



## **HIGHLEY COMMUNITY PRIMARY SCHOOL**

### **Behaviour and Anti-bullying Policy**

**(Updated November 2017)**

#### **Behaviour:**

At Highley School the core of our philosophy on behaviour management is to create a **positive school ethos** as we are proud of Highley Community Primary School and our children. Our Policy embraces the values within our school: *'Highley Community Primary seeks to create a happy and creative environment where all children understand the importance of making mistakes in order to succeed. Their journey is built on a path of resilience and independence. Our school promotes a fully inclusive, caring environment in which diversity is celebrated and nurtured.'*

#### **The purpose of this Policy is:**

- to set out our behaviour management strategies within school
- for all pupils to understand the school's behaviour policy
- for all pupils to be clear about expectations of their behaviour in school.

#### **Introduction:**

In agreement with the children, the expected code of conduct has been established to help our children to make the right choices. This code of conduct is based on expectations and not a series of 'do's' and 'don't's', and these are a clearly visible around school in the distinctive 'green' which mirrors our 'Good to be Green' scheme:

1. We always try our best.
2. We are kind, polite and friendly.
3. We keep everyone safe.
4. We show respect to one another.
5. We respect all our property.

As a school, we expect children to develop into thoughtful, respectful, kind and considerate individuals who can co-operate and get on well with each other. In children, we strongly encourage independence, self-discipline and taking responsibility for one's own actions.

## **Our Reward Systems:**

### **1. Praise**

When children follow the school expectations and behave well, they can receive positive and specific feedback from any member of staff in school. In addition, pupils may receive a sticker as a reward and/or any of the rewards detailed within this document, such as team points, dojos, etc.

### **2. Rewards for ‘Good to be Green’**

The ‘Good to be Green’ system of behavior management (as detailed in Appendix 1) is used by all staff in school.

Children who remain ‘green’ for a complete week, receive a stamp on their individual stamper record card. To receive a stamp, they should not have received a yellow or red card for the whole week. On completion, the card can be taken home to share with Parents/ Carers.

After a designated period, the children receive a certificate as detailed below:

- Every child who is ‘green’ for **10 weeks** receives a Good to be Green ‘10 certificate’.
- Every child who is ‘green’ for **20 weeks** receives a Good to be Green ‘20 certificate’.
- Every child who is ‘green’ for **30 weeks** receives a Good to be Green ‘30 certificate’.
- All children who have stayed ‘in the green’ for the **duration of the whole year** will be rewarded with an additional treat.

### **3. Team Points**

Children may receive team points for meeting school expectations. This takes the form of a token. A staff member may give between 1 and 3 team points at any one time (3 maximum for each ‘reward’). Each child in school is designated a team (red, blue, green or yellow).

Team points are displayed on the ‘Team Board’ – located in the hall. In Celebration Assembly, a weekly update on each Team’s progress is given, with a termly reward for the winning team.

In the summer term, a reward is given to the *overall* winning team (over the 3 terms) and a cup is presented.

### **4. ‘Class Dojo’**

Using the interactive tool: <https://www.classdojo.com>, each class teacher can award individual ‘dojo’ points. These points are accrued over a half-term and recorded weekly on a class record chart displayed in class. Pupils receive a class reward for reaching 2000 dojos with each child earning ‘dojos’ towards this whole-class target. On reaching the target, the children receive a whole-class reward, such as ‘golden time’. For every ‘dojo’ point earned, a child also receives a team token.

### **5. Celebration Award Certificates**

On a weekly basis, a teacher nominates one pupil for a **Teacher Award**. Children are recognised for fulfilling aspects of our school values. This could include: their achievements, attitude to learning, effort, independence, resilience and behaviour.

Each teacher uses a standard format certificate. This certificate is presented at our weekly 'Celebration Assembly' and pictures of the children in receipt of an award, are displayed in the school foyer and on the school website (on individual 'Class' pages).

In addition, **Lunchtime Carers** nominate a pupil who may be chosen for making good behaviour choices, playing nicely, looking after a friend, etc. A separate certificate, to the one used by the teachers, is used for this purpose.

