

# **Victoria Primary School**

## **Behaviour Policy and Anti-bullying Policy**

**Revised 2008 - 2009**

**Our learning goal is to ignite our curiosity, motivate, challenge and  
inspire us so that:**

**Together we aim for the stars.**

# Behaviour Policy

**All those people involved in the life and work of the school will be responsible for the implementation of this Policy.**

## Mission Statement

**ETHOS: This school believes that everyone has the right to feel safe at school, to learn to the best of their ability, to be treated with dignity and respect.**

### **This policy:**

- Ensures that every child has a right to a safe, secure and happy environment, free from physical and emotional threat.
- Encourages independence, self-discipline thereby raising self-esteem so that everyone learns to accept responsibility for their own behaviour.
- Ensures that all everyone has a consistent approach to behaviour with clear expectations.
- Encourages parents to work in partnership with the school.
- Encourages positive, caring attitudes where everyone feels valued.

A review of this policy along with responsibilities, time scales, consultation and update training will be included annually on the Self Evaluation Document and School Improvement Plan.

The behaviour policy will be updated, discussed and shared with all stakeholders annually. Feed back from parents and pupils will be given full consideration.

This Policy will be implemented alongside Equal Opportunities, Racial Awareness, Disability and Discrimination and Anti Bullying Policies

## **Procedures and Practice**

The majority of interaction in schools is in the main between staff, pupils and their peers.

The use of a behaviour code will enable pupils to know what behaviour is expected of them and enable teachers to teach, encourage and reinforce responsible behaviour.

## **Behaviour is a whole school issue.**

Individual behaviour takes place in a whole school environment.

### **Rules**

- ♦ Follow instructions.
- ♦ Use appropriate voice in and out of school
- ♦ Keep hands, feet objects and unkind words to yourself.

## **Rewards and Consequences**

### **Rewards**

Positive recognition motivates pupils to choose appropriate behaviour and creates a positive atmosphere in the classroom.

It also allows pupils who almost routinely follow the 'behaviour' code to receive appropriate recognition for this.

It increases pupils' self-esteem and helps improve relationships by focusing on positive as opposed to negative aspects of interaction.

Rewards include:

- ♦ Verbal praise
- ♦ Non-verbal praise, e.g. 'thumbs up' or smile.
- ♦ Stickers
- ♦ Merit/house points / Raffle tickets KS2
- ♦ Celebration assembly certificates
- ♦ Class rewards / raffle
- ♦ Proud to Present KS1 and Nursery
- ♦ Starfish of the week KS1

### **Consequences:**

- ♦ Will be something pupils do not like but will never be physically or psychologically damaging
- ♦ Will be designed not to humiliate pupils i.e. be fair, appropriate and commensurate to the cause
- ♦ Be immediate
- ♦ Will be appropriate for the pupils
- ♦ Be applied consistently but individual circumstances will be taken into account

When the pupil first breaks rules he/she should receive:

First time:	A warning    KS1 – Two warnings
Second time:	Time out in the classroom
Third time:	Minutes off your playtime
Fourth time:	Time out with senior management, ultimately the head teacher
Fifth time:	Parents involved.

### **Further Consequences**

- ◆ Removal from the group (class).
- ◆ Interruption of break or lunch-time privileges.
- ◆ Withholding privileges.
- ◆ ‘Internal exclusion’ from, for example, part of the school or a particular lesson or peer group.
- ◆ Completion of assigned work or extra work.
- ◆ Discussion and Reflections

After one or more of the recommended sanctions is applied severe incidents will be logged.

