

Whingate Primary School



Behaviour Policy

**including Anti-Bullying, Anti-Racism, Gender Identity
& Harassment Policy & Guidelines.**

October 2018

Contents

- **Aims and Objectives**
- **A Whole School Policy**
- **Role of Adults**
- **Desired Behaviour**
- **School and Class Rules**
- **Rewards**
- **Sanctions**
- **Bullying and Racism**
- **Lunchtimes**
- **Exclusions**
- **Anti-Bullying Policy**
- **Anti-Racist Policy**
- **Gender Identity & Trans Policy**

WHINGATE PRIMARY SCHOOL

BEHAVIOUR POLICY

1. Aims and Objectives

The aims of Whingate Primary School:

- Children are happy and successful.
- Adults set high standards/challenges and have high expectations.
- The curriculum is broad and balanced.
- Parents are partners in their child's education.

We will create a safe, caring and friendly environment in which every member of the school community has the opportunity to fulfil their potential, both personal and academic.

We believe that every member of the school community has **the right** to:

- 1) Be safe...physically and emotionally.
- 2) Feel secure...to succeed and to fail.
- 3) Achieve...to feel good, happy and successful.
- 4) Be treated with respect and be valued...to feel important.

Everybody has **the responsibility** to:

- 1) Keep others safe from harm.
- 2) Allow others to work and achieve.
- 3) Value others and oneself.

This policy has been written in order to underpin and safeguard the rights and responsibilities of children from Nursery to Year 6.

2. A Whole School Policy

This policy should be shared and owned by all those involved in the school community, including: children, parents, governors, teachers, support staff, administrative staff, kitchen staff, lunchtime supervisors, students and parent helpers.

We want our school to be a place where children feel good about behaving well. Our climate should therefore support children so that they are able to conform to acceptable standards of behaviour.

3. The Role of Adults

Adults at WPS recognise that we underpin this policy through:

- Modelling the best standards of behaviour with each other and children.
- Developing positive relationships with the children and each other.
- Regularly communicating to children, consistent and clear expectations of their behaviour.
- Explaining the reasons for school routines and expected behaviour.
- Recognising and praising children when we are pleased with them.
- Showing that we respect and value children, by thanking them, recognising effort.
- Raising their self-esteem and being thoughtful and considerate of their needs.

Staff will support each other in all aspects of discipline. Children see that we agree as a staff. We are prepared to take responsibility for all children at certain times and not just in our particular class.

Well-planned lessons and playtime activities are the essential first steps to good behaviour in school. Good learning behaviour is promoted through the curriculum by offering varied and appropriately differentiated activities, in order to keep the children motivated and interested in their work.

We expect to work in partnership with parents. Parents are informed about good and unacceptable behaviour. A Home/School agreement is signed on entry to school.

4. Desired Behaviour

Children should come to school with an understanding that they will have to conform to certain rules in order to be a part of the school community. **Respecting others and showing self-control are central, high expectations of behaviour.**

Children should:

- Show respect to others through the use of language, tone of voice and actions which show friendship and kindness.
- Learn. Always do their best. Take pride in achievement.
- Take responsibility for their own behaviour and understand the effect that their behaviour has on others.
- Listen to others.
- Be honest. Talk honestly about their behaviour and accept the consequences.
- Be polite and courteous.
- Consider their own and others' safety.
- Feel good about behaving well.
- Show self-restraint in situations that they are finding difficult.
- Work cooperatively with others, or independently, as appropriate.
- Be able to talk to adults about their problems and to seek help.

5. School and Class Rules.

For us to be safe and healthy in school, children must:

- Walk quietly in school.
- Wear indoor shoes.
- Wear appropriate clothing for P.E. and games.
- Respect the school environment and other people's belongings.
- Leave all toys, sweets and jewellery at home.
- Play safely in the designated areas at playtimes.

We request that every child wears school uniform, or clothes in school colours. Each class should revisit the school rules at the beginning of the year and they should then be displayed prominently in the classroom. All class rules should be kept to a minimum and phrased positively.