### **3. Termly Pupil nominated Assembly.**

At the end of every term we hold a 'Celebration Assembly' whereby children are nominated by their peers and receive a certificate in recognition of this. This could be based on an act of kindness, good team working, friendship, etc. A specific pupil nominated certificate is used for this purpose.

### **5. Whole Class Rewards**

On a regular basis, the Head Teacher will 'drop-in' to classes and award a 'Silver Privilege Card' that enables them to receive a small privilege (e.g. 'golden time', computer time, outside play, etc.). This whole-class award could relate to positive behavior as a class, learning attitude of the whole class and positive role modelling for the rest of the school or any other examples whereby the whole class has demonstrated a respect for the school rules and standards.

### **6. Attendance**

There is a weekly 'best class attendance' award given to the class who has the highest **weekly attendance**. This takes the form of a certificate to recognize this achievement.

An annual 'excellent attendance' is given to children who have displayed good attendance throughout the year. This takes the form of a certificate for each child, awarded at an end of year assembly.

#### **\*Special note:**

- Rewards, once given, **are not retracted**.
- The reason for achieving rewards and sanctions is explained clearly to children. At all times, this relates to the School's expectations of behaviour.

#### **Our Sanctions:**

The school has a staged approach for managing behaviour in and around school ('Good to be Green'). It is a strategy which depends upon our positive ethos for behaviour management and is a consistent, fair approach to discipline, used throughout the school. See *Appendix 1* for details as to how this staged approach operates and *Appendix 2*: the 'consequence ladder'.

A 'consequence ladder' is displayed in each classroom.

All staff may use yellow card sanctions, as per the agreed procedure. Red cards are given by the Headteacher (only) or the Deputy, in her absence.

If a child's behaviour is extreme, it could result in exclusion immediately without going through the stages (see 'Exclusions' and 'Exclusion Policy').

Where there has been a 'victim' of inappropriate behaviour, a member of staff will inform this child of actions taken and suggest ways in which both parties can move forward.

### **S.E.N. Children:**

The "Good to be Green" system will work for the majority of pupils, but may not for a small minority where this may be more difficult (such as children on a specific behaviour plan). In these instances, Staff and the SENCO work with each other, to devise strategies which will work within the "Good to be Green" system.

### **Behaviour Management Strategies**

Adults in school should choose discipline techniques that will encourage positive behaviour, and motivate pupils to feel good about themselves and the decisions that they make. Whilst the ethos of the 'Good to be Green' system of behavior management embraces these values, it is important that all adults in school use a range of **positive** behavior management strategies in class and on the playground.

Strategies may include the following (or other strategies):

- Have **established** classroom/ playground routines/ standards that are referred to regularly.
- Have a **fair** and **consistent** approach.
- Use **praise** to develop examples of good behavior in class and on the playground.
- Children may be given '**time out**', but make sure this is for **no longer than 5 minutes**. Always 'invite' a child to rejoin the class with clear expectations set as to how you would like them to behave.
- Consider **seating plans** in class: if necessary remove a disruptive child to another place in class.
- Use **distraction techniques** to avoid confrontations.
- Use **non-verbal cues** in the classroom, such as: signals, proximity and touch, facial expressions.
- Take a **proactive approach** to behaviour management: Plan engaging lessons that include a variety of potential pupil engagement, including talk partners, questioning, voting, etc. Keep instructions short and clear.

### **Parental/ Carer Involvement:**

We expect all parents to fully support the school when working with a child who is behaving inappropriately or having difficulty managing their anger. We involve parent/ carers in all red card incidents (through discussion with parents (KS1) and the letter sent home and a phone call to parents at KS2).

If a child receives **3 yellow cards in one week**, parents may be invited to informally meet with the Class Teacher.

If a child receives **3 red cards in a half-term**, Parents/ Carers are invited into school to meet with the Head Teacher to discuss the child's behaviour as a matter of course. It may be agreed that a behavior plan is put in place to support that child; dependent on circumstances.

All parents are informed of the 'Good to be Green' system of behaviour management. This is included in the School Prospectus for all new parents to school.

