Finchingfield St John the Baptist C of E Primary Academy

Positive Behaviour Management and Anti-Bullying Policy

Adopted: Spring 2020   Next review: Spring 2021

AIMS :

The leadership expects:

- every member of the school community to behave in a considerate way towards each other and to promote a positive ethos and climate in the school.
- class teachers to teach children about what bullying is (including cyber bullying).
- this policy to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- adults to reward and promote good behaviour, through developing an ethos of positivity and co-operation using the school values and by making each individual feel worthy, rather than merely deter anti-social behaviour.
- adults aim to treat all children fairly and apply this policy in a consistent way.

RESPONSIBILITIES:

It is the responsibility of **all staff** to:

- ensure that, through positive praise and highlighted examples of good practice and consistent application of the school values, that their class behaves in a responsible manner during all of the school day
- have high expectations of the children in terms of behaviour, and strive to ensure that all children learn and make at least expected progress.
- treat each child fairly and have a consistent classroom code of conduct.
- treat all children in their class with respect and understanding.
- keep a record of all incidents (Behaviour tracking logs and Termly Behavior Sheets) of misbehaviour and deal with incidents him/herself to resolve them as outlined in this policy. However, if misbehaviour continues, the class teacher seeks help and advice from their line manager up to the Executive Headteacher.
- contact and communicate with parents/carers if they have a concern about the behaviour or welfare of a child and when required work with the family to support the child to make improvements.
- liaise with external agencies, as necessary, to support and guide the progress of each child.

The role of the Executive Headteacher/Head of School

It is the responsibility of the Executive Headteacher/Head of School to:

- implement the school behaviour and anti-bullying policy consistently throughout the school, and to report to directors, when requested, on the effectiveness of the policy.
- ensure the health, safety and welfare of all children in the school.
- set the standards of behaviour, and by supporting staff in the implementation of the policy.
- keep records of all reported serious incidents of misbehaviour.
- give fixed-term exclusions to individual children for serious acts of misbehaviour.
- give permanent exclusions to individual children for repeated or very serious acts of anti-social behaviour.

The role of parents/carers

It is the responsibility of parents/carers to:

- work collaboratively with the school so that children receive consistent messages about how to behave at home and at school.
- explain the school values outlined in the school prospectus to their child and to support them to uphold them.
- support their child's learning, and to co-operate with the school, as set out in the Learning Partnership Promise.
- build a supportive dialogue between the home and the school.
- support the school when it has had to use reasonable sanctions to discipline a child.
- initially contact the class teacher if they have any concern by making an appointment to see the class teacher via the school office.

The role of pupils

It is the responsibility of pupils to:

- discuss the school values in the school prospectus with their parents/carers and follow them.
- discuss and agree class rules with their class teacher and class and abide by them.
- always treat others as they would expect to be treated.
- understand that they are responsible for making the right choices.
- discuss values with the school council.

The role of Directors

It is the responsibility of Directors to:

- set down these general guidelines on standards of discipline and behaviour, and review their effectiveness.
- support the Executive Headteacher/Head of School in carrying out these guidelines.
- understand that the Executive Headteacher/Head of School has the day-to-day authority to implement the school behaviour and discipline policy, but directors may give advice to the Executive Headteacher/Head of School about particular disciplinary issues. The Executive Headteacher/Head of School must take this into account when making decisions about matters of behaviour.

DEFENITION AND TYPES OF BULLYING

Bullying is persistent and not just a 'one off' incident. It forms a pattern aimed either at one child or a group of children. Bullying is the deliberate act of making someone feel unhappy.

Bullying can be defined as any type of behaviour which causes physical or emotional distress to others.

There are a number of different types of behaviour which come under the umbrella of bullying. These include:

> Physical - hitting, punching etc
> Verbal - name calling or teasing
> Rejection - "you're not playing" or "I won't be your friend anymore"
> Take and Break - taking or damaging other people's property

SCHOOL ATTITUDE TO BULLYING

At Finchingfield St John the Baptist CofE Primary Academy it is understood that bullying behaviour could sometimes take place. However the attitude of the school is that this kind of behaviour is not to be tolerated and that everything possible will be done to keep it to a minimum.

We aim to create an atmosphere in the school where:

- Children feel valued and safe
- Children understand the rights and responsibilities of themselves and others
- Children are encouraged to 'tell' when they are worried about something or see something being done to someone else (victim or witness).
- Victims are reassured that an adult will investigate thoroughly
- The bullying is tackled and the individual has to take ownership of what he or she has done

RECOGNITION OF BULLY AND VICTIM WARNING SIGNS

Bullies can be difficult to recognise because they do not necessarily conform to the traditional stereotype. However both male and female bullies do have something in common.

Bullies tend to:

- Have aggressive attitudes over which they exercise little control
- Lack empathy – they cannot imagine what the victims feel
- Lack guilt – they rationalise that the victim somehow 'deserves' the treatment

Victims may be children who:

- Are new to the class or school
- Have co-ordination difficulties
- Are different in appearance, speech or background to other pupils
- Suffer from low self-esteem
- Demonstrate 'entertaining' reactions when bullied
- Are more nervous or anxious
- Are bullying others because they are being bullied themselves

Warning signs which may be observed in a bully may include aggressive or sneaky behaviour and a lack of self-control. These children may be 'leaders of the gang' gaining respect through fear. They may also be seen to be carrying more money than usual or property which does not belong to them.

