



***The Ruskington
Chestnut Street CofE
Primary Academy***

Anti- Bullying and Behaviour Policy

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Anti- bullying and Behaviour Policy

The Governors of Ruskington Chestnut Street Church of England Primary Academy are committed to providing a safe learning environment in which the pupils are encouraged to treat each other with respect and kindness in every aspect of their lives. The principle aim of this policy is to ensure that good behaviour assists the school to develop the potential of all pupils.

1. The Rational

The Governors and staff believe that:

- It is essential that the school has a positive ethos which fosters a communal sense of purpose.
- School has a major role to play in influencing a child's behaviour;
- Good behaviour is a necessary condition for teaching and learning to take place;
- Good behaviour is a desired outcome of the educational process and one that society has a right to expect;
- It is essential that school and parents work in partnership to promote and encourage good standards of behaviour;
- School's task is a difficult one, for it may have to reconcile conflicting values between school and society at large.

Our rational is also linked and based out our schools core values. At the start of the new academic year, staff will remind pupils of our core values

- Compassion
- Respect
- Honesty
- Trust
- Forgiveness
- Perseverance

2. Aims

We aim to:

- Create the right ethos and climate of behaviour;
- Develop in pupils a sense of self- discipline and an acceptance and responsibility for their own actions;
- Ensure that pupil's behave in a responsible manner, showing consideration, courtesy and respect for others at all times.
- Create the conditions of an orderly community in which there is mutual respect between all members and proper concern for each other, property and the environment;
- Develop a supportive atmosphere, in which pupils are able to give their best and are encouraged and stimulated to fulfil their potential.

3.0_ Management

The Governors and Senior Leadership team will ensure that decisions on the curriculum, organisation and timetabling are aimed at enhancing the moral of the staff and the pupils. They believe that:

- Effective communication is vital between the management and the teachers to ensure clarity of expectation.
- The Senior Leadership team should be available to support teachers when disciplinary difficulties arise.

- The principle that good relationships are the pre-requisite of good behaviour is established throughout school.
- All staff in the school should accept responsibility for maintaining good behaviour in the classroom and elsewhere.

3.1 **Staff**

We have the commitment of all the staff to a positive approach of praise and encouragement, incentives and inducements. To this end the staff;

- Set the right example in the matter of commitment and mutual respect.
- Have high expectations of all pupils;
- Believe that all children should be dealt with fairly, consistently and sensitively .Pupils should see that rewards and consequences are applied consistently and fairly.
- Are on duty in the playground or classrooms. The presence of a member of staff is a more effective way of obtaining good behaviour than a punishment of those caught misbehaving when left to their own devices.
- Try to understand children’s personal problems as poor behaviour can often stem from them.

3.2 **Curriculum**

We believe that:

- The quality and content of the curriculum and teaching and learning methods through which it is delivered are important influences on pupil behaviour;
- The provision of a relevant, appropriate and differentiated curriculum to motivate and involve pupils is an important ingredient of a successful school discipline policy.

3.3 **Environment and resources**

We try to provide:

- An attractive and stimulating environment in which the children are encouraged to take pride;
- Good quality, relevant resources which support the children learning;
- Opportunities for children to be given responsibility for keeping the classroom and wider school tidy and organising resources.

3.4 **Extra Curricular Activities**

We believe that it is the responsibility of school to provide extra –curricular activities and the enhancements to the curriculum can:

- Have a positive effect on behaviour by giving children a sense of achievement and increasing self-esteem.
- Encourage independence, self-reliance and determination.

3.5 **Parent Involvement**

Close co-operation with parents is essential and every effort is made to encourage their support and understanding. We:

- Expect the support of parents in encouraging their children to keep the school rules and the schools policy of discipline.
- Provide individual invitations to discuss their child’s behaviour as this helps to break down barriers between school and home and makes the acceptance of a combined responsibility more likely.
- Share the schools discipline policy with parents with the opportunity for contributions.
- Provide a Home School agreement to be signed when a child starts school. New agreements may be issued in line with any policy changes during the child’s time in the school.

We will be proactive with parents

Early communication is important because

- Parents have a right to know and a duty to support school.
- Children often respond better to a unilateral approach.
- Parents may have additional information that will help us better understand the needs of a child.

Therefore we

- Keep parents informed of progress and events – particularly for behavioural SEND children
- Support parents in having a consistent approach to managing behaviour at home, putting them in touch with outside agencies where appropriate.

Keep parents informed when things are going well, particularly for those children who have additional needs and are making that extra effort.

3.6 **Outside agencies**

We aim to establish close relationships with external support agencies such as the Educational Psychologist Service and the Police so that the understanding of the needs of the children and the provision of the right support can be achieved.