If parents/ carers have any concerns about their child's behaviour in school or that of another child, they are encouraged to speak to their child's class teacher.

### **Exclusions:**

In extreme circumstances a child could be temporarily or permanently excluded – only the Head Teacher is authorised to do this or the Deputy Head in her absence (see 'Exclusion Policy'). Exclusion may include internal exclusions and this forms part of our Consequence Ladder (*Appendix Two*)

### **Monitoring of Behaviour:**

All yellow and red cards given out are recorded in a class behavior record (held in each Classroom). Every half-term these records are collated by Lisa Butler, the PSHE Co-ordinator and logged onto a whole-school behavior record keeping system.

All lunchtime incidents are recorded by the Lunchtime Carers and a copy given to Class Teachers, who retain these for their own records. Incidents, via the Lunchtime Carers, are monitored by Tanya Mathers, School Business Manager, who is required to notify the PSHE Co-ordinator of persistent pupil issues.

Behaviour management features regularly on staff meeting agendas in the context of 'safeguarding'. Staff are also required to monitor the behaviour incidents of the children in their class and address any issues as appropriate and implement strategies to encourage positive behaviour – this may be in consultation with the P.S.H.E. Co-ordinator.

This policy should be read in conjunction with the policies detailed at the end of this document.

### **Anti-Bullying:**

#### **Rationale**

Everyone at Highley Primary School has the right to learn in a welcoming, secure and happy environment.

Our policy with respect to anti-bullying has been written to take account of:

- Shropshire Children's Trust and Safeguarding Children Board Anti-Bullying Charter: 2009
- Preventing and tackling bullying (DFE:2012)

#### **Aims**

The aim of our policy with respect to anti-bullying is to ensure that our pupils learn in a supportive, caring and safe environment, without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed, will pupils be able to fully benefit from the opportunities available at this school. The new Ofsted framework which came into force in January 2012 includes 'behaviour and safety' as one of its key criteria for inspections. Schools have to be able to demonstrate the impact of anti-bullying policy in school and this policy demonstrates how we will monitor our policy for impact.

The aims of the school's anti-bullying strategies and intervention systems are to:

- prevent, de-escalate and/or stop any continuation of harmful behaviour in line with the Behaviour Policy
- react to bullying incidents in a reasonable, proportionate and consistent way
- safeguard those pupils who have experienced bullying and those who have been involved in the act of bullying, and to trigger actions to support these pupils.

### **Definition of Bullying:**

Bullying is defined as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Our response to bullying does not start at the point where a child is bullied.

When bullying does occur it can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

### **Bullying can be related to:**

- race, religion or culture
- special educational needs or disabilities
- appearance or health conditions
- sexual orientation, sexist or sexual bullying
- young carers or looked-after children or otherwise related to home circumstances
- verbal (name calling, sexist, racist and homophobic remarks, and other discriminatory language)
- indirect (spreading rumours, excluding someone from social groups)

### **Bullying includes:**

- name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing or taking belongings
- inappropriate text messaging and emailing, sending offensive or degrading images/ messages by phone or via the internet
- producing offensive graffiti
- gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Although sometimes occurring between two individuals in isolation, bullying quite often takes place in the presence of others, for example, between pupils, between pupils and staff,

or between staff; by individuals or groups; face to face, indirectly or using a range of methods.

### **Cyber-bullying**

With the rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Wider powers to tackle cyber-bullying are provided by The Education Act, 2011. Incidents of cyber-bullying in this school, will be dealt with using the same procedures outlined in this document and will be treated like any other incident of bullying. Guidance within this policy should be read in conjunction with the ‘E-Safety Policy’.

### **Bullying outside school premises:**

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils’ conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, for example, walking from and to school. Where bullying outside school is reported to school staff, it is investigated and acted on.

### **Symptoms of bullying to guide identification:**

Pupils being bullied may demonstrate emotional and/or behaviour problems including signs of depression, physical problems such as headaches and stomach pains, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or absence from school.

In PSHE lessons, our pupils are encouraged to speak to an adult they trust (at home or in school). All pupils understand the school’s approach and are clear about the part they can play to prevent bullying, including when they find themselves as ‘bystanders’.

