

Winmarleigh Church of England Primary School

Behaviour Policy (Including Bullying)

September 2014

(Reviewed by staff September 2015)

To be reviewed: September 2016

To be reviewed: September 2017

Mission Statement

***Our school is a Christian School where we aim to provide an environment of wonder and excitement about life and learning for our whole school family.
ENJOY – BELIEVE - ACHIEVE***

At Winmarleigh Church of England Primary School we are very proud of the wonderful behaviour of all our children.

We are often complimented by visitors or when we travel out of school on the behaviour, manner and politeness of the children. The behaviours the children show in school are upheld out of school.

Our school is like a family, where all are valued, cared for and in turn show care for each other.

At Winmarleigh we allow each individual pupil to develop to his/her full potential in the acquisition of knowledge, skills, attitudes and values which relate to the ever-changing world, in the light of the Christian gospel.

It is our intention that the pupils' experiences of relationships within the school have a formative and positive influence on their personal development.

Aims

- To develop a whole school behaviour policy supported and followed by the whole school community - parents, teachers, children and governors - based on a sense of community and shared values, which in turn are built on a Christian foundation.
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self discipline and encourage in children a respect for themselves, for other people and for property).
- To promote a positive attitude towards discipline by encouraging and rewarding good behaviour and work.
- To make it clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow .
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour
- To foster an awareness of values such as respect and reverence towards the school family, wider community and their environment.

All children are involved in formulating rules to be applied in class, around school and at playtimes. We believe this gives them a sense of ownership and contributes positively to maintaining good behaviour in school.

Code of Conduct

- We try to maintain a safe and calm atmosphere in and around school.
- All members of our school community are asked to respect each other and should be able to receive respect in return.
- All children are expected to respect their teachers, other adults and fellow pupils.
- All children are expected to respect their own and other people's property and to take care of books and equipment.
- Children are expected to be well-behaved, well-mannered and attentive - we listen to people carefully.
- Children should walk when moving around school .
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable , neither is retaliation. Repeated or serious incidents will lead to exclusion.
- Inappropriate language must not be used. We speak politely to other people. Speaking in an aggressive manner, interrupting when adults are talking and shouting out will be discouraged at all times.
- All children, regardless of age, will be expected to say "please", "thank you" and "excuse me " at appropriate times.
- Children are expected to be punctual.
- Children must not bring sharp or dangerous instruments to school, or any item which may cause a problem.
- Children should wear the correct school uniform. Jewellery or trainers should not be worn.
- Hair attire should be simple. Children should be encouraged to tie back long hair. Extreme haircuts or styles are not allowed.

This code of conduct has been formulated with the safety and well-being of the children in mind, to enable the school to function efficiently as a place of learning, and to ensure our children always present themselves in the best light when representing school (on or off the premises).

Playtime Routines

- Begin to put away all playground equipment before the bell.
- The bell rings once and all children stand still.
- The bell rings a second time and the children walk sensibly and quietly to their year group lines.

Incentive scheme

In line with our Christian ethos as a church school, a major aim of the school policy is to encourage our children to "Love your neighbour as yourself".

Children can be rewarded for academic and non-academic achievements - for effort, for being caring, and for all aspects of good work and behaviour.

Individual (Sensational Squirrels) awards are given each week for excellence, endeavour and enthusiasm. These are published weekly in the local newspaper and are displayed for all visitors to see in the entrance hall. The Pupil Ethos team will present a child with a 'Values' award based on the Values of the school. Team points are awarded to children who demonstrate excellent behaviour.

Each year we review the reward system which is used as an incentive to reinforce positive behaviour. Stamps or stickers are used to reward children for positive behaviour. Children are able to choose a golden time activity on Friday afternoon in class 1 as a reward for behaviour and attitude. In addition, each class teacher gives verbal or written praise as often as possible.

Some children will, from time to time, need extra incentives and encouragement to display a positive attitude to school. These will be devised as and when necessary.