3.7 **Bullying**

Bullying is unacceptable and will not be tolerated in school. Bullying is the use of physical, verbal or emotional aggression repeatedly over a period of time. It can be inflicted by an individual or group, by a child or an adult and can include 'cyber bullying'.

New legislation supports the schools firm determination to deal with bullying against any individual or group covered by the following characteristics:

- Age
- Disability
- Gender
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation

The PHSE curriculum will highlight the schools abhorrence of bullying and incorporate work on rights and responsibilities.

The following will also be applied to combat and deal with bullying.

- Children will be encouraged to tell if anything or anyone is distressing them or if they see someone in distress.
- Incidents of bullying will be dealt with speedily or effectively.
- Bullies will be confronted by their actions and the 'victim' should be seen by the bully to be given support by someone in authority.
- Parents will be informed if their children are acting in a bullying way.
- The normal sanctions of unacceptable behaviour will apply.

3.8 **Hate crimes**

In the exceptional case of severe verbal or physical attack on a child or adult, school will follow instruction to report the incident on a Hate Crime form to the police.

3.9 Damage to property

- Non-accidental damage to the property whether it be to the fabric of the building such as a broken window or to items such as school books or rulers which are defaced or damaged, will be reported to parents with a request to repair or replace.
- When accidental damage occurs children will not be disciplined. However where damage is a result of misbehaviour it is important that parent co-operate so that pupils understand the consequences of such behaviour.

4.0 Whole School Approach

We believe that good behavioural management relies on a whole school approach. Every member of staff will implement this policy into everyday practice. We apply systematic approaches to:

- Code of conduct
- Positive ethos
- Rewards
- Good organisation
- Good communication
- Consequences and ensuring consequences

4.1 Code of Conduct

At Ruskington Chestnut Street C of E Primary School, we believe that we should:

- Walk around school quietly.
- Remember to use our manners
- Listen carefully to others & follow instructions the first time they are given.
- Look after school property & keep the environment tidy
- Have a good attitude to learning
- Use kind words and actions

4.2 Positive Ethos

Positive language focuses on identifying things that are going well, good choices that have been made, as well as tackling poor choices. We accept that ultimately the children are responsible for their own actions. This is reflected in our use of the language of choice. This fosters a move away from the idea that children are inherently 'bad' or 'good', they are however making good or bad choices.

Praise is used in a rich and focused way. We recognise that we need to be clear about what it is we are praising, 'You have managed to learn how to spell *because*' is much more effective than well done. Positive language focuses on how much pupils have improved rather than expecting perfection.

Used appropriately these positive phrases can be effective:

- 'Thank you for making a good choice about....'
- 'Well done for doing the right thing....'
- 'What does making the right choice look like/ sound like / feel like?'
- 'How could you make a better choice next time?'
- 1-10 scale for children to judge their behaviour – highlighting children at 10/10

4.3 **Rewards**

Good behaviour is maintained by giving praise and reward when appropriate and showing disapproval and disappointment when expected standards are not attained.

Rewards may take the form of:

- Private or public verbal praise from a member of staff
- Bringing good behaviour to the attention of someone else
- Stickers
- House points for good work, attitudes, kind actions by an individual or group
- Celebration certificate awarded in collective worship
- Recognition in the form of their name on the pupils name rainbow.

Rewards - Celebration Assembly

On Friday Afternoons we hold Collective Worship with a theme of Celebration. There are several types of rewards that are shared here:

- Achievement certificates as described above.
- Attendance certificates will be awarded where appropriate.
- Additional certificates (for example for sporting achievements) may also be awarded, including those received outside of school.
- School house point totals announced

Positive Messages

Teachers are encouraged to make positive calls or texts, or send a positive message to parents to share success and good news.

Good Organisation of Lessons

Classroom layouts

The classroom layout should encourage and facilitate all children to engage actively with learning, to behave appropriately and to feel safe and secure. Our classrooms demonstrate that

- Learning walls are a central and active engagement tool
- The Code of Conduct will be on display and referred to appropriately
- Resources are accessible and fully labelled
- Children are seated to maximise their learning opportunities but minimise disruption opportunities.
- Classrooms are clutter free
- Furniture will be rearranged appropriately for the nature of the tasks
- Pupils and staff can move easily around

Prior to pupil arrival

- Equipment is easily accessible, and labelled.
- Children know which equipment they can access themselves and which is centrally distributed.
- Children know what they do the moment they enter a classroom, and teachers set up clear effective routines. This may include initial instructions on the board, or initial focus seated around learning walls – however there are many alternatives.

4.4 **Good General Organisation**

Senior Leadership Team

Senior Leadership Team is responsible for supporting colleagues who are experiencing particularly challenging behaviour. This includes coaching and working directly with children, parents, support staff, the Inclusion Leader and external agencies.