## **Playground Behaviour**

### **Children will expect to:**

- ◆ Play safe, friendly games and the use of school equipment if possible
- ◆ Receive kind behaviour from other children
- ◆ Receive respect and firm but fair treatment from the adults on duty

### **Mid Day Supervisors will expect**

- ◆ To feel that they are a valued part of the school structure
- ◆ The children to be well behaved and respectful
- ◆ To have First Aid Training if needed
- ◆ To have a copy of the school Behaviour Policy as a guide
- ◆ To have training in play ground games and behaviour management
- ◆ To have the use of school rewards and consequences
- ◆ To have back up from the teaching staff in the school when there are problems that they are unable to solve

## **Playground rules**

- ◆ The bell will be rung at the end of play time
- ◆ All children will be expected to stand still
- ◆ Classes will enter school quietly and calmly
- ◆ Monitors will collect and store all playground equipment
- ◆ All litter is to be placed in the bin
- ◆ Only snacks as stated in the Healthy School Policy
- ◆ Children who are hurt should go to the First Aid station / opposite the staff room
- ◆ Games will be played in the appropriate zones
- ◆ Rewards will be given for good behaviour
- ◆ Consequences will be applied consistently for problem behaviour

## **The Role of the Behaviour Co-ordinator**

At Victoria Primary school the behaviour co-ordinator is Mrs. Judith Jones

“The consistent application of positive behaviour policies that are agreed by all staff and effective monitoring by senior management in schools, helps to ensure an atmosphere where expectations of good behaviour are high.” (Behaviour in Wales ESTYN 71)

The Behaviour Co-ordinator has an important role to play in supporting and guiding staff in the implementation of the whole school Behaviour Policy.

### **The Behaviour management team ( team leaders and senior management) will:**

- ◆ Visit classrooms to offer practical advice on classroom management and organisation
- ◆ Suggest strategies that will help to improve the classroom behaviour of difficult pupils
- ◆ Suggest ways of improving the confidence and self esteem of pupils and teachers
- ◆ Help to improve the expertise of teachers in managing behaviour
- ◆ Remind staff and pupils of school rules, ensuring consistency throughout the school
- ◆ Support individual pupils when difficulties occur
- ◆ Organise parenting programmes
- ◆ Liaise with outside agencies in order to improve understanding of the problems experienced out side school
- ◆ Ensure that the learning needs of the pupils are not adding to difficulties of behaviour
- ◆ Take the lead in reviewing the school discipline policy
- ◆ Ensure that recent innovations in behaviour strategies are considered
- ◆ Attend relevant courses
- ◆ Provide whole school INSET for behaviour
- ◆ Demonstrate strategies such as Circle Time

## **The Unresponsive Child/ The Child in Crisis**

The vast majority of pupil behaviour will be managed effectively by the consistent use of positive recognition and the systematic application of consequences.

However, there may be some instances where action has to be taken immediately to deal with a pupil's disruptive behaviour.

### **It will be essential to:**

- ◆ Discover the exact nature of the problem.
- ◆ Show empathy and concern.
- ◆ Find out why, where and when a problem occurs.
- ◆ Work with the pupil to improve behaviour.
- ◆ Agree on a course of action.

There will be a small minority of pupils for whom the usual behaviour management strategies of the school are insufficient to address their difficulties. Additional steps will then need to be taken for these pupils.

At this point consideration must be taken to placing the child on the SEN register at School Action.

The class teacher, SENCO, Behaviour Co-ordinator, and members of the Senior Management Team, should be involved in planning a way forward using detailed Individual Behaviour Plans .

Staff will liaise with the local authority Educational Psychologist and Behavioural Support team as well as working in partnership with parents / carers in planning the way forward.

## **Pupils at School Action Plus**

Pupils who do not respond positively to the plan drawn up at School Action may be referred to the appropriate agency. These agencies could include Educational Psychologists, Education and Welfare Officers, Health Professionals, Specialist Teachers for Learning or the Primary Behaviour Improvement Team.

These children may be placed at School Action Plus in relation to the Code of Practice.

Before a child is referred school staff will ask the following questions:

- ◆ Is the child following class rules, rewards and consequences and are they being applied consistently?
- ◆ Have parents been involved?
- ◆ Have learning issues been discussed and has work been appropriately differentiated?
- ◆ Have Circle Time, Circle of Friends, Anger Management strategies been used?
- ◆ Have SEAL ( social and emotional aspects of learning) strategies been used?
- ◆ Have at least two IEPs/ IBPs been implemented and reviewed?
- ◆ Has liaison between school staff, the school doctor or nurse occurred?

