

Portesham CE VA Primary School

Bullying and Positive Behaviour Policy

Aims:

We believe that every child and adult in our School has the fundamental right to learn and develop to his or her maximum potential, to feel physically and emotionally safe and to be treated with respect and dignity.

We believe that a positive approach to the development of good behaviour is crucial to the overall success and effectiveness of our School. We expect all members of the School community to be involved in promoting positive behaviour.

This policy sets out the principles and practices that will allow our pupils to carry out the above, through a consistent approach across the School.

Rights and Responsibilities:

The agreed rights of pupils, staff and parents/carers are:

Rights of Pupils:

- To be able to learn to the best of their ability.
- To be treated with respect and consideration.
- To be listened to by the adults in the School.
- To know what is expected.
- To feel safe.
- To be treated fairly.
- To have their positive behaviour recognised and praised.

Responsibilities of Pupils:

- To treat others with respect and consideration.
- To listen when it is others' turn to talk.
- To follow instructions from staff.
- To attempt to settle any disagreements in a civil manner.
- To ask for help when they need it.
- To do their best and let others learn too.

- To tell an adult in school as soon as possible if they know of a problem.

Rights of Staff:

- To be treated with respect by pupils, parents/carers and colleagues.
- To be able to teach without unnecessary interruption.
- To feel safe.
- To receive necessary support from other adults.

Responsibilities of Staff:

- To create a safe and stimulating environment in which pupils can learn.
- To treat pupils with consistency and respect at all times.
- Communicate regularly with parents/carers; through consultations and annual school report or, when appropriate, to inform parents/carers of concerns or exceptional performance.
- To recognise, praise and promote children's positive behaviour.

Rights of Parents/Carers:

- To be sure their children are treated fairly and with respect.
- To know their children are safe.
- To be able to raise concerns with Staff and to be told when there are difficulties.

Responsibilities of Parents/Carers:

- To ensure that pupils arrive at school at the appropriate times.
- To treat other people's children with respect.
- To share concerns with staff at the earliest possible opportunity.
- To support the school's system of positive behaviour modelling and consequences of inappropriate behaviour.
- To treat other parent/carers and staff with respect.

Expectations:

In the Classroom:

<p>We expect Staff to:</p>	<ul style="list-style-type: none">• Establish class rules in partnership with the class.• Ensure that children know and understand how positive behaviour will be recognised and what consequences of inappropriate behaviour will be.• To be aware of where children are sitting and use seating plans for arrangements to support promoting positive behaviour.• Establish clear routines for entering and leaving the classroom.• Be well organised and provide a clearly labelled classroom.• Have clear wet play procedures, what equipment is allowed out and where it is kept.• Seek support as necessary.
<p>Children are expected to:</p>	<ul style="list-style-type: none">• Work quietly and diligently as requested by the class teacher.• Move quietly around the classroom without disturbing others.• Respect classroom resources and other people's property.• Be polite at all times and not answer back.• Listen to the teacher and/or other children when asked.• Do their best at all times in order to achieve the best they can.

Around the School:

For the safety of everyone in School we aim to maintain a calm atmosphere.

Around the site:

<p>We expect Staff to:</p>	<ul style="list-style-type: none"> • Take responsibility for the behaviour of all children and where necessary inform his/her class teacher of a child's behaviour. • Supervise children moving around the building, e.g. going to Assembly or to the Hall for PE.
<p>Children are expected to:</p>	<ul style="list-style-type: none"> • Walk sensibly and quietly in a line when moving around the School as a whole class and when going out to or coming in from playtime. • Enter and leave assembly quietly in a class line. • Use toilets responsibly. • Be polite and considerate (e.g. hold the door open so that others can go through). Help look after property and resources and keep the school tidy.

In the Playground:

<p>Staff will:</p>	<ul style="list-style-type: none"> • Take responsibility for all children. • Take necessary action for inappropriate behaviour. • Leave the staff room promptly to collect their class at the end of playtime. • Expect children to line up in an orderly fashion before leading them back into the School.
<p>Children are expected to:</p>	<ul style="list-style-type: none"> • Know the Success Criteria for playtime and follow them.

Success Criteria for Playtimes:	<ol style="list-style-type: none"> 1. Ask people to play. 2. Listen to the Playground Leaders. 3. Avoid lumps, bumps and grumps by looking out for people around you. 4. Share a smile. 5. Zone check. 6. Be a good listener.
---------------------------------	---

At Lunch times:

Children will:	<ul style="list-style-type: none"> • Talk to the lunchtime supervisors respectfully. • Behave appropriately and demonstrate good manners. • Develop social skills. • Remember to follow the Playground Success Criteria.
Teaching Staff will:	<ul style="list-style-type: none"> • Return to their class promptly for the start of afternoon learning.
Lunchtime supervisors will:	<ul style="list-style-type: none"> • Settle any playground disputes. • Ensure children are supervised by at least two Staff members at any time.