### **How Parents/ Carers are informed of our anti-bullying policy:**

Parents are informed of the school’s stance on anti-bullying, its definition of bullying and how parents and the school can work together through the prospectus, induction meetings for new parents, anti-bullying workshops for parents and the work undertaken through Healthy Schools/Safer Schools. The policy is also available for parents/ carers to read on the school’s website.

All school staff must be alert to the signs of bullying and act promptly, sensitively and effectively against it in accordance with school policy. All forms of bullying should be taken equally seriously and dealt with appropriately.

### **Legal Framework**

The Education and Inspections Act 2006 requires that head teachers must determine measures on behaviour and discipline that form the school’s behaviour policy, acting in accordance

with the governing body's statement of principles in so doing. Measures, in this context, include rules, rewards, sanctions and behaviour management strategies. The policy, determined by the head teacher, must include measures to be taken with a view to "encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils". As bullying is part of the school's safeguarding duties to protect children, this policy needs to be read in conjunction with the school's Child Protection policy.

The DCSF guidance (paragraph 3) states that, "Pupils must not be excluded from school for being bullied, even if the school believes they are doing so for the child's benefit. The legislation on exclusion in the Education Act 2002 makes clear that "exclude... means exclude on disciplinary grounds".

### **Other Related Policies**

This policy is linked directly to the following policies:

- Our 'Behaviour Policy;' included within this document.
- Child Protection Policy
- Confidentiality Policy/statement
- Equal Opportunities (Race Equality, Disability Equality, SEN policies)
- Safeguarding Policy
- Racial Incidents Policy
- PSHE policy.
- E-Safety Policy

### **The Role of the Governing Body**

Governors have the responsibility to ensure that the anti-bullying policy is in place, that it reflects the school's values and practice, and is reviewed annually. The governors agree the principles of Shropshire Children's Trust and Safeguarding Children Board Anti-Bullying Charter and ensure this is clearly displayed in the school. The governing body must make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour.

Governors are informed of, and monitor, the numbers of incidents, and steps the Head Teacher and staff have taken to deal with these, at termly meetings, through the Head Teacher report.

### **The Role of the Head Teacher and Staff:**

#### **1. Policy and Procedures**

- There is a senior member of staff who leads on anti-bullying:
- Name: Lisa Butler – PSHE Co-ordinator



- We take a proactive approach to identifying bullying incidents in schools, with careful monitoring (through our ‘Good to be Green’ behaviour management system: see details in the behaviour management procedures). The early identification of issues between pupils which might provoke conflict allows us to develop strategies to prevent bullying occurring in the first place.
- All staff are made aware of this policy and its clear links to other key policies.
- A copy of this policy is in the ‘Safeguarding’ Folder.
- The following steps will be taken by staff when dealing with possible bullying incidents:

If bullying is suspected or reported, the incident will be taken seriously and appropriate first steps are taken promptly by the member of staff who has been approached.

Each incident will be investigated thoroughly, sensitively and effectively.

A clear account of the incident, actions taken and review date will be recorded in the bullying log record book, which is given to the head teacher/senior manager and kept in the school office so incidents can be monitored.

Relevant staff will be kept informed and if the bullying persists they will record this and inform the head teacher/senior manager, and appropriate further action is taken.

Parents/Carers will be kept informed appropriately.

Appropriate rewards and sanctions in line with the school’s Behaviour Policy will be used to support the improvement of pupils’ behaviour and promote a positive school ethos. As a school we have zero tolerance of bullying and our sanctions reflect this.

- The school will inform the Local Authority of any racist incident.