6. Rewards – to recognise good behaviour and achievement.

Rewards may be linked to class or school rules and should be used to reinforce and encourage desired behaviour. They may take several forms, adults will:

- Use praise, smiles and humour regularly to reinforce appropriate behaviour. If praise is meant to influence the whole group it should be made explicit, e.g. “Good, John, you helped Marie tidy up before you sat down.”
- Give praise at every opportunity and thank children for their appropriate behaviour.
- Bring children’s behaviour to the attention of other adults for praise.
- Recognise children’s good work or behaviour by the award of the “Star Worker” or “Headteacher Award” in assembly.
- Reward children with stickers, stamps and raffle tickets

All staff should feel able to recognise the good behaviour of children in any class and give stamps and raffle tickets for behaviour noticed outside of the classroom, e.g. showing good manners, helping other children, etc.

7. Ways in which adults deal with inappropriate behaviour.

See “Steps to dealing with poor learning behaviour”

Inappropriate behaviour may include:

- a. Breaking school rules.
- b. Saying hurtful things to another child.
- c. Deliberately hurting another child.
- d. Distracting others from their work.
- e. Showing lack of respect to an adult.
- f. Refusing to cooperate with an adult.
- g. Destruction of school property.

Dealing with inappropriate behaviour; the adult will once the child is calm;

- a) Talk to the child about their behaviour and encourage the child to realise the effect their behavior has had on the other person. Express your disappointment/ disapproval. Ensure that the child understands what our expectations are and is aware of the possible consequence of their behaviour.
- b) Praise the child for appropriate behaviour and ignore (with discretion) what is inappropriate. Praise another child who is displaying desired behaviour.
- c) Sanctions for continued inappropriate behaviour may include:
 - A hard or special “look”.
 - An understood signal.
 - Loss of privilege.
 - Writing an apology, writing out how they should act, performing a service for the school.

- Paying back learning time which has been lost.
 - Working in a different part of the classroom.
 - Time out in another supervised area, this should be for a short time – maximum 5 minutes.
 - Missing part or all of a playtime, and or lunchtime.
 - Being sent to work in another class.
 - The parents may be informed informally.
 - The child may be sent to the Phase Leader, the Assistant Headteacher or the Headteacher.
- d) Parental support is sought where unacceptable behaviour persists or in extreme cases. A meeting will be set up to involve the child’s parents in a programme, which will help the child to modify his or her behaviour. At this stage, the Special Educational Needs Coordinator may be involved and outside agencies may be contacted to help develop a programme.
- e) An Individual Behaviour Plan (IBP) may be written with all parties involved with the child.
- f) Internal Exclusion – Parents informed of this
- g) Use of external provision – Such as ABC and Oasis
- h) Exclusion is a last resort. (see Section 10 – Exclusions)

8. Bullying, Racism and Harassment

See the separate Anti-bullying and Anti-Racist Policies.

Bullying and racism are considered serious breaches of acceptable behaviour. Adult intervention is required as soon as any incidents are reported.

It is our policy to talk to the children concerned in order to establish the facts of the incident. A record of incidents is kept.

9. Lunchtimes

Refer to Lunchtime Guidelines.

If a child misbehaves at lunchtimes persistently, it may be necessary exclude the child internally or to exclude the child from school during lunchtimes.

10. Exclusion

Exclusion from school is a last resort and will only be considered when incidents are deemed sufficiently serious to warrant such measures or if the above sanctions have failed to bring about a change in a child’s behaviour. A child may be excluded from school for a period of time in accordance with Local Authority and Government guidance. For example: At Whingate, a child who swears at an adult will usually be excluded. A child who physically assaults a member of staff will usually be excluded from school. A child who brings a knife to school with the intention of hurting another person (child or adult), will be permanently excluded from Whingate.

