



## Scotholme Primary and Nursery School

### Behaviour Policy

This policy underpins our school vision, which was developed by staff and pupils. It is reviewed every year by staff and the Governing Body.

#### What does excellent behaviour look like at our school?

##### **TO ACHIEVE SUCCESS:**

Everyone in our school is be ready to work and learn;

We use our targets to help us to achieve the best possible outcomes for ourselves and others;

We use the 5 habits of learning to help us to succeed.

##### **TO ENGENDER A SENSE OF RESPONSIBILITY:**

We respect the right of others to work and learn.

Everyone feels safe and secure in our school.

We treat others with respect and understanding.

##### **TO HELP US TO DEVELOP CONFIDENCE:**

We challenge ourselves to achieve new goals;

We achieve the very best we can achieve;

We share our achievements with others and our achievements will be celebrated.

#### How will we achieve this?

We expect everyone in our school community (parents/visitors/staff and pupils) to use these 3 simple rules:

**Care for everyone and everything;**

**Follow instructions to help us to make the right choices;**

**Always use good manners.**

## **Ways to promote excellent behaviour:**

As a staff, we recognise that we must promote excellent behaviour across school in the following ways:

- Staff acting as positive role models, providing support and guidance and offering praise for achievements;
- Provision of a stimulating and challenging curriculum;
- Effective school routines;
- An elected school council;
- An effective system of rewards and sanctions;
- A clear system of behaviour management, agreed by all staff and children, which has the full commitment of everyone in our community;
- A system of 6 houses, leading to weekly house points competitions and sports competitions throughout the year;
- Use of lunch time play leaders;
- Regular communication with home;
- Providing opportunities to represent our school;
- Work with parents and carers;
- Acting upon the children's ideas.

## **Rewards for good behaviour:**

- All children will be praised for their achievements, both verbally and in a written form on work etc.
- Special achievements, in all areas, will be recorded on the school merit certificates. Children will then be praised in our weekly Achievements Assembly on a Thursday.
- Each class has a system of rewards, resulting in a prize when the appropriate limit has been reached.

### **KEY STAGE 1 and FOUNDATION CLASSES:**

- Children progress up and down on a rewards wall display. At the end of the day the children are awarded points/stickers relating to their level.

When they have reached the desired number of points, they can choose a prize.

Foundation 2 = 20 points

Year 1 and 2 = 30 points

These points are then translated into House Points and awarded to their colour team.

### **KEY STAGE 2 CLASSES:**

Children are rewarded with points for good work and behaviour. When they have reached 50 points they can choose a prize.

These points are also translated into House Points, awarded to their colour team.

- The House cup and House bear will be presented to the winning team during the Achievement Assembly on Thursday.
- Class teachers also operate a system of whole class behaviour management such as marbles in the jar etc.
- Key stages 1, 2 and Foundation hold a Target Assembly once a week to encourage good key stage behaviour. This is rewarded with extra privileges.

## **Sanctions for unacceptable behaviour:**

- A system of warnings operates in each class, whereby the individual is given a clear indication of why their behaviour is unacceptable and what sanctions will be applied should it continue. The child will then be offered support and encouragement to make the correct choice.
- If poor behavioural choices continue in KS1 and 2, the child will be removed to a delegated classroom for 10 minutes to allow them 'thinking time'.
- In Nursery and F2 children will be given time out and some calming down time;
- If no improvement is seen after this time, a senior member of staff will either be called to remove the child from the classroom or the child will be asked to leave and go to a senior member of staff's classroom. Further poor behaviour will result in the involvement of the Head Teacher. Parents may be informed at any stage of this process;
- Exclusion may be used if poor behaviour does not improve. Local Authority policy will be followed at all times.

### **BREAK and LUNCHTIME**

- Unacceptable behaviour at break and lunch times will result in a period of time out, away from play;
- Persistent poor behaviour will result in removal from the playground and time spent with the Key Stage Co-ordinator. If support is required for this, staff inside will be alerted. Subsequent playtimes may be missed and the child will be required to do 'community service';
- Midday supervisors carry books to record instances of unacceptable behaviour at lunchtime. They will discuss these with class teachers at the end of lunchtime or with the senior midday supervisor Ms Facey.;
- Serious incidents will be reported to Mr Hall, Ms Hall, Mr Hollis or Mrs Turner and will be recorded in the lunch time log and parents will be informed. Three entries will require the child to go home for dinners for a specified period;

### **Work with outside agencies**

Where children have additional behavioural needs, we work closely with the Behaviour Support Team (BST), the Educational Psychologist and the Behaviour, Emotional and Mental Health team. We also have the services of an in school counsellor.

## **The Use of Reasonable Force**

### **When can schools use reasonable force?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Examples of situations where members of staff may use reasonable force include:

- Removing disruptive children from the classroom, where they have refused to follow an instruction to do so;
- Preventing a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Preventing a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Preventing a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

## Bullying

### What is Bullying?

**Bullying is purposeful and repeated negative action conducted by an individual or group and deliberately directed against an individual/a group of individuals**

Bullying can take different forms:

- **Verbal bullying:** name calling, use of threatening or provocative language, etc;
- **Psychological bullying:** excluding an individual from group play, refusing to talk to or even acknowledge an individual;
- **Physical bullying:** hitting, kicking, grabbing an individual; taking or hiding another's property etc.
- **Cyber bullying:** using electronic means to intimidate.

