



## BEHAVIOUR AND ANTI-BULLYING POLICY

### School Aims

We aim:

- To recognise the individual needs of all children and make the best provision for them, by offering a broad, balanced and relevant curriculum
- To create a happy, healthy, working environment where everyone can achieve their full potential, where every member of the school community is valued and equal opportunities are available for all
- To encourage a sense of independence and responsibility
- To foster respect for moral and spiritual values
- To develop an understanding of others regardless of race, religion and differing ways of life
- To build on each child's experience at home in order to develop skills, attitudes and knowledge
- To encourage parents to work with us in all aspects of the development of our school
- To extend the children's learning beyond the classroom into the school grounds and on into the local community and wider world
- To welcome visitors into our school
- To ensure that continuity and progression are maintained throughout the school and that effective records are kept of each child's development
- To eliminate discrimination, harassment and victimisation
- To advance equality of opportunity
- To foster good relations

The School Behaviour Policy will provide a framework and agreed guiding principles within which all members of the school may work in order to achieve these aims.

### Formulation and Supplementation of Whole School Behaviour Policy

The Elton Report (1989) recommends that: "Headteachers and teachers should, in consultation with Governors, develop whole school policies which are clearly understood by pupils, parents and other school staff".

Our policy has involved governors, pupils and staff (teaching and non-teaching). External agencies which may be involved are Education Welfare Office, County Psychological Service, Advisers, Health Authority, Police, Social Services, etc.

Reference to other School Policies: SEN, Health Education, RE, Home/School Agreement, Race Equality, Healthy Schools Standard, Relationships & Sex Education, Drugs Education, Exclusion (BCC policy), Monitoring & Evaluation (BCC policy).

The staff and governors have set out guidelines for pastoral care and discipline in the school prospectus. They are:

- Each teacher, supported by the headteacher and the governors, is responsible for the children in their class.
- We seek to promote a positive atmosphere and attitude throughout the whole school so that each member feels valued and respected. We encourage all children to take an active and caring interest in the life of this school and the community.
- The children are expected to take responsibility for the care of our school, for their work and for each other. Older pupils are encouraged to take extra responsibilities and are expected to set a good example and show a caring attitude towards the younger pupils.
- The school does not tolerate bullying or any form of bad behaviour. We use praise and commendation to reward and promote high standards of behaviour. If problems do arise, appropriate action is taken and parents consulted, if necessary.

The school has adopted the DCFS definition of bullying:



- It is deliberately hurtful behaviour
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves

Bullying can take many forms but the four main types are (ref Bullying – Don't Suffer in Silence DfES 1994):

- physical – hitting, kicking, taking belongings
- verbal – name-calling, insulting, racist remarks
- indirect – spreading nasty stories about someone
- excluding someone from social groups

In extremely rare cases it may be necessary for the school to consider exclusion of a pupil. If this should be so, then the Bucks C. Education Department's 'Principles and Procedures for Managing Exclusions' will be followed.

### **The Pupils**

We expect all children at HCIS to respect others and behave appropriately. This means that children will be encouraged, through class discussion, class rules and assemblies to behave in the following way:

- Always try to understand other people's points of view.
- Respect other people's ideas and listen to other people.
- Care for your own possessions and those of other people.
- Always show politeness to others.
- Always be prepared to share and to take turns.
- Always show respect to everyone – adults and children.
- Always allow people their own space and time to reflect.
- Use acceptable language at all times.
- In class make it as easy as possible for everyone to learn and for the teachers to teach.
- Help to make the classroom a nice, friendly, working place.
- Co-operate in class and help other people when appropriate.
- Consider people who are working and not disrupt or interrupt them.
- Take care of all things especially special areas.
- Have respect for quiet areas and special quiet times.
- Move quietly about the school
- Always walk inside the school buildings and be ready to help by opening doors and by standing back to let people past.
- Take a pride in the things that you do well.
- Welcome visitors to our school in a cheerful, friendly and helpful way.
- Be proud of our school and its environment.
- Keep the school clean and tidy.
- Wear the recommended school clothing appropriate to the activity and try to be neat and tidy at all times.
- To keep the School Promise:
  - To be kind and helpful
  - To be polite
  - To look after our school
  - To keep everyone safe
  - To be honest
  - To always try to do our best

Staff discuss pupil concerns and items to celebrate during the weekly staff meetings.