## **2. Pupil support**

- Pupils who have been bullied will be supported as appropriate by:
  - having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
  - being reassured
  - being offered support
  - raising their self-esteem and confidence
  - being encouraged to report further issues
  - arranging a review date/time to discuss outcomes and appropriate follow-up
- Pupils who have bullied will be supported by:

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
- establishing what behaviour was inappropriate and why the pupil became involved
- establishing clearly what behaviour needs to change, and how the school can support this change (linked to Behaviour Policy)
- informing parents/carers of agreed actions, and establishing how they can support
- arranging a review date/time to discuss outcomes and appropriate follow-up

### **3. Curriculum**

- Pupils will have opportunities to develop their understanding of ‘difference’, the nature of bullying, to explore their own and others attitudes to bullying and to develop the skills to deal with bullying through PSHE, other subject areas, as appropriate, and through assemblies and other school activities (for example, ‘Anti-Bullying Week’ in November every year). In addition, our pupils will have a clear understanding about the part they can play to prevent bullying, including when they find themselves as ‘bystanders’.
- The policy will be promoted and implemented throughout the school in a variety of ways, including: PSHE and Anti-Bullying initiatives, displays, and Parent/ Pupil Council involvement.
- We will have in place ‘acceptable use’ policies for computer use on school premises and internet safety, specifically cyber-bullying will be regularly re-visited by Class Teachers during computer sessions.

### **Monitoring, Evaluation and Review**

- The school will review this policy annually and assess its implementation and effectiveness regularly. The Health and Safety Committee will monitor incidents for trends at least every half term.

This policy was reviewed by the Head Teacher and the Governing Body.

**Signed:**

**(Chair of Governors)**

**Date:**

**Next review date:**

## **APPENDIX ONE:**

### **How the “Good to be Green” behaviour management system works:**

Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart (in every classroom). Teachers/ Teaching Assistants will use their usual strategies in the classroom to facilitate good behaviour. However, there may be times when, despite these strategies, a child may continue to misbehave and it is at this point where our ‘**Good to be Green**’ system is implemented.

The system works thus:

**Stage One:** Verbal **reminder** where behaviour falls below expectation.

**Stage Two:** Verbal **warning** (for a yellow card)

**Stage Three:** Yellow warning card given - child’s ‘Good to be Green’ Card is placed at the back of their pocket and their Yellow Warning Card is displayed. Usually this is enough to encourage the child to make better choices. At this stage the child may ‘earn’ back their green card, through demonstrating appropriate learning behaviour. In the unlikely event that the child should continue to misbehave and a second yellow card given, children will be expected to see the PSHE Co-ordinator or Deputy Head to discuss their behaviour choices.

**Stage Four:** Red consequence card given - child’s ‘Good to be Green’ is placed at the back of their pocket and their Red Warning Card is displayed. This is for incidents as defined in Appendix One – Staff Guidance. All of these incidents should be recorded in the **School Incident Book**; held in the main office.

At this stage the child has to forfeit at least 10 minutes of their break time. This is a time for reflection on their behaviour. Parents are kept informed of any incidents their child has been involved in two ways. At KS1, teachers will advise parents (verbally) of the incident that has occurred. For monitoring purposes, the teacher will then complete an incident form, which is filed in the Behaviour Folder, held in the main school office and retained for monitoring purposes.

To reflect their greater maturity, KS2 children are expected to write a letter home to parents/ carers, explaining their misdemeanor (where some children may require adult support with this, an adult will ‘scribe’ in the child’s word, their understanding of the incident). The completed letter is sent home on the day of the incident and returned to school, acknowledged by the parent/ carer. This is then kept in the Behaviour Folder, held in the main office and retained for monitoring purposes.

With serious misconduct (i.e. 'red card' incidents), children are sent to the Head Teacher to discuss their behaviour.

## **Where behaviour may not meet expectations:**

### **YELLOW CARDS:**

#### **(Straight to Yellow)**

Being aggressive to another child (KS1 only)

Using unsuitable words/ gestures in school (KS2)

Deliberately damaging school property (parents may be informed if considerable cost is incurred)

#### **(All other incidents – warning, then yellow card):**

Using unsuitable words in school (KS1 only)

Overly boisterous play which may result in an accident

Continued disruption in class

Being unsafe around school (e.g. running around corridors)