**However there is a need to be aware that occasionally there can be an emergency situation.**

For these pupils a fast track system must be used.

- It is crucial that these children are referred to the relevant services – (Educational Psychologist and the Primary Behaviour Improvement Team.)
- A Pastoral Support Programme may be prepared and implemented. This is important for the child who is at risk of exclusion

The main principles behind the Pastoral Support programme (PSP) are as follows:

- The Pastoral Support Programme is a school-based intervention. The behavioural outcomes for the child to work towards should be precise and realistic.
- The programme is implemented if a child is at risk of permanent or long term fixed exclusion or is disaffected.
- The needs of the pupil will be addressed and a graduated response implemented, drawing on the range of expertise within the school.

## **Exclusion**

Exclusions may take place:

- In response to serious breaches of a school's discipline policy.
- Once the range of alternative strategies (PSP) have been tried and failed.
- If allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or of others in the school.
- In all cases the school will follow the LEA guidelines for exclusions with reference to Circular 1/2004

## **EXCLUSION**

**Only the Headteacher has the right to exclude your child.** If the Headteacher is absent, then the most senior teacher may exercise this power.

**The Governing Body or its Discipline Committee must not be involved in the decision to exclude** ~ it has to remain impartial in order to discharge its duty to fairly review the use of exclusion and to exercise its power to reinstate pupils when appropriate.

**Your child should only be excluded:-**

- in response to serious breaches of the school's behaviour policy;

- and
- if allowing your child to remain in school would seriously harm the education or welfare of your child or others in the school.

**The Headteacher can:**

**EXCLUDE A PUPIL FOR A FIXED PERIOD**

**This can be up to 45 days in 1 academic year.**

**OR**

**EXCLUDE A PUPIL AT LUNCHTIME ~ each lunchtime exclusion counts as a ¼ of a school day**

**OR**

**EXCLUDE A PUPIL PERMANENTLY**

The Headteacher must report exclusions to the Governing Body and the LEA.

The Education Welfare Officer will be informed and, if you wish, can contact you to discuss the situation in more detail.

**Further information on exclusion is available form the school office.**

# Anti Bullying Policy

All those people involved in the life and work of the school will be responsible for the implementation of this Policy.

## Definition

“Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms.”

*(Tackling bullying in schools: A survey of effective practice – Estyn 2006)*

## Procedures and Practice

Bullying is wrong and damages individual children. In this school we will do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

Bullying should be dealt with as a whole-school issue.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities with regard to the eradication of bullying in our school.

### Bullying can be:

- Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- Physical – pushing, kicking, hitting, punching or any use of violence.
- Racist – racial taunts, graffiti, gestures.
- Sexual – unwanted physical contact or sexually abusive comments.
- Homophobic – because of, or focusing on, the issue of sexuality.
- Verbal – name calling, sarcasm, spreading rumours, teasing.

Bullying can take many forms, but the three main types are:

- Physical – hitting, kicking, taking belongings, sexual harassment or aggression.
- Verbal – name calling, insulting, making offensive remarks.
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, MSN, sending malicious e-mails or text messages on mobile phones.

Verbal bullying may:

- ♦ Involve name calling
- ♦ Making use of written notes, e-mails or mobile telephone messages.
- ♦ Include threats of physical violence.

Physical bullying may:

- ♦ Often consist of deliberate jostling, bumping, pushing or shoving. Those responsible may easily maintain that it is accidental when detected for the first time. It is a criminal offence where it involves assault, actual bodily harm or wounding.
- ♦ May involve theft or damage to property (accompanied by the threat of violence). Not all theft or damage is bullying, but it is where the intention is to create fear and use power improperly.

Manipulative bullying may:

- ♦ Involve social networks with the intention of excluding, ostracising or marginalizing individuals from their friends and normal relationships.
- ♦ Involve spreading rumours or malicious accusations.