### **Routines and Expectations**

#### ***Before school***

Arrive between 8.50am and 8.55am.

Go straight into the playground and do not wait near the gate.

A member of staff is on duty from 8.50am.

All teachers will be in their classroom to receive children at 8.55am when the bell is rung.

Updated: June 2014



On wet days only children may go straight into their classroom upon arrival at school.  
The reception class children may go into the classroom by the side door with their parent before the bell is rung for the first few weeks.

### ***Cloakroom***

Children to keep the cloakroom tidy at all times.

A teaching assistant will supervise that area in the mornings.

Parents are discouraged from being in the cloakroom area due to lack of space and because we aim to promote the children's independence.

Children are asked to take care, especially of the younger children.

### ***During class time***

Make the classroom a pleasant place.

Only leave the classroom when permission has been given by the adult in charge.

Move about the school quietly and sensibly.

Keep all areas clean and tidy

Never touch other people's possessions without permission.

### ***At assembly time***

Enter the hall quietly.

Listen carefully.

When leaving, move straight into main playground before talking.

Inappropriate behaviour in assembly may mean that the children receive a peg.

### ***At break time***

Three supervisors are on duty.

If fruit is eaten any litter must be put in compost bowls/waste bins.

Only fresh/dried fruit or vegetables are allowed.

Use the toilets sensibly.

Stay in the playground area at all times unless permission has been given to come into the school building.

Follow the school code of behaviour – play safely, sensibly and considerately.

### ***Wet playtimes***

Normal sensible classroom behaviour to apply.

Class teacher may choose to display list of activities that can be used (no scissors or glue).

### ***At lunchtime***

Always go to the toilet and wash hands thoroughly.

Be as quiet as possible in the classroom but enjoy being with friends.

Keep the classroom tidy and clean up any mess you make following the lunchtime supervisor's instructions.

Return lunch boxes to the correct place in the classroom.

Use the playground areas as instructed.

Follow the lunchtime supervisors' instructions regarding the play equipment.

Play with the games carefully and sensibly.

Use this time to go to the toilet and have a drink before afternoon school begins.

Always be helpful and courteous to the lunchtime supervisors.

The lunchtime supervisors will liaise closely with class teachers and the headteacher about inappropriate behaviour (see separate guidelines).

### ***Going home***

Children are dismissed from the classroom doors to their parent or carer.

Children must leave school quietly and sensibly.

Children must not play on the school premises after school but leave quickly using the correct routes.



If a parent or carer is not there to collect their child, the children are taken to the library and supervised by the class teacher. A record is kept in the late collection log in the main office.

### **Out-of-bound areas**

The only entrance is the small gate leading directly into the playground (never through the car park).

All grassed areas are out of bounds except when permission is given to use them.

The pathway leading past Y2's classroom to the rear of the school is also out of bounds.

### **Rewards and Sanctions**

In our school we expect high standards and we show that when an effort is made, it is valued. All adults in the school share the responsibility for all the children and each one of us has a responsibility to make the agreed behaviour policy work. Rewards and sometimes sanctions are used to enforce the policy although the balance between rewards and sanctions should be biased in favour of rewarding good behaviour.

