



Be the best you can be every day.

BEHAVIOUR MANAGEMENT & ANTI BULLYING POLICY

Introduction

THIS DOCUMENT IS a statement of the aims, principles and strategies for behaviour management at North Downs Primary School.

IT WAS DEVELOPED through a process of consultation with teaching and non-teaching staff.

IT WAS APPROVED BY Governors in the Autumn Term 2018.

THIS POLICY WILL BE REVIEWED annually in the Autumn Term 2019.

Purpose

This policy is a statement of the aims and principles for managing pupil behaviour at **North Downs Primary School** and as such will be implemented by all teaching staff, support staff and any adults responsible for pupils either on or off the school site whether in a paid or voluntary capacity.

This policy applies to all pupils whilst on the school site, on the way to and from school and whilst wearing school uniform in a public place.

Aims

At North Downs Primary School we are committed to ensuring the welfare of all pupils and will ensure that there is no bullying or discrimination. Vulnerable pupils, including 'looked after' children and children with SEN, physical or mental health needs will receive behavioural support according to their needs.

We aim to provide:

1. a happy, safe and pleasant school environment
2. good adult role models showing caring, co-operative behaviour
3. a learning environment that encourages and supports each individual in the achievement of their highest potential
4. a system which recognises and rewards good behaviour
5. a discipline plan that is communicated to every pupil
6. a clear system of rewards and sanctions consistently used throughout the school
7. an acceptance by all adults in the school community of a common responsibility for maintaining positive behaviour and promoting assertive discipline.

General principles and objectives:

We will:

1. always focus on whatever is going well
2. give plenty of praise where appropriate whilst maintaining a sense of proportion
3. make it clear that it is the unacceptable behaviour we don't want - not the child
4. draw attention to good behaviour
5. give clear and regular reminders of what is expected
6. teach children to choose responsible behaviour
7. 'teach' good behaviour calmly
8. ensure that an example is set by all adults in dress, manner, behaviour etc.

It is important to remember the corporate responsibility of the whole staff in the maintenance of the ethos and discipline in school.

Behaviour Plan

The rules on the following pages have been devised by class teachers and pupils in consultation with each other and must be displayed in every classroom as part of 'The Behaviour Plan'. There is a different plan for Key Stage 1 and Key Stage 2. The rules let pupils know what behaviours are expected in the classroom and indeed throughout the school.

Each set of rules is accompanied by a step-by-step list of rewards that can be given to the children as recognition of their choosing responsible behaviour. Likewise, each classroom discipline plan has a step-by-step list of consequences which pupils will receive if they choose to disregard the rules of the classroom. These include a 'severe clause' for dealing immediately with severe misbehaviour, if necessary.

The children are 'taught' these behaviour plans at the beginning of each academic year and are reminded of them at the beginning of each term.

All adults in school are expected to state their expectations to pupils, calmly, confidently and consistently and to back up their words with actions.

Pupils will be able to trust and respect adults in school because they have been given clear boundaries for acceptable and unacceptable behaviour. All children are expected to abide by the school policies and procedures.

KEY STAGE 1 - BEHAVIOUR PLAN

Rules

Do as an adult asks you

Keep hands and feet to yourself

Treat everything in school with care

Speak kindly to others

Positive Recognition

Praise

Stickers

Inform parents/carers of success

Send to Headteacher / Member of LT

Celebration certificates

Gold star badges (given at the end of each half term)

Consequences

Stage 1: Warning

Stage 2: Sit on cushion/chair - 5 minutes

Stage 3: Miss 5 minutes playtime or choosing time

Stage 4: Send to member of LT or Lunchtime Room to discuss behaviour (incident report, which is put in child's file) Class teacher informs parents/carers at end of the school day.

Stage 5: Involvement of Headteacher, meet parents/carers, consequence to be decided

Extreme Behaviour (physical, verbal or aggressive) Class teacher to write report

Send straight to Headteacher, parents/carers contacted.

KEY STAGE 2 -BEHAVIOUR PLAN

Rules

Do as an adult asks you

Keep hands and feet to yourself

Behave in a way that does not upset or disturb others

Speak kindly to others

Treat everything in school with care

Positive Recognition

Praise

Stickers/House Points

Positive phone calls and notes home

Gold star badges (given at the end of every half term)

Send to another teacher

Send to Headteacher or member of LT

Consequences

Stage 1: Warning

Stage 2: 5 minutes isolation in the classroom

Stage 3: 5 minutes loss of playtime

Stage 4: Send to member of LT or Lunchtime Room to discuss behaviour (incident report, which is put in child's file) Class teacher informs parents/carers at end of the school day.

Stage 5: Involvement of Headteacher, inform parents/carers, internal exclusion for half a day

Contact parents/carers in consultation with Headteacher

Extreme Behaviour (physical, verbal or aggressive) Class teacher to write report

Send straight to Headteacher, meet parents/carers, consequence decided

School rules and sanctions will extend to include all school organised activities taking place away from the school site; when travelling to and from the school or when in uniform and identifiable as a pupil of the school.