Anti-Bullying and Harassment Policy and Guidelines

Definition:

Bullying is the willful, conscious desire to hurt, threaten or frighten someone else. Any behaviour which is the illegitimate use of power in order to hurt others - physically or verbally – is bullying behaviour. This could be done directly, face-to-face or from a distance, such by e-mail, on social networking sites, text/phone messages and other written messages. It could be done through a third party, such as a message passed through another child. The methods and vehicles for bullying may be varied, the intention and the outcome is to hurt, insult, humiliate or frighten another person. A person might be targeted for bullying because of their beliefs or their religion, the way they look (e.g. skin, hair eye colour) or speak, the way they dress, their gender or their actual/perceived gender preference, including homophobic bullying, or any aspects to do with their family members or friends.

School Systems

- 1) Ensure that all accessible areas of school are supervised whenever pupils are present.
- 2) Use all staff as a positive resource in countering bullying.
- 3) Use the curriculum as a vehicle to raise awareness and understanding about bullying in all its forms and to encourage individuals to tell an adult if they are the victim or a witness to bullying.
- 4) Give help and ongoing support to victims.
- 5) Help and give support to children who have bullied others in order to change their behaviour.
- 6) Make it clear to the person who has bullied others and his/her parents that the behaviour is unacceptable and explain clearly what shall be the consequences of repetition, e.g. exclusion from playtimes etc.
- 7) Use peer pressure against bullying.
- 8) Seek the involvement of outside agencies if and where necessary, with the prior agreement of the parents.

Guidelines for staff actions:

- 1) Remain calm: you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation.
- 2) Investigate the incident thoroughly, from everyone's viewpoint. Keep written records.
- 3) Take the incident or report seriously.
- 4) Take action as quickly as possible.
- 5) Think hard about whether your action needs to be private or public.
- 6) Reassure the victim, don't make the person feel foolish or inadequate, give them time and attention.
- 7) Offer tangible help, advice, and support to the victim.
- 8) Make it plain to the person who has bullied another that you disapprove.
- 9) Encourage the bully to see the victim's point of view.
- 10) Punish the bully in line with the Behaviour Policy guidelines, but be careful not to react aggressively or punitively, as this gives the message that it is all right to bully, if you have the

power.

- 11) Explain clearly the sanction and why it is being given.
- 12) Keep records of all incidents, discussions, outcomes and any resolution.
- 13) Inform the SMT and the Child & Family Support Team, who will in turn decide which relevant colleagues to inform (Teachers, Assistants, and Dinner Supervisors) so that everyone can be vigilant.
- 14) Keep records of all incidents using the Harassment Forms, discussions, outcomes and any resolution.
- 15) Refer to "Preventing and Tackling Bullying" DfE Advice June 2013.

Anti-Racism Policy.

Racist behaviour is defined by the Commission for Racial Equality as:

"any hostile or offensive act by a person of one racial and ethnic origin against a person of another racial group or ethnic origin or any incitement to commit such an act in such a manner that:

- A. it interferes with the peace and comfort of the aggrieved person;*
- B. the persons aggrieved fear for their safety;*
- C. the quality of life of the person aggrieved is reduced."*

At WPS we believe that all pupils have an equal right to the best possible education in a happy and safe environment and we are opposed to any form of racist behaviour or racism.

The following behaviour is viewed as unacceptable and is internally recorded and reported to governors:

1. Physical assault against a person or group because of colour/ethnicity.
2. Racist threats.
3. Racist graffiti.
4. Provocative behaviour e.g. wearing racist badges/insignia.
5. Refusal to cooperate with other people because of their ethnic origin.
6. Bringing racist materials into school e.g. comics/leaflets/magazines.
7. Attempts to recruit others into racist groups/incitement of others to behave in a racist way.

Derogatory name-calling, making insults or racist jokes is unacceptable. We are aware that some children in school may be unaware of the impact of such verbal behaviour and may need to be educated in its unacceptability. Therefore, such verbal racism from children will be recorded internally, where there is repetition by a child after staff intervention as described below.

Strategy for dealing with racist behaviour by children in school:

All adults in school to be aware of this policy and the high priority given to dealing with every incident of racism.

