

BEHAVIOUR AND  
ANTI-BULLYING POLICY

### 1. Introduction

Our school values and promotes good behaviour. We aim to work in partnership with our parents in encouraging the development of the whole child and believe good behaviour is essential for a productive learning climate where all are respected, valued and can achieve their full potential. Children are expected and encouraged to have a caring attitude to all those they meet in school.

### 2. Aims of Our Behaviour Policy

- To promote the self-esteem of pupils.
- To create and sustain a fair and secure environment.
- To develop in everybody an understanding of the needs of others.
- To improve the quality of relationships within the school.
- To encourage children to become increasingly independent whilst also preparing them to become valuable members of society by encouraging good manners and mutual respect for each other and their environment.
- To encourage children to take pride in being a member of this school.

### 3. Expectations and Rules

Staff and parents share expectations of high standards of behaviour. This is reflected in the Home – School Agreement, which is signed by pupils and parents annually.

At Warmington School all classes operate a weather/ zone behaviour system. All children start the day in the middle of the system e.g. cloud/safe zone. Through hard work, good behaviour and achievements, the children are moved up individually to be rewarded by housepoints. They also have the opportunity to move up again to earn a certificate to take home in recognition of their excellent behaviour. However, if the behaviour is not as expected, children will individually move down the system with sanctions including time out, loss of golden time and even loss of break time.

Assemblies are used to remind children about aspects of their behaviour or to inform them of any changes in what is expected or acceptable.

Discussion of behaviour during Personal, Social and Health Education (PSHE) lessons gives children the opportunity to reflect on the effects of different types of behaviour and to arrive at conclusions on what types of behaviour are appropriate.

We encourage our children to develop self-discipline in both their behaviour and their attitude to their work. Rewards and sanctions are seen as a helpful means towards achieving these aims.

### 4. Strategies

The strategies for delivering our policy are guided by the following principles:

- Success, achievement and good behaviour are rewarded as positive re-enforced behaviour is more effective than negative punishments. **(Appendix 1)**
- School, classroom and playground rules are agreed at the start of the academic year.
- School, classroom and playground behaviours and values are understood by all.
- Responses to inappropriate behaviour are according to the school procedure. **(Appendix 2)**
- The way we treat each other and how we show respect and value each other has a strong influence on interpersonal relationships and personal development.
- Attitudes to learning are enhanced by good habits of conduct. **(Appendix 3)**
- Children are taught what bullying means and how to deal with it during P.S.H.E. time.

### **Titchmarsh Primary & Warmington School Behaviour and Anti-Bullying Policy**

Issue Date: September 2016

Review Date: September 2017

# The Unity of Titchmarsh and Warmington Schools

**Our possible sanctions are:**

**During Lessons:**

- Warning
- Analysis of own behaviour – discussion with staff member. Parents informed as appropriate.
- Missing part/all of playtime to complete work (supervised by teacher).
- An apology letter written.
- Referral to head
- Fixed-Term exclusion.

**During Play/Lunchtimes:**

- Withdrawal from specific play activities.
- Withdrawal from playground area. Parents informed as appropriate.
- Withdrawal from future playtimes
- Lunchtime Fixed-Term exclusion.

## **5. Aims of Our Anti-Bullying Policy**

In order to prevent bullying, we promote an ethos where our aims are:

- To uphold caring values, we all aim to treat each other well.
- To make children aware of the behaviour, which is expected of them.
- To include discussion/work on bullying in class discussion, RE and assemblies.
- To foster polite and kind behaviour and positive reinforcement through example.
- To encourage good manners and the reasons for this.
- To encourage children to take responsibility for themselves and for others.
- To value individuality and nurture the emotional life of our children.

## **6. What is 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.

**It can be:**

- Short term or continue for years.
- Physical.
- Verbal – name calling, malicious gossip.
- Overt.
- Subtle intimidation – coercing the victim into acts which they do not wish to do.

**Four main types:**

- Physical – hitting, kicking, taking belongings.
- Verbal – name calling, insulting, racist remarks.
- Indirect – spreading nasty stories about someone, excluding someone from social groups.
- Cyber bullying- inappropriate use of the internet. The school addresses
- Cyber bullying in three main documents; Acceptable Use and Internet policy, E-safety policy and the IT Code of Conduct.-all of these documents are shared/discussed with the children annually.

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else. It can be said to be taking place when any child is subjected to repeated aggressive acts which make that child miserable over time. Play is a natural part of childhood and can be boisterous. It becomes bullying when it persistently or seriously spoils other children's activities or when there is rough, intimidating behaviour.

## **7.The Staff Role**

All staff are responsible for maintaining the high standards of behaviour in the school and the implementation of this policy.

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Consistency of approach and application of rewards and sanctions are achieved by regular discussions between the whole staff.

Support staff report behaviour problems or unexpected changes in behaviour to the class teacher or Head of School.

Individual staff members take seriously the need to be watchful both in and out of the classroom. They note any indicators, such as

- isolation
- withdrawn behaviour
- declining academic performance.