Danger signs in the classroom that should lead to referral to the SENCo

A sudden deterioration in the child's standard of work.

Restlessness and inability to concentrate.

Unprovoked aggression.

Irritability and sulkiness.

Delinquent acts, persistent stealing despite punishment.

Attention seeking.

Emergence of speech defect.

Excessive daydreaming.

Marked variety of moods fluctuating quickly from elation to depression and anxiety.

Clumsiness and lack of co-operation.

Failure to keep and make friends.

Hypersensitivity to criticism.

These comments are to help the referring teacher describe the behaviour of the child or children concerned. The SENCo should be consulted and will place the child on the Code of Practice Register and discuss the child's behaviour with the Headteacher. At this stage parents may be invited to share in the maintenance of a behaviour management plan.

ANTI-BULLYING

At North Downs Primary we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should feel able to tell an adult and know that incidents will be dealt with promptly and effectively. We will encourage anyone who knows that bullying is happening to tell a member of staff. As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

What Is Bullying?

Bullying is the repeated use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional - being unfriendly, excluding someone, 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 insults
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyberbullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullies will be helped to learn different ways of behaving.

Objectives

- All staff and governors will be expected to understand what bullying is; know what the school policy is on bullying, and will follow it when bullying is reported.
- All pupils and parents will be informed of the school policy on bullying, and what they should do if bullying arises.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Parents or carers should be aware of these possible signs and should inform a member of staff if a child:

- is frightened of walking to or from school alone
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- runs away - talks about 'wishing they were dead'
- cries themselves to sleep at night or has nightmares
- often 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"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- 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

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

Procedures

- Children will be encouraged to report bullying incidents to a teacher on duty, their class teacher, to the Headteacher, to another adult in school or to parents/carers.
- In all cases of bullying, the incidents will be recorded and kept on file.
- In serious cases parents will be informed and will be asked to attend a meeting to discuss the problem.
- The bullying behaviour or threats of bullying will be investigated immediately and the bullying stopped quickly.
- Work will begin to help the bully (bullies) change their behaviour

Outcomes

- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place, such as loss of playtime or privileges.
- In serious cases, exclusion will be considered.
- If possible, the pupils will be reconciled.

- After the incident / incidents have been investigated and dealt with, each case will be monitored by the class teacher or the adults involved ensuring repeated bullying does not take place.

Prevention

We will use various methods to reduce incidents of bullying. As and when appropriate, these may include:

- discussing school rules
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters
- circle time

Confiscation of inappropriate items

Confiscation may be a reasonable sanction depending on the circumstances of a particular case. Confiscating property may be considered in order to maintain an environment conducive to effective teaching and learning. Confiscated property will be returned to a pupil or given to the safe keeping of an adult at the end of the school day.

Unfounded allegations against school staff

The Headteacher and Governors will consider taking appropriate disciplinary action against any pupil/s who are found to have made malicious allegations against school staff.

Policy on the Use of Force to Control or Restrain Children

1. The ethos of the school is that control is based upon good personal/professional relationships between staff and children.
2. However, Section 550A of the Education Act 1996 does allow teachers, and other authorised school staff, to use such force as is reasonable to prevent a child from doing, or continuing to do, any of the following:
 - injuring themselves or others;
 - causing damage to property (including the child's own property);
 - engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its children, whether that behaviour occurs in a classroom during a teaching session or elsewhere;
 - committing a criminal offence (including behaving in a way that would be an offence if the child were not under the age of criminal responsibility).
3. All staff at the school are authorised to use reasonable force to restrain a child if necessary. This may include any member of staff working with a group of children. If such a situation arises, support from a member of the teaching staff will be provided at the earliest possible opportunity.
4. Staff may consider it necessary to use reasonable force where:
 - action is necessary in self defence or because there is an imminent risk of injury;
 - there is a developing risk of injury, or significant damage to property;
 - a child is behaving in a way that is compromising good order and discipline.
5. During an incident of restraint the minimum force necessary will be used and the child will continuously be offered the opportunity to regain self control. The purpose of restraint is to restore safety and good order. Reasonable force can be described as the minimum force necessary to achieve the desired result.
6. All incidents where reasonable force has been necessary to restrain children will be clearly recorded stating:
 - the name(s) of the child(ren) involved;
 - the date and time reasonable force was used;
 - why reasonable force was necessary;
 - how restraint was carried out;
 - who restrained the child/young person;
 - how long this restraint lasted;

- who was present during the period of restraint;
- any marks noted on the child as a result of the incident and how they occurred;
- action taken (e.g. treatment) in relation to any marks or injuries occurring as a result of the incident.

The child's parent/carer will be informed when it has been necessary to use reasonable force to control or restrain a child.

This policy will be monitored on a regular basis through SLT observations, in staff meetings and through pupil and parent questionnaires.

Signed Chair of Governors

Date.....

Other policies that this links to include:

Safeguarding & Child Protection Policy
Whistle-blowing Policy
Racist Incidents Policy
Single Equality Policy
PSHE Policy
Allegations against staff
SEN policy
Online Safety policy