All incidents of alleged/perceived racist behaviour to be investigated carefully

i.e. one or two adults to listen to the views of each witness without others present, as in the WPS Behaviour Policy, the adults to record each child's version (verbatim if possible) in a totally objective manner, the adult to record details of the incident, those involved, action taken.

The adult will:

1. Make sure the child causing distress understands the pain caused.
2. Insist that the child makes a genuine apology.
3. Possibly impose a sanction such as missing a playtime, writing a number of nice things about the person they have hurt.
4. Inform the child's parents.

The victim will be given an explanation of the action taken and that he/she was right to complain

In addition:

1. Racist graffiti - removed immediately by child responsible.
2. Literature removed/destroyed.

For Allegations of Racism involving adults in school, refer to Personnel Bulletin 99/1.

This in turn refers to the Personnel Handbook for instances involving staff.

How the school aims to develop practices to tackle racism and create educational opportunities:

- (a) Assemblies/teaching about other religions which includes the children in school of that faith.
- (b) Multi-cultural books in class/library.
- (c) Show a positive side of third world - beauty not just poverty.
- (d) Whole ethos of the school that everyone is treated equally.
- (e) All staff to monitor and evaluate the texts used and images presented in school.
- (f) The SMT to monitor and evaluate the test results by ethnicity, gender, and subject.

NOTE: June 2013

Schools have the ability to discipline pupils for poor behaviour even when the pupil is not on school premises or under the lawful control of school staff, e.g. on public transport, at local shops, in the town centre. Section 89(5) Education and Inspections Act 2006.

*** Gender Identity:**

Gender is often an important part of an individual's identity and developing a positive sense of gender identity is part of growing up. However, gender identity is often complex and there is a spectrum of gender which is wider than just boy/man or girl/woman. At Whingate Primary School we will build on best practice already in place to eliminate discrimination.

Transphobia and Bullying:

At Whingate Primary School we will build on best practice already in place to eliminate discrimination.

We have a robust hate incident and anti-bullying policy. In line with this policy, transphobia incidents will be recorded and dealt with in the same manner as other incidents that are motivated by prejudice, e.g. racist or homophobic incidents.

*** For further information/guidance, please see our Gender Identity & Trans Policy.**

Steps to dealing with poor learning behaviour (Link back to 'Show Me 5' principles)

<p>Step 1 – Indirect This serves to remind child/children of your expectations in some way. e.g. 'It's lovely to see how many people are sitting so nicely with tidy hands and feet.' 'Can I remind everyone that when I say 'Show Me 5' your eyes need to be looking at me.' 'Thank you Jonny for putting your hand up with locked lips to speak.' Point to a picture showing behaviour you'd like to see.</p>	<p>Step 2 - Direct This serves to remind child specifically that you would like them to do something (Use first name, positive tone) e.g. 'Can you show me tidy hands Bobby?' 'I'd like to see you sitting BBC on your chair Jimmy.' A non-verbal cue (e.g. a look, a hand signal, pointing to a picture of desired behaviour etc).</p>	<p>Step 3 – Warning/Consequence The child should be given a choice here. Try to make the consequence be linked to the behaviour in some way. e.g. 'I've asked you to put your pen down once already Roland, if I have to ask you again I'll have to take your pen away.' 'If you can't have locked lips while you're working, you'll need to move somewhere where you can't distract others from their learning.' 'You need to choose to follow my instructions the first time, or else you will need to spend part of your break time practising following instructions.'</p>
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<p>Step 4 - If children continue to show poor Learning Behaviour after the steps above have been used:</p> <p>If a child has needed 3 direct reminders for different behaviours, the priority is that other children's learning is not disrupted by their behavior or you having to remind them.</p> <p>At this point the child should be asked to</p> <p>If the child is disruptive here</p> <p>Any time spent out of class should be paid back (with the teacher who asked them to work elsewhere) in the next available playtime</p>	
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1. Work in another classroom for an agreed amount of time
2. Work with Helen Woods for an agreed amount of time