Children who are being bullied may:

- Be reluctant to go to school
- Let their schoolwork deteriorate
- Become withdrawn
- Be reluctant to go out to play
- Cling to adults in the playground
- Go off their food
- Have nightmares
- Deny that there is any problem
- Give unlikely excuses to explain any of the above

SHORT TERM APPROACHES

When an incident occurs it will be defused as quickly as possible by adult intervention. The main participants will be removed from the situation to somewhere quiet and less public. A meeting/counselling with an adult will take place between the bully/bullies, the victim/victims and all witnesses. The incident will be logged on both victim and bullies personal profile.

It will be explained to the bully that their actions will have consequences, that they can choose to change their behaviour or that sanctions will be imposed. These may take the form of 'cool off periods', deprivation of privileges or in more extreme cases parental involvement.

Class teachers need to tackle initial bullying issues themselves but alert the other staff members if the problem continues after initial intervention. If unsuccessful then the Deputy Headteacher will then need to be consulted.

In extreme cases it may be necessary to involve the Executive Headteacher/Head of School who may, at their discretion, consider temporary or permanent exclusion and consult the police or child protection team.

LONG TERM APPROACHES

Long term approaches towards solving the problems of bullying in school include keeping awareness raised amongst teaching and non-teaching staff and all children, by creating a 'telling school' where all incidents are reported and not kept hidden. Bullying is regularly covered in the school curriculum; including an annual Safety Week (e.g. cyber bullying).

Advice, assertiveness training and counselling will be available to the children, as will a positive and upbeat attitude throughout the school which will help in the raising of self-esteem of all children.

Advice will also be available to the parents of both victims and bullies when required.

Incidents of bullying are lessened by the creation of an interesting and friendly environment. In particular, zoning the playground (quiet areas for sitting, an area for running games and football, areas where play equipment may be used and provision of equipment for use in those areas) contributes towards giving the children a more productive way of spending their time.

ORGANISATION

Stages	Strategies	Awarded	Examples *see appendix B
		REWARDS	
1	Praise from adult	By any adult in the school	Following the school rules and code of conduct Being a good learner
2	House points/stickers Class Champion Star of the Day	By any adult in the school	Displaying progress in learning Trying your very best and being a good learner Following the school code of conduct Demonstrating the Learning Powers
3	Individual privilege Individual class based reward system Class privilege Star of the Week	By class teacher By Headteacher	A role as a monitor Consistently displaying the school values Independently/spontaneously supporting peers
4	Recognition in Praise assembly Recognition on newsletter House point award	By class teacher By Headteacher	Representing the school well at an event Performing for the school such as in arts and sport Achieving in learning and demonstrating the school values
5	End of year certificates Headteachers letters home	By class teachers By Headteacher	Being an outstanding role model to others Displaying impeccable behaviour at all times Being outstanding learners Having outstanding punctuality and attendance

	STAFF BEHAVIOUR MANAGEMENT PLAN	
	All children need positive interaction with their teacher. The following points assist in allowing this to take place:	

All children need positive interaction with their teacher. The following points assist in allowing this to take place:
- **Catch children being good and make consistent, regular positive comments to that effect**
- **Smile frequently and illustrate that you 'like' individuals**
- **Speak positively to every child every day**
- **Expect at least good behaviour. Maintain high, but realistic, expectations of behaviour; 'You get the behaviour you expect.'**

Stages	Description	Examples you could use
1	**Normal classroom practice**	• **Praise** • **Tactically ignore behaviour** • **'The look'** • **Shake head**
2	**Bringing the child back on task**	• **Positive behaviour prompt** • **Simple direction** • **Simple question**
3	**Giving a warning and clear choice**	• **Warning and choice – Thinking time (allow time to save face)** • **Child moves/move other children** • **Time out to think**
4	**Work alone for a short time – Rejoin the group**	• **"This behaviour (describe it) is not acceptable in our classroom, I will deal with it later" (Remember to deal with it later in an appropriate way)**

Specific consideration will be given to children with Special Educational Needs and Disabilities to ensure Inclusion when deciding on strategies; extra support may need to be in place and advice from outside agencies followed.

SANCTIONS		
Stages	**Intervention strategy**	**Trigger examples**
1	Time out Loss of playtime/privileges or a suitable sanction that fits the misdemeanor Restorative Justice*	Disrupting own and others learning Consistently disobeying class and school rules Interfering with other pupils or their learning Pinching or poking Being unkind to other pupils
2	Parents/carers contacted by letter, telephone or asked in to school Restorative Justice* Parents/carers to agree a behaviour plan	Being disrespectful to adults Making racist or abusive comments Being verbally rude and disrespectful to a member of staff Serious disruption of others learning Leaving the school premises Using foul language Bullying of other children Verbal or physical actions towards others
3	Internal exclusion	Cyberbullying Stealing Fighting Deliberate destruction of school property

*Restorative Justice is a means of sorting out issues and preventing further incidents occurring. This can be used with individuals or groups of pupils, or even involve pupils and their parents in more serious cases.