Supporting supply and cover teachers

Supply and cover teachers should be supported by:

- All staff
- Lesson planning in an easy to follow format.
- Lessons that are reasonable for someone other than the class teacher to implement and manage.
- SEND list in each class register
- Relevant medical information in each class register
- Target children list
- Password to laptop
- Deploying support staff to help children settle at the start of sessions where appropriate.
- Class teachers following up behavioural problems with parents when appropriate.
- Induction pack including
 - List of daily routines
 - Summary of behavioural policy

4.5 **Day to day management of behaviour within school.**

Children arriving

At 8.40am and 8.50am respectively all class teachers will be in their classrooms to welcome pupils.

Around school

Before we move children around school, we think about making the transition smooth, quiet and efficient. We make our expectations clear about how we will move around school. Staff should ensure they are in a position of effective leadership.

4.6 **Collective Worship**

We periodically remind children of the importance of collective worship as a time to reflect on their lives and the lives of others. It is an essential part of the day.

Entry to collective worship will be silent, with each class teacher ensuring that their class enters assembly silently, sits silently and waits silently. Music will normally be playing. Staff will also normally model this silent behaviour for children.

A member of staff will be highly visible at the front of the hall, identifying and praising good behaviour in a variety of ways, including individual eye contact and acknowledgement.

Consequences may be given for poor choices made in collective worship, but unless behaviour is significantly damaging the experience this will normally be done discretely by staff at the end.

4.7 **Morning play**

Playtimes should be an enjoyable, social experience for all of our children. During morning playtimes, staff should disperse themselves strategically so they can observe and support positive play.

- At playtimes children will only be allowed in classrooms if supervised.
- Children will be provided with playtime apparatus, balls, skipping ropes etc.
- When playing in the garden area the children will look after and respect the environment including taking care not to damage trees and plants.
- Teacher will escort their class from the playground at the end of play.

4.8 **Wet playtimes**

At wet playtimes parallel classes may share the same classroom, one of the teachers or TLA's being responsible for them or each class can stay in their own classroom supervised by their teacher.

- At wet playtimes and dinnertimes materials will be available for the children to use e.g. scrap paper and books etc.
- The scissors will only be allowed at playtime when it is safe to do so.
- All wet playtime equipment should be cleared away in adequate time before the start of the next lesson.

4.9 **Lunch Time**

At Lunchtimes Children are expected to:

- Show the same level of respect to the midday supervisors as they would to their teachers.
- Line up quietly for lunchtime.
- Talk quietly whilst eating their dinner.
- Show good table manners.
- Walk sensibly to the playground.

Midday supervisors should place themselves around the playground so they can both watch and support children's play. Midday supervisors will promote positive play. Children must ask a midday lunchtime supervisor if they wish to come in for any reason. If a significant incident occurs, it is recorded in the behaviour log and the class teacher is informed. Repeated offences will be followed up by class teachers who will contact home and seek to get the problem behaviour resolved.

For children who demonstrate persistently poor behaviour a letter will be sent to parents/carers requesting a meeting with a Senior Team Member to discuss their child's behaviour and strategies for improvement. In cases of particularly aggressive or abusive behaviour the pupil will be sent to a member of SLT and parents/carers will be informed.

In extreme cases where despite the use of a number of behavioural strategies, the child is still unruly at lunchtime, parents/carers will be informed that the child will be excluded from the premises at lunchtime.

5.0 **Dinner Hall**

Routines are clearly established. Calming music may be used. Children are encouraged to talk quietly to the people on their table.

5.1 **Uniform**

We have a dress and hair style code which allows the children a sense of belonging to CHESTNUT Street. The code is published on our school website and in the School Prospectus. We ask that all parents support us in ensuring that their children wear the correct uniform.

- All staff will ensure that children are adhering to the uniform code and question them if they are not wearing the correct uniform.
- Staff will remind children of the standard of dress we expect i.e. for them to look neat and tidy and enforce the uniform code.

5.2 **Manners**

We believe that good manners are important and that all staff demonstrate those to the children. The children are then expected:

- To move around the school quietly in a single file.
- To show good manners to each other and to the adults.
- To demonstrate good manners by opening doors and holding them for others to pass through;
- Show the same level of respect to all members of staff, including office staff, cleaning staff and visitors as they would to their teachers.

5.3 **End of the school day**

Sufficient time is left at the end of the day, to ensure that children are ready to leave in a calm and safe manner. All teachers will escort their children to the children's exit and supervise their leaving. Members of the Senior Leadership team will be visible every evening. Our high expectations of good choices and polite manners continue until children are *at least* off school premises.

- Ensure that a Key stage one child is united with the person who is picking them up before allowing them to go home.
- Ensure the children are sent home suitably i.e. with coat if it is raining.
- Remind the Key Stage 2 children that they must return to school if no-one is in the playground to collect them.
- Remind the children that school rules still apply outside of school e.g. on school trips and residential trips and that misdemeanours outside school will lead to consequences within it.