They make it clear to pupils how and who to tell and how the problem will be dealt with. Encourage children to actively talk about bullying in order to underline a key message: **All should be encouraged to tell.**

All staff should maintain high expectations for good behaviour, apply the school policy consistently and set an example of calm polite and friendly relationships. The most powerful determinant of behaviour management is the example we set particularly in the way we manage conflict

We do not tolerate bullying in any form and any incident, however minor, is dealt with firmly.

Bullying is discussed with the children during their PSHE sessions. They are encouraged to consider the effect bullying has on both the victim and the bully and to see that bullying is not necessarily physical, but may also be psychological or verbal. Strategies for dealing with bullying are also suggested and discussed.

Children are encouraged to report any bullying and their concerns are addressed immediately. A Behaviour form is to be completed for physical incidents that need communication to parents and Head of School.

Homophobic and racist comments are treated in the same way and are completely unacceptable. The school complies with County policy by ensuring that any homophobic or racist incidents are reported to Education Headquarters immediately.

### **Agreed procedures on how staff respond when bullying is suspected or has occurred:**

1. Take the incident seriously.
2. Take action as quickly as possible.
3. Head to be informed immediately and an incident report completed.
4. Other colleagues to be informed as it is a situation where others need to be vigilant.
5. Inform parents on the seriousness of the situation and/or the frequency of occurrence.
6. Records of incidents of bullying to be kept by the Head in record book.

### **Strategies for dealing with bullying:**

- Everyone to use our Behaviour policy and keep it under review.
- Allocation of Staff Mentor to be agreed with Executive Headteacher (EHT)/ Head of School (HoS), Parent and Child.
- Staff Mentor to meet briefly (at least once each week) with the child who is subject to alleged bullying)
- Staff mentor to discuss Questionnaire with the child reviewing the past week.
- EHT/ HoS to contact parent on a regular basis to review concerns/progress.

Develop classroom strategies and activities that will help to combat bullying:

- Use classroom activities in RE/PSHE.
- Discuss bullying in Circle Times and Assemblies, through drama, role play, games
- Explicitly reminding children during such activities that the school does not tolerate bullying.
- Playground behaviour can provide opportunities to extend organised games.
- The development of activities for the playground, e.g. Quiet areas, Playtime equipment boxes and Fixed play equipment.

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# The Unity of Titchmarsh and Warmington Schools

## **8. In-Service Requirements**

All staff are kept informed of new ideas and approaches in managing children's behaviour by In-Service training.

Discussions at Staff meetings ensure that these ideas are disseminated to all staff and help to ensure consistency of approach throughout the school.

## **9. Equal Opportunities**

It is school policy that all children should be given equal access to all areas of the curriculum. No sanction, such as withdrawal from a particular subject on a long-term basis, is imposed if it affects our aim of equal access for all.

## **10. Review of Our Behaviour / Anti-Bullying Policy**

This policy will be reviewed by:

- School staff
- School Council
- Parents and carers
- Governing Body

## **APPENDIX 1**

Rewards for Good Behaviour

Individual Class Reward: rewards for good behaviour, good work and anything noteworthy are decided in the class by Class Teacher and children. These include:

- Praise.
- Visit to another member of staff
- Stickers.
- Merits or certificates.
- House Points.
- Group/class rewards.
- Celebration of individual work.
- WOW board
- Whole School Reward System, presented in whole school assembly.
- Executive Headteacher Award Certificate/Stickers.
- Other awards and achievements publicly presented.
- Written comments or verbal report from teacher to parent informing them about good work and positive behaviour.

## **APPENDIX 2**

Procedures for Dealing with Inappropriate Behaviour

If any of the behaviour below happens the child will be sent to the EHT immediately and the incident will be recorded in the Incident Report Book.

- Swearing at children, Fighting, Defiance, Racial Incident, Destroying property, Theft, Indecent behaviour, Discrimination, Cyber bullying or other gross misconduct

A child will be excluded if he/she verbally/physically abuses any member of staff. EHT will also exclude if the behaviour has caused any child/adult's life to be endangered.

- The child is brought to the Teacher's attention in class.
- The child continues to be disruptive.
- The child's behaviour does not change.
- Child returns to the class and continues to be disruptive.
- Staff member discusses inappropriate behaviour with child.

(Verbal Warning)

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## The Unity of Titchmarsh and Warmington Schools

Child moves place in classroom, if appropriate.

Staff member sends child to "partner class" for an appropriate period of time.

Staff member gives sanctions as appropriate.

Meeting with parents to agree steps to improve behaviour.

Child is referred to the EHT.

Incident Report is completed by the EHT/HoS and sanction is shared with class teacher.

Class teacher monitors subsequent behaviour in the short term.

If not sufficient improvement, referral to EHT and parents informed if the incident is severe or after 3 recorded incidents.

Individual Targets set and agreed by child, family and school. (Pastoral Support Plan designed and implemented)

Fixed-Term Exclusion.

Permanent Exclusion.

The EHT has the authority to exclude or withdraw the child if the situation cannot be managed/changed in the school.

### **APPENDIX 3**

#### **Golden Rules**

Do be gentle. Do not hurt anyone

Do be kind and helpful. Do not hurt people's feelings

Do work hard. Do not waste your or other people's time

Do look after property. Do not waste or damage things

Do listen to people. Do not interrupt

Do be honest. Do not cover up the truth