

Brooke Voluntary Controlled Church of England Primary School



Behaviour and Anti-bullying Policy 2017

Date for full implementation – March 2017

Date for review – March 2020

Cycle – Every 3 years

Behaviour Policy

1. Introduction

Brooke VC C of E Primary School is a supportive learning community and is committed to our school ethos statement of '*Learning together, Achieving together, Growing together, in God's Love.*'

We aim to create an environment which is:

Inspiring, supportive, challenging, healthy, fun, safe, creative and explores faith.

In our learners we value:

- A desire to seek knowledge and actively engage in the learning process.
- A readiness to develop skills of cooperation, collaboration and independence.
- Individuality, initiative and enterprise.
- A commitment to do the best you can at all times.

As adults at Brooke School:

- We promote commitment to the Christian values of truth, justice, honesty and trust through our 'Golden Rule' devised by the school council: "*Treat others how you would like to be treated*".
- We aim to ensure that all children feel included, secure and valued with due consideration for their learning preferences, needs and abilities and their cultural heritage.
- We set high expectations and give every learner confidence they can succeed.
- We will provide well-planned and purposeful activities and enable rich and stimulating experiences in order to engage children in the learning process.
- We recognise that much learning takes place beyond the classroom and value a productive partnership between home and school.
- We are committed to the safeguarding of children and equality of opportunity.

2. Aims

- 1 To create a caring, happy, disciplined school community based on our school values.
- 2 To encourage respect for and tolerance of others.
- 3 To develop honesty and a sense of personal responsibility.
- 4 To enhance the development of positive relationships between children and adults working in school.
- 5 The school's behaviour policies will be fair, consistent and collaborative.
- 6 The rights and responsibilities of children, staff and parents will be emphasised.
- 7 Children will learn what inappropriate behaviour is and will know that it will not be tolerated. This includes the use of bad language.
- 8 To develop within the child, strategies for dealing with conflict.

3. Strategies

Our main school rule: “*Treat others, how you would like to be treated*” underpins all acceptable behaviour.

Appropriate behaviour will be encouraged through positive reinforcement and praise. Inappropriate behaviour will be linked with consequences known to the children. The co-operation of parents is sought to encourage consistency in behaviour expectations.

A class conduct of behaviour agreement will be agreed and displayed to act as a reminder and as a basis for why certain behaviour is unacceptable. Agreements might be established with regard to:

Communication	- e.g. listening to each other
Learning	- e.g. right to be able to work quietly
Treatment	- e.g. helping a fellow pupil
Movement	- e.g. respecting other people's personal space
Problem Solving	- e.g. sorting out arguments
Safety	- e.g. handling equipment
Property	- e.g. respect others' property

4. Rewarding Good Behaviour

All staff are encouraged to praise children and, where appropriate, may award children right choice tickets, plus points or stickers as appropriate. All staff are asked to encourage correct behaviours in a positive manner e.g. “Go back and show me how you can walk properly please.”

It is important that even small improvements in behaviour are acknowledged and praised.

Rewards for **good behaviour** are well established in each classroom. These might include:

- Praise
- Stickers and stamps
- Golden time
- Right Choice Tickets (awarded for making the right behaviour choices: recognised in Celebration Assembly through a draw and token prizes given)
- Raffle Tickets
- *Plus Points (to encourage collective responsibility children are in six teams and may win plus points for good work)
- Golden Book (recognised in Celebration Assembly on a Friday)
- Marbles in a jar (or similar class/individual motivation)
- Raffle tickets (class based)
- MSA award (recognised in Celebration Assembly on a Friday): 6 children from each Key Stage selected to sit at a top table on the following Monday
- Headteacher award (recognised at the end of term)
- Other classroom strategies may be used (good practice is shared)

***Plus Points**

- The children are in four teams: Kett, Nelson, Fry, Cavell.
- Plus points are awarded in recognition of good work and achievement.
- Whole school totals are collated weekly by chosen Year 6 pupils and running totals are shared and displayed via a bar chart each week in an Assembly.
- Children may be sent to their Year 6 team members to show work and be presented with a plus point.
- Each term the current winning team will be announced, who will win a reward afternoon.
- The House Cup will be presented at the end of the summer term with coloured ribbons attached.

5. Consequences for inappropriate behaviour

Children should be made aware that it is the behaviour that is bad not them. We believe there are not bad children but that they have made wrong choices.

