies at lunchtimes. Some children who have plans in place are given the opportunity to take themselves to a 'safe place' in school if they feel that they need 'time out'.

Analysis and Reporting of Bullying, prejudice-based insults and exclusions

The Headteacher, aided by the Deputy Headteacher, reports on pastoral issues including behaviour to the governing body 3 times a year. A nominated governor meets regularly with the deputy head to discuss issues in relation to behaviour. Included in the Head Teacher's report to governors each term is an analysis of bullying, prejudice-based abuse, and exclusions. This details not only the number of incidents, but also the background of the pupils and any patterns / trends identified.

Training for Staff

All staff are given regular input about different types of behaviour management and bullying (including prejudice-based bullying).

Appendix 1

Definitions of bullying, racism and other unacceptable behaviour

Bullying can be:

- Emotional (being unfriendly, excluding, tormenting e.g. hiding books, threatening gestures).
- Physical (pushing, kicking, hitting, punching or any use of violence).
- Verbal (name-calling, sarcasm, spreading rumours, teasing)
- Cyber (all areas of internet misuse, such as social media, internet chat rooms, mobile threats by text messaging and calls, misuse of associated technology i.e. camera and video facilities).
- Prejudice-based
 - Racist (racial taunts, graffiti, gestures)
 - Sexual (unwanted physical contact or sexually abusive comments)
 - Homophobic (because of, or focussing on, the issue of sexuality)
 - Based on disability (because of, or focussing on, a person's disability)
 - Based on a child's weight

We are aware that bullying can happen in any of the relationships in school: between pupils, between pupils and staff and between staff. In its extreme form it can constitute a criminal offence and is a denial of human rights and of equal opportunities.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everyone has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

We are aware of the impact that bullying can have upon children's lives and on those who care for them. Everyone at our school has a responsibility to respond promptly and effectively to issues of bullying.

Signs and Symptoms

A child may indicate by signs or behaviour that he/she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- is frightened of walking to or from school
- pleads to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes reluctant to take part in certain activities
- becomes withdrawn or anxious or lacking in confidence
- becomes disfluent e.g. starts stammering
- attempts to self-harm
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- has dinner or other monies continually "lost"
- asks for money or starts stealing money (to pay the bully)
- has unexplained cuts or bruises
- comes home very hungry and says they have had no lunch (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable

- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

School define **racism** as:

- the deliberate use of language which is *perceived by the person hearing it* as conveying hatred of a person's ethnicity or country of origin;
- a physical attack on an individual as a result of that person's ethnicity or country of origin which is intended to insult that ethnicity or country of origin.

Other unacceptable behaviour which may not necessarily be bullying may include:

- Name calling
- Making threats
- Making people feel small
- Hurtful remarks and personal comments
- Dares – making someone do something they do not want to
- Whispering about others
- Laughed at a hurt or upset person
- Preventing someone getting help
- Ignoring people and leaving them out
- Mocking differences
- Damaging work or belongings
- Hiding belongings
- Pressurising children to join in inappropriate behaviour
- Other behaviour that makes someone feel unhappy.

To be reviewed: July 2019 by Mike Bywaters

Ratified by Governors: TBC