On trips out of School:

Children will:	<ul style="list-style-type: none"> • Follow adult's instructions. • Walk sensibly as directed. • Sit sensibly on the coach. • Stay in the group they are put in and stay with the allocated adult. • Represent the school in a good light.
Staff will:	<ul style="list-style-type: none"> • Complete a Risk Assessment before the trip. • Follow Educational Visits Policy, Risk Assessment Policy, Health & Safety Policy and Child Protection Policy.

	<ul style="list-style-type: none"> • Brief the children and supporting adults on the above responsibilities prior to the trip. • Consider groupings carefully.
--	--

Unacceptable Behaviour:

Unacceptable behaviour is not tolerated in the school and the following will result in the consequences detailed being carried out:

- Hurting others' feelings.
- Dishonesty.
- Refusal to comply with reasonable expectations.
- Discriminatory language or behaviour.
- Lack of respect.
- Using unacceptable language.
- Deliberately damaging property.

Serious breaches in behaviour will require an immediate and high level response from the School and consequences will start at step 6 or step 7 as detailed in chart below. This will be determined at the discretion of the Headteacher, taking into account the incident, the context and the child concerned. Examples of serious breaches are detailed below:

- Violent assault.
- Theft.
- Bullying.
- Racial abuse (see Race Equality Policy).
- Swearing and physical aggression to adults and children.
- Vandalism.
- Malicious allegations.
- Violence and aggression.
- Threatening behaviour.

Positive Behaviour:

These examples of positive behaviour have been put together by the School Council 2005-2006:

- Show respect to everyone.

- Behave at all times.
- Respect people's feelings.
- Encourage each other.

Consequences:

It is important that children know and are reminded regularly of what is acceptable and what is unacceptable behaviour. The sequence of consequences are used across the school by all Staff to ensure consistency.

		Action	Follow up/teacher action
Unacceptable Behaviour	1	Remind child of the rule and appropriate behaviour.	Give warning of Step 2.
	2	Name on the board.	If the behaviour repeats move to Step 3.
	3	Name underlined. Miss playtime/other privilege.	Encourage use of Bubble Time to discuss issues. If behaviour repeated three times move to Step 4.
	4	Class Teacher to discuss with Deputy Head, monitoring put in place. Time out in another class if needed.	Set up monitoring system. Keep parent/carer informed. If no improvement in behaviour, move to Step 5.
	5	Headteacher meets with the child and parents/carer.	If no improvement in behaviour is shown move to Step 6.
Serious Breaches	6	Individual programme to include monitoring is drawn up. Outside agencies may be involved.	Teacher and school action will vary according to individual cases and needs. If necessary move to Step 7.
	7	Temporary exclusion.	If there is no improvement on return to school and all reasonable strategies have been considered and put in place then proceed to Step 8.
	8	Permanent exclusion.	

Playtimes:

- Playtimes can be a very difficult time of the day for some children. It is vital that any inappropriate behaviour is noticed and dealt with promptly, the class teacher informed and consequences given.
- If any 'minor' behaviour is noticed the child will in the first instance be given a verbal reprimand and a reminder of the appropriate behaviour.
- If necessary staff will follow guidance on settling playground disputes.
- If a child continues to behave inappropriately or the behaviour is more serious then a member of staff will request that the child accompany them for the remainder of the playtime, or be asked to sit for a while in a 'Time Out' area.
- If appropriate a child will be removed from the playground and asked to sit on the red chairs outside the office.

The School Council:

- The School Council meets once every two weeks and playground issues may make up part of their agenda and/or Action Plan.

Playground Leaders:

- Playground Leaders will help set up and pack away equipment during Playtimes.
- They will also jointly monitor the Friendship Stops with staff to ensure any children using them are noticed and incorporated into a game.

Children with specific Behavioural Difficulties:

There may be some children in school who have specific behavioural difficulties. Such children will be recorded on the SEN (Special Educational Needs) register as EBD (Emotional and Behavioural Difficulties) children and their IEP (Individual Education Plan) will target improving behaviour. In addition to this it may be appropriate to put in place a behaviour log and/or write individual behaviour modification plans. Where there is any concern that a child's behaviour may harm themselves or others a risk assessment will be completed.