As a school community we will endeavour to avoid external exclusion wherever possible and support a child to make the correct behaviour choices. However, our policy must include such sanctions if all other avenues of support have failed.

4	External exclusion for a fixed-term†	Consistent repeating or increased seriousness of any of the above examples Bringing a weapon into school Physical violence towards a member of staff that is not directly related to an individual's SEND
5	Permanent external exclusion†	Consistent repeating or increased seriousness of any of the above examples Seriously endangering the lives or safety of others

†Fixed-term and permanent external exclusions

Only the Executive Headteacher/Head of School (or the acting headteacher) has the power to exclude a pupil from school. The Executive Headteacher/Head of School may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Headteacher/Head of School may also exclude a pupil permanently. It is also possible for the Executive Headteacher/Head of School to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Executive Headteacher/Head of School excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Executive Headteacher/Head of School makes it clear to the parents that they have the right, if they wish, to appeal against the decision to the directors if the exclusion exceeds 5.5 days. The school informs the parents how to make any such appeal. It is good practice for the Directors to meet with parents to discuss an exclusion, if requested, even if it does not exceed 5.5 days.

The Executive Headteacher/Head of School informs the Trust and the Directors about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Directors must review any permanent exclusion and fixed term exclusion exceeding 15 days in one school term.

The Directors cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher/Head of School.

The Directors have a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Directors.

When an appeals panel meets to consider an exclusion they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Trust, and consider whether the pupil should be reinstated.

If the Directors' appeals panel decides that a pupil should be reinstated, the Executive Headteacher/Head of School must comply with this ruling.

Guidance on exclusions:

http://www.ace-ed.org.uk/advice/booklets/FixedExclusion.html

http://www.direct.gov.uk/en/Parents/Schoolslearning_and_development/YourChildsWelfareAtSchool/DG-4016112

Monitoring

The Executive Headteacher/Head of School monitors the effectiveness of this policy on a regular basis reporting to the Directors on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Behaviour monitoring sheets (see appendix A) are used by all teachers and reviewed ½ termly by the Head of School. A Director monitors this annually.

Appendix A

Behaviour Incident Monitoring

Autumn 1st Half	**Term Total:**
Class/Phase:	0

Nature of Incident (please tally for your class):

Physical		Personal Graffiti	
Verbal		Homophobic	
Sexist Comments		Threats	
Emotional		Racist (additional form)	
Disruptive		Other(please specify)	

Action taken if needed (please tally for your class):

Verbal apology		Taken out of circulation (lunch/break)	
Written apology		Reported to Head of School/Deputy	
Meeting parents		Internal Exclusion	
Counselling (e.g. Restorative J)		External Exclusion	
Behaviour Plan		Other (please specify)	

Reported to (please tally for your class):

Parents		Deputy Head	
Class Teacher		Head of School	
SENCO			
Other (please specify)			

Signed by Class Teacher:

Signed by Designated Teacher for Child Protection:

Appendix B

Positive Behaviour Management at Finchingfield

What it looks like	What is sounds like	What it feels like
- Rewards (smiles, thumbs up, stars, star of the day, clapping, house points, stickers, certificates) - Children invested by being part of the decision making - Praise - Children being proactive - Respectful - Peaceful/Calm - Safe - An environment where children can take risks without fear of negative repercussions - Acknowledgement - Celebration - Positive praise - Laughter - Encouragement - Firm but fair - Feedback - Positive relationships - Clear expectations	- Happy - Buzz - Excitement - Commitment - Gentle voice - Change of tone of voice/facial expressions where necessary - Cheerful - Joyful - Respectful - Praise - Children getting involved - Relaxed - Positive - Encouraging - Humour - Knowing individuals	- Mutual respect - Manners - Adult modelling politeness - Natural - Flow - Pleasure - Fun - Fair - Successful - Calm - Joyful - Rewarding - Success - Warm - Relaxing - Encouragement - Understanding individuals - Positive relationships - Empowering - Productive - Happy - Connected/jointed up

Positive Behaviour at Finchingfield

What it looks like	What is sounds like	What it feels like
- Engaged - Respectful - Kind - Calm - Patience - Care - Consistent approach - Enjoyment - Contributing - Supportive - Fun - Fairness - Willingness to take a risk - Collaborative - Taking an interest in others - Listening - Following instructions - Manners - Helpful - Encouraging - Happy chatter	- Humour - Joyful - Happy - Respectful - Manners - Laughter - Polite - A busy hum - Calm - Focused - Appropriate voice levels - Relevant conversations - Applause - Clapping	- Productive - Safe - Calm - Encouraging - Happy - Good atmosphere - Rewarding - Empowering - Achieve - Knowing me - Excited - Joyful - Satisfaction - Pleasing - A reward - Rewarding