6.0 **Meeting Pastoral Needs**

The school ethos shows that we care greatly for our children. We want our children to feel valued, secure and have a sense of belonging. We use the SEAL project as part of our PSHE programme to help meet the pastoral needs of our children.

6.1 **Teachers and Support Staff**

Teachers and support staff together must agree who and how behaviour can and should be managed by the support member of staff within each classroom. All staff should apply the school stage system, ensuring as much consistency as possible is essential.

Support staff should contribute to the generation of IEP's and half termly targets for SEND children. Staff should track their child's behaviour carefully, keeping a diary of events, if appropriate. Any significant events or patterns should be recorded.

Support staff, with the agreement of the class teacher, and inclusion of strategies onto IEP's, may deploy additional rewards, for example choosing time, stickers etc. However we must do this in such a way that we minimise feelings of unfairness from other children.

6.2 **Consequences**

The key tool that we use for ensuring consistency of consequences is the stage system.

The Stage System

Pupils will be reminded of the stage system and reward systems at the start of each half term, including the fact that phone calls home really do happen. Children who are persistently good sometimes think this does not happen because no-one tells them about it – this can result in children who are persistently good feeling that things are unfair.

It is essential that teachers are rigorous and conscientious in applying the stage system.

Stage 1

If a child is reprimanded an explanation is given and the child's name is moved to the cloud or thunder cloud accordingly (KS1) or they have their initials written on the board (KS2) which can be erased once positive choices are re-established. If a change of scene is required, to allow a child to refocus, they may spend between five and ten minutes time out in another class room to allow for some calming down time.

Stage 2

If a second incident occurs a child will miss part of their playtime by being asked to stay inside under supervision or stand with the adult that is on duty in the playground.

Stage 3

If there is a third incident the child will be sent to the key stage leaders with work. (For no longer than half an hour). The key stage leader or class teacher will log this and notify parents that this has happened.

Stage 4

Further misbehaviour will result in the child being sent to the Deputy Headteacher with work, The Deputy Head will log this in the child's pupil log and send home a letter to inform parents of the child's misbehaviour. The letter will request that the parents/carers acknowledge receipt.

Stage 5

For persistent poor behaviour the child is sent to the Headteacher, who will contact the child's parents/carers to arrange a meeting to discuss behaviour.

If there is an incident of extreme behaviour that is either violent or dangerous, this will lead to an immediate Stage 5 recording.

6.3 **Dealing with failure to engage in learning**

It is appropriate to ensure pupils receive their full curriculum entitlement. Therefore, if pupils (who are reasonably capable of doing a task) fail to do so to a satisfactory standard, staff should require pupils to use break times, lunchtimes and additional home learning to catch up. It is particularly important that all staff are empowered to do this and actively supported by class teachers and senior leaders.

6.4 **Alternative Consequences**

There are times when the stage system is simply not enough, is not working, or is not appropriate. When this is the case, the class teacher is responsible for identifying alternative consequences.

It is essential to work closely with parents, pupils and relevant colleagues.

Parental engagement is key to many pupils that are struggling to make good choices, and although this is not always easy to obtain or maintain, must be a key priority for the class teacher. When a pupil has a 1:1, the 1:1 should be involved at each and every stage.

The purpose of these alternatives is to improve pupil behaviour longer term, avoiding the need for exclusion, whilst minimising opportunities for poor choices short term.

In extreme circumstances where a child is at risk of causing themselves or others significant harm or compromising a safe environment, it may be appropriate to use physical intervention. Staff members have received Team Teach training. Please see the school's Positive Handling Policy (The use of physical intervention). See also Government guidelines:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf

6.5 **Exclusions from lunchtime**

- Exclusion from school during lunchtime would be after a spell of persistently poor behaviour which is causing harm or distress to other children.
- Exclusion would only occur after all other attempts to modify the behaviour had been tried and found to be unsuccessful.

6.6 **Fixed/Permanent Exclusions**

In the event of serious behavioural difficulties, it may become necessary to consider a fixed term or permanent exclusion. The school supports Social Inclusion and wherever possible would wish to avoid the use of exclusions. A Behaviour Support Plan may be implemented to assist the child remaining in school and there will be strong liaison between staff, parents and child. In the event that a fixed term or permanent exclusion is considered necessary, the LA procedures will be followed.

Additional guidance can be obtained through Lincolnshire County Council exclusions and out of school team. This guidance cannot be about whether to exclude or not, merely to reflect what other schools have done in similar situations, and may help with any procedural concerns.

Exclusions may be for a build up of unmanageable and unacceptable behaviour, but may also be for a one off incident.

See also Government guidelines:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf

This policy received the full agreement of the Governing Body and will be reviewed as appropriate..