#### **Rewards**

In school, the satisfaction gained from completing a task well or by behaving in a responsible way is a reward in itself. However this can be reinforced through appropriate use of praise:

- immediate teacher approval (vocal praise, smiles, etc)
- children are also encouraged to give useful praise to their peers
- written comments in books
- show work to class
- use work in display
- show work to headteacher
- well done stickers/stars, smiley faces, etc
- sending child to share work with other children or adult
- give special job or responsibility to child
- sharing and reporting work/behaviour to parents
- receiving a 'Star peg'
- mentioned in Friday's Sharing Assembly
- child allowed to do favourite activity as part of Special Choosing
- privileged community tasks around the school

All adults connected with the school shall be aware of the need to look for and praise all examples of positive behaviour as often as possible.

#### **Sanctions**

There will also be occasions when sanctions/punishments need to be applied. However, these should be used sparingly and applied in a way that will be seen as **fair** and **consistent** by all the children and adults. Adults must also take into account the needs of the individual child. Identical sanctions may not always be appropriate for identical offences depending on the individual involved e.g. their age and needs. The school relies upon the professional expertise of its teachers in judging each case, although advice can always be sought and the headteacher should always be kept informed either verbally or through the 'Grumpy Peg' record book.

Sanctions may include:

- teacher's disapproval, verbal rebuke, frowns, etc
- three warnings of consequences, after which a 'Grumpy Peg' will be given. This means a child may miss 10 minutes off their 'Special Choosing' time to reflect on their actions. Children have every opportunity to display appropriate behaviour and have the peg removed. If inappropriate behaviour continues children may receive a second peg from another teacher and a third peg from the Headteacher (see Appendix B)
- in extreme circumstances children will be removed from a situation – group, classroom, playground – and will be supervised appropriately
- a written apology or extra work to be done at playtime or at home
- a task through which the child makes good his/her behaviour





- community tasks around the school
- contracts and individual behaviour modification programmes eg “No Blame” approach to bullying (see appendix A)
- discussion with parent and drawing up of agreed aims\*
- reporting to parent daily/weekly by the class teacher and involving the child
- reporting to headteacher
- exclusion – this would only be used in the most serious cases of unacceptable behaviour

\* Parents are informed of misbehaviour depending on the individual circumstances eg persistent problem, part of behaviour modification programme, extreme misbehaviour, social concerns, or specific request from parent.

### Problem Behaviour

In cases of persistent problem behaviour, a joint approach should always be used. The headteacher and SENDCO should be alerted and parents consulted. A specific programme should then be drawn up and records kept. It may become necessary to involve outside agencies such as the Educational Psychologists or Education Welfare Officer. All staff should be made aware of any day or any situation when a child is likely to be particularly disturbed/unhappy and react accordingly. Class teacher to liaise with lunchtime supervisors as appropriate (eg confidentiality issues)

### WASPS Club Behaviour

WASPS wrap around care club recognises that for all children to feel safe within the setting there must be acceptable boundaries of behaviour to work within when playing and socialising. There is a list of rules that are communicated with the children prior to each session to ensure the children are safe and have fun. The club recognises the need to involve parents and keep parents informed if there are any concerns regarding their child's behaviour.

Whenever needed, behaviour is modified by recognising and rewarding **positive** behaviour through the use of immediate play worker approval (smiles, praise), stickers and general recognition.

On occasions when sanctions are required these should be used sparingly and applied in a way that will be seen as **fair** and **consistent** by all the children and adults.

Sanctions may include:

- teacher's disapproval, verbal rebuke, frowns, etc
- A system of yellow and red cards
- in extreme circumstances children will be removed from a situation – group, hall, playground – and will be supervised appropriately
- discussion with parent and drawing up of agreed aims
- reporting to parent daily/weekly by the play leader/play worker and involving the child
- reporting to headteacher
- exclusion from WASPS– this would only be used in the most serious cases of unacceptable behaviour at the discretion of the headteacher

### Consideration of Complaints

It is important that parents are always fully informed and involved whenever their child is experiencing persistent problems at school. Records of meetings should be kept and parents made aware that the school is doing this.