Spitting

### **RED CARDS:**

Hitting another child/ fighting

Bullying

Being disrespectful to an adult/ disregard for adult's instructions

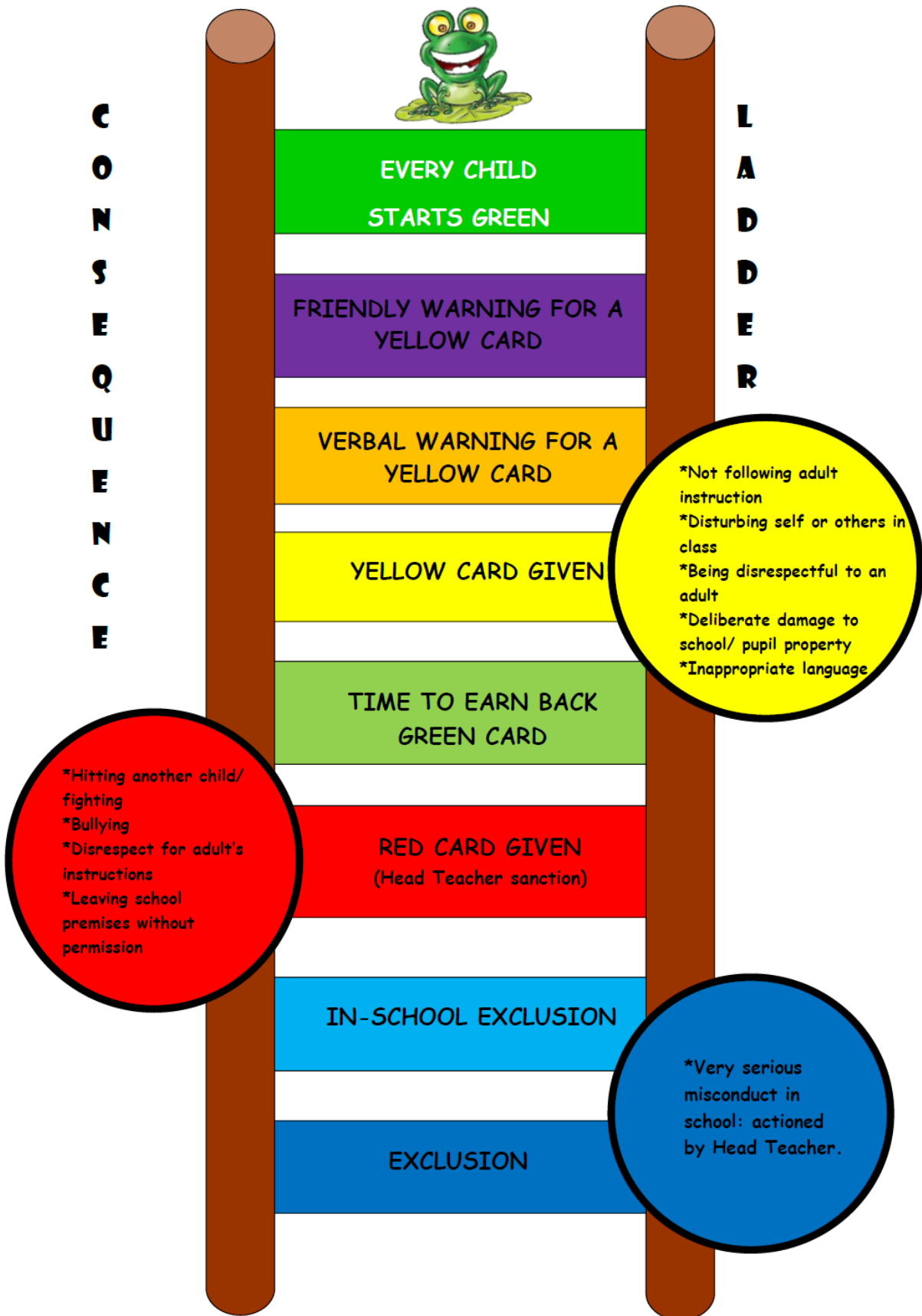
Leaving school premises without permission

Racist language or behaviour

\*Discretion regarding children on specific behaviour plans.

\* All other teacher behaviour management strategies apply in the first instance.

## **APPENDIX TWO:**



**APPENDIX THREE:**