## **Strategies to reduce bullying**

The following will be used to prevent or reduce incidents of bullying:

- ♦ Co-operative group work
- ♦ Circle Time
- ♦ Circle of Friends
- ♦ Buddying
- ♦ Discussions at School Council meetings
- ♦ Mediation by adults and / or peers
- ♦ Assertiveness training groups
- ♦ Direct and indirect discussions through areas of the curriculum e.g. PSE, literacy, drama, history, RE and SEAL

**Bullying incidents will be recorded on the school's bullying incident forms in the following way:**

- Names of those involved, including the victim, bully and any witnesses.
- Dates of incidents.
- Details of incidents.
- Action taken.
- Monitoring of situation.
- When the situation will be reviewed.

The bullying register is a collection of incident forms that are used for bullying and racist incident reports.

## **The Role of the Governors**

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

**The Governing Body will review the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.**

A parent who is dissatisfied with the way that the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. The Governing Body will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body will notify the Headteacher, and ask him/her to conduct an investigation into the case, and to report back to a named representative of the Governing Body.

## **The Role of the Head Teacher**

It is the responsibility of the Headteacher to implement the school Anti-bullying Policy and to ensure that all stakeholders are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher will report to the Governing Body about the effectiveness of the anti-bullying policy on request.

The Headteacher will ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this type of behaviour is wrong.

The Headteacher will ensure that all staff, including MDS, receives sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headteacher will encourage a school climate of mutual support and praise for success, so making bullying less likely. When children feel that they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

## **The Role of the Teacher and Support Staff**

Everyone in our school take all forms of bullying seriously and seek to prevent it from taking place.

If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Headteacher. Teachers and support staff will do all they can to support the child who is being bullied.

In the Head Teacher's Office there is an anti-bullying logbook in which staff will record all incidents of bullying that occur both in and out of class. We will also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should record it in the logbook.

When any bullying has taken place in the classroom the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and consequences for the offender. Time will be spent talking to the child who has done the bullying explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, the Headteacher and the special needs co-ordinator will be informed. We will then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Headteacher may contact external support agencies, such as Social Services or the Pupil Support Service.

All members of staff will attend training, to equip them to identify bullying and to follow school policy and procedures with regard to behaviour management. Teachers will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They will use drama, role-play, stories etc., Circle time will be used to praise, reward and celebrate the success of all children, and thus help create a positive atmosphere.

## **The Role of the Parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

If they are not satisfied with the response, they should contact the Headteacher, If they remain dissatisfied, they should follow the school's complaints procedure.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

## **The Role of the Pupils**

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must tell other people.

Pupils are invited to tell us their views about a range of school issues, including bullying, in class discussions. Our School Council supports the school's anti-bullying policy.

# **Procedures for Dealing Specifically with Incidents of Bullying**

## **Stage 1 (Teacher Concern)**

- Child reports to teacher / head teacher
- Teacher / head teacher has full discussions with the victim and the perpetrators.
- Apology to victim – verbal
- Apology to victim – written
- Appropriate consequences.

Child is counseled by class teacher (and SENCO / Headteacher if necessary).

Consequences should be used in line with the school Behaviour Policy but could include:

- A possible loss of privileges.
- Informing parents.

## **Stage 2 (School Action)**

- Class teacher / reports to SENCO and may discuss with Headteacher.
- Child is given notice that ‘bullying’ and other inappropriate behaviour is being recorded.
- Record is begun containing Date and Description of incident.
- Class teacher and SENCO or Headteacher counsel child formally.
- Parents are involved in counselling.
- Evidence is collected and in consultation with parents the teacher, SENCO and or Headteacher decide if the child has a Special Educational Need.

## **Stage 3 (School Action Plus)**

- Headteacher / Outside Agency / SENCO implement strategies to correct behaviour.
- Parents work in tandem with school.
- Governors may be involved
- Suspension and/or exclusion may be considered.

## **Reviewing the Policy**

The Headteacher and staff will monitor the effectiveness of this policy on a regular basis.

The Governing Body will review this Policy every two years. The governors may, however, review the Policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

More information including strategies for parents are available from the school office on request.

Positive Parenting Courses will run again this year in March 2009.