At Scotholme Primary School we acknowledge that bullying does happen from time to time- indeed, it would be unrealistic to claim that it does not. However, it is our aim to:

- Ensure that all children and adults within the school community have a common understanding of what bullying is:
- Minimise all forms of bullying:
- Deal effectively with all incidents of bullying:
- Communicate clearly to children and parents the school's strong response;
- Continually work to maintain a warm and harmonious atmosphere within school;
- To work with our whole school community to help them to deal effectively with bullying situations which they may encounter in all aspects of their lives;

Appropriate sanctions will be applied to pupils who have bullied others. This may include missing playtimes, lunchtimes and out of school visits and activities or being placed in another class for an appropriate period of time for example.

## Whole School Strategies to Minimise Bullying

1. A regular programme of PSHE work (including assembly time), will support this policy. This includes specific highlighting of bullying and its associated issues in Anti Bullying week in the Autumn term.
2. There will be regular teacher - class discussion, e.g during class assembly time, dealing with friendship / playtime issues.
3. Peer support will be strongly emphasised: children will be taught how to effectively support a bullied child and how to resist "joining in" with bullying;
4. A school Anti-Bullying Code is in use, giving clear advice to children on what to do if they are a witness to, or a victim of, bullying. This will be displayed in classrooms and around school. Children will be encouraged to become familiar with this:

### **If you see someone being bullied:**

- **DON'T** rush over and take the bully on;
- **DO** let a teacher or other staff member know immediately (or as soon as you possibly can);
- **DO** try to be a friend to the person being bullied;
- **DON'T** be made to join in;
- **DO** try to help the bully stop bullying.

### **If you are a victim of bullying:**

- **TELL** a teacher or another adult in school;
- **TELL** your family;
- **TAKE** a friend with you if you are scared to tell someone by yourself;
- **KEEP** telling people until someone listens;
- **DON'T** blame yourself for what has happened.

## How the School Responds To Specific Allegations of Bullying

1. Children will know who to talk to in the first instance. This will usually be their class teacher, but it could also be:

another adult known to them in school eg Teaching Assistant, Head Teacher etc; a school counsellor; a Midday supervisor; a friend/playground leader/school buddy; a family member etc.

The children must be given every opportunity to report the bullying in the first instance. Usually, it will be the class teacher/s who will follow up allegations. Therefore, any other adult in a position of responsibility should feed back to the class teacher/s as soon as possible.

2. The class teacher/s takes steps to discuss the problem with the children concerned to establish the situation and talk through any issues. An early resolution is sought using these tactics.

3. Both bullied and bullying parties are informed that the situation is being monitored by the class teacher/s and all other staff in school.

4. If there is no improvement, or further bullying occurs, the parents of the bullying child will be contacted in order to come into school to discuss the problem and to make clear that a zero tolerance policy is being adhered to. This meeting will include the Head Teacher/Deputy Head Teacher if necessary. If further bullying takes place, there is a possibility that restrictive sanctions may be applied or in severe cases the possibility that the bully will be excluded for a fixed term in the first instance.

5. As a result of the discussion clear expectations are laid down as to:

- Expected behaviour and attitudes;
- Where the bullying child should be at specific times of the day;
- Who they should report to, and when;
- Who they should keep away from;
- What are the arrangements for beginning/ending lessons, lunchtimes, starting and ending the day.

Individual circumstances will determine the precise arrangements to be made.

6. Support is given to the bullying child to raise their self esteem and develop appropriate social skills.

7. Support will be provided for the victims of bullying using a variety of mechanisms *as appropriate to the child and situation*.

Examples of these are: Counselling, Small group SEAL, playground support from buddies/peers, regular contact with parents/carers, time out at break times to talk to adults in school/share activities with peers, whole class discussion.

### **Cyber Bullying**

We recognise that the vast majority of cases of cyber bullying will occur out of school. However, we understand that this will have a detrimental effect on school life and as such we need to support all parties involved to resolve any issues caused.

School will work positively with parents/carers to provide information which may be relevant, for example: rules governing social networking sites etc

As part of our Safety Curriculum, children of all ages learn about e safety in an age appropriate way (E Safety policy). They are aware of how to use the internet safely and what to do if they encounter cyber bullying or anything else which is inappropriate. Specific teaching happens over the course of the year for all age groups.

School equipment will not be used for anything other than educational purpose. Children not following guidance will not be permitted to use the school system and parents will be contacted.

### **Staff Training**

During 2015/16, some members of staff will be completing the Anti Bullying Alliance/DfE training on Bullying.

**REVIEWED ON:** September 1<sup>st</sup> - 5<sup>th</sup> 2015

**NEXT REVIEW:** September 2016