Sanctions will be age appropriate and will be dependent on individual circumstances. There is a set sequence for when younger children need to be sanctioned:

- Remind
- Verbal warning x 2
- Time out
- Loss of golden time
- Loss of play time
- Referred to the Headteacher
- Involvement of parents

By the time children reach Key Stage 2, it is anticipated that they will have the maturity to realise that various misdemeanours will carry different consequences. These could include:

- Loss of golden time
- Loss of playtime
- Withdrawal or time out (All staff may direct withdrawal or time out. The class teacher should be made aware of this, and in more serious cases a member of the Senior Leadership Team)
- Apology (personal or to a group, verbal or written)
- Report to Headteacher
- Parents contacted if persistent or severe
- Behaviour contract with targets set

6. Behaviour Incident Sheets

A behaviour incident sheet is completed by the class teacher for any incident that requires a sanction e.g. they have missed a playtime or been given time out. These incident sheets are then kept in the head teacher's office. The head teacher can then be aware of any patterns in behaviour and parents can be informed if appropriate.

7. The Handling of Incidents

We shall endeavour to be fair at all times. Children will always be listened to.

Where accusations and denials are given we acknowledge the difficulty of making a fair judgement. Independent witnesses may help clarify the situation.

Action will be taken when a child makes a complaint. It may be as simple as keeping a watchful eye or merit more serious punishment. The teacher will make a professional judgement on this.

Where children are involved in arguments, unpleasantness towards each other or fighting, they will be encouraged to discuss the problem rationally and listen to each other's point of view. Children will know that we expect them to be respectful and tolerant even if they can't be friends.

Where true bullying is suspected or accused, there will be a thorough investigation, and parents contacted. Incidents of bullying are recorded and reported to governors (anonymously) via the Headteacher's report which is presented to governors half-termly.

Bad behaviour of a serious nature* will result in a more serious punishment without previous warnings. In more severe cases it may be necessary for there to be an internal or full exclusion of the child. Parents and the Headteacher will always be involved at this stage. Exclusions are recorded and reported to governors (anonymously) via the Headteacher's report which is presented to governors half-termly. Victims of bullying will be helped to develop assertiveness, to enlist the help of other children and to always inform somebody.

Where incidents occur and school property is damaged or broken, the Headteacher will at his discretion, contact the child's parents to discuss and report the incident to them. Compensation for the damage to school property may then be requested if appropriate.

* Definition of a serious incident

An incident which prevents children from learning, causes or has the potential to cause personal injury, damage or loss to property.

8. School Curriculum

All classes have Personal, Social and Health Education lessons where issues about personal relationships, feelings and emotions, responsibilities and community life are discussed.

Religious Education reinforces many of these issues and also encourages tolerance.

Assembly themes are linked to the messages of the Bible and Christian values which encourage good behaviour towards others.

9. Peer Supporters

Peer supporters are trained annually to help resolve day-to-day disagreements and to allow children the opportunity to talk through their problems with their peers. Peer supporters know that they should seek an adult's advice if in any doubt.

Anti-bullying Policy

1. Introduction

We aim to be supportive learning community, who... **as a team:** Promote togetherness through the Ethos Statement of '*Learning together, growing together, achieving together, in God's love*'.

We aim to create an environment which is: inspiring, supportive, challenging, healthy, fun, safe, creative and explores faith.

Our policy towards bullying is one of total non-acceptance. We will not tolerate any aspects of bullying and regard any instances extremely seriously. This may be in the form of:

- Physical violence
- Verbal abuse
- Threats
- Extortion of money or property
- Psychological abuse – rumours/isolation
- Sexist bullying
- Attacking a weaker child – younger/with some disability
- Cyber bullying (Cyber bullying is when a person or a group of people uses the internet, mobile phones, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else): further details are contained in the E-safety policy.

It can be perpetrated by individuals or groups.

Everyday arguments or a one-off act of aggression, while not acceptable, are not regarded as bullying. Bullying is persistent and personal to a particular person.

2. Action to be taken

1. All reports of bullying will be listened to and evaluated carefully. Children will be reassured that action will be taken.
2. Children will be questioned to establish what is actually happening.
3. A discussion will be held with the reported child/children to determine causes, attitude and a solution. If the case is relatively minor and can be resolved, a warning will be given. Teachers will monitor the situation and the incident will be noted in the class incident file. A copy must also go to the Headteacher. Incidents of bullying will be reported to Governors in the Headteacher's report, which is presented half-termly.
4. If bullying persists or reoccurs, parents will be informed and support for sanctions will be expected. Children with persistent behaviour problems will be referred to the School Support Team.
5. If bullying is extreme, with no cooperation or demonstration of willingness towards resolving the situation, the governors will be informed and the child may be excluded.

3. Prevention of bullying

1. All teachers and support staff are expected to establish positive relationships with all children, not just their own class. This is so that children will feel able to talk to any member of staff.
2. Talking to resolve problems will be encouraged from Reception.
3. The subject of bullying will be covered regularly in PHSE. This will include the development of assertiveness and responses to bullying.
4. Assemblies will also be used regularly to highlight the issue of bullying.
5. Children will be kept aware of the fact that the staff of Brooke VC CoE Primary will not tolerate bullying in any form