Our school is committed to this partnership between staff, parents and children. However, in rare cases, a parent may feel the problem has not been resolved satisfactorily. If this should be the case, a formal complaint can be made to the school governors or to the LA.

### Monitoring and Review



The school will regularly review and update its Behaviour Policy through staff discussion and by reporting to the governors. Regular meetings are also held with the lunchtime supervisors and other ancillary staff.

**Adopted: Autumn 2009**

**Reviewed: March 2011**

**Reviewed: June 2014**



## **APPENDIX A**

### **“No Blame Approach to Bullying”**

#### ***Step one – interview with the victim***

When the teacher finds out that bullying has happened she starts by talking to the victim about his feelings. She does not question him about the incidents but she does need to know who was involved.

#### ***Step two – convene a meeting with the people involved***

The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six to eight young people works well.

#### ***Step three – explain the problem***

She tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise his distress. At no time does she discuss the details of the incidents or allocate blame to the group.

#### ***Step four – share responsibility***

The teacher does not attribute blame but states that she knows that the group are responsible and can do something about it.

#### ***Step five – ask the group for their ideas***

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but she does not go on to extract a promise of improved behaviour.

#### ***Step six – leave it up to them***

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. She arranges to meet with them again to see how things are going.

#### ***Step seven – meet them again***

About a week later the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.



## APPENDIX B

### Behaviours and Consequences

Inappropriate Behaviour	Consequence	Adult Responsible
Constant interruption	3 warnings then a peg	T/TA/LS/HT
Not listening to an adult	3 warnings then a peg	T/TA/LS/HT
Being asked many times to tidy up/put belongings away	3 warnings then a peg	T/TA/LS/HT
Swinging on chairs	3 warnings then a peg	T/TA/LS/HT
Rolling their eyes at an adult when they are being spoken to	3 warnings then a peg	T/TA/LS/HT
Running in the corridor	3 warnings then a peg	T/TA/LS/HT
Refusing to do as they've been asked to do	3 warnings then a peg	T/TA/LS/HT
Disrupting others whilst they are listening/working	3 warnings then a peg	T/TA/LS/HT
Turning their back on an adult when they are speaking	3 warnings then a peg	T/TA/LS/HT
Wandering around when they have been asked to sit down	3 warnings then a peg	T/TA/LS/HT
Shouting when asked to stop	3 warnings then a peg	T/TA/LS/HT
Hitting each other in the privates on purpose	1 warning then a peg	T/TA/LS/HT
Burping on purpose to make others laugh	1 warning then a peg	T/TA/LS/HT
Giving rude gestures	1 warning then a peg	T/TA/LS/HT
Saying unkind things to another child	1 warning then a peg	T/TA/LS/HT
Being rude by mimicking a grown up/being cheeky	1 warning then a peg	T/TA/LS/HT
Playing in the toilets	1 warning then a peg	T/TA/LS/HT
Tripping up another child on purpose	No warnings peg	T/TA/LS/HT
Pushing another child in anger	No warnings peg	T/TA/LS/HT
Rough/physical play (including play fighting getting out of hand)	No warnings peg	T/TA/LS/HT
Spitting in anger at another child	No warnings peg	Mrs Goodyear
Hitting/ punching another child	No warnings peg	Headteacher
Biting another child	No warnings peg Letter home from HT	Headteacher





Swearing in anger	No warnings peg	Headteacher
Refusing to do their learning	No warnings peg	T/TA/LS/HT
Stealing	No warning peg Parents informed verbally	Headteacher

One peg = 10 minutes off their 'Special Choosing' time

Two pegs = 20 minutes off their 'Special Choosing' time.

Three pegs = 30 minutes off their 'Special Choosing' time.

The children will be collected after assembly on Friday afternoon and their names will be recorded in the Grumpy Peg book. The teacher/headteacher will use their discretion as to whether parents are informed verbally. A 'one off' silly behaviour will be noted however persistent misbehaviour will result in a meeting being held with the teacher/headteacher.