Parents/carers will be involved at the earliest possible stage, if problems are persistent or recurring. Children may then be placed on a daily or weekly report system to monitor their behaviour with Parents/carers support.

Lunchtime Supervision

At lunchtime, supervision is generally carried out by a teaching assistant carrying out a welfare role.

Children may be awarded points for good manners, thoughtfulness, being helpful etc

Children are encouraged to show good table manners and thoughtful behaviour while eating their lunch.

We expect that all adults working in school, whatever their role, will be treated with equal respect by children at all times.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Headteacher.

In the absence of the head teacher, Mrs Darling will deal with issues that arise.

This results in loss of privileges and playtimes. Parents/carers will be informed if there is no improvement in behaviour and the child may be excluded from the premises at lunchtime for a fixed period.

This will be followed, if necessary, by permanent exclusion.

Parents/Carers

Parents/carers can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
By ensuring children are in school on time.
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- By attending parents' evenings, functions and by developing informal contacts with school.
- By understanding that effective learning and teaching can only take place when high standards of behaviour are shown by all children.
- By remembering that staff will always deal with behaviour problems fairly, patiently and positively.
- By reading and signing our home/school agreement.

Recording Incidents

Sadly, there are times when children will make wrong choices. Children need to discover where the bounds of acceptable behaviour lie, as this is an essential part of growing up and becoming responsible members of a community. An effective behaviour policy must state these boundaries clearly and be implemented consistently.

The class teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner, with some flexibility regarding the age of the child when considering possible sanctions.

Each case will be treated individually. Children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences.

Normal sanctions begin with a verbal reprimand and a reminder of expected behaviour. Pupils may be asked to write a letter of apology, say they are sorry and so on. Repeated misbehaviour will be directed to the head teacher.

If problems are persistent or recurring then parents/carers will be informed. Children may then be placed on a daily or weekly report system to monitor their behaviour with parents/carers support.

Intervention

If a child physically attacks another child or adult and does not respond to requests to calm down, then physical restraint is necessary. The child should be removed from the situation as soon as possible and taken to the headteacher who will take immediate action to involve parents. If the headteacher is not in school teaching staff are authorised to contact parents immediately.

Parents/carers are automatically notified of incidents of disrespectful behaviour towards staff and physical abuse towards other children (e.g. kicking, slapping). This could be by letter or discussion when the child is collected from school.

The headteacher will work with the member of staff and parents to devise an action plan to meet the child's needs and to aim to create a positive approach to supporting any child with behavioural issues. This may include the involvement of other agencies such as social services, psychological services etc.

Progression of sanctions for dealing with major discipline issues

- A verbal warning by the Headteacher as to future conduct
- A letter to parents informing them of the issues
- A meeting with parents, and a warning given about the next stage unless there is improvement in the child's behaviour
- If the problem is severe or happens again then exclusion procedures are implemented and the Governing Body informed
- A case conference involving parents and support agencies
- Permanent exclusion after consultation with the Governing Body and the LA
- parents have the right of appeal to the Governing Body against any decision to exclude

NB: A very serious problem may result in the normal progression of sanctions being abandoned and a child being excluded immediately.

Bullying

It is the right of every pupil at Winmarleigh to receive an education free from humiliation and abuse. It is the responsibility of all staff and pupils to help create an atmosphere which is caring and protective and does not tolerate the victimisation of one person by another.

Purpose of the policy

- Bullying can affect and damage both the school and the individuals within it.
- Pupils have a right to know that they will be protected from bullies at school and on the way to and from school.
- Pupils and parents need to know that positive action will be taken and that the matter will be handled discreetly and sensitively.
- Bullying, in its many forms, must be recognised and acted upon.
- Both bullies and victims need help and advice.
- Early intervention is needed to prevent and amend this type of behaviour.

Guidelines

- Bullying, whether physical or verbal, should be stopped immediately and appropriate action taken.
- Incidents of bullying should be recorded on the appropriate incident form.
- The parents of identified bullies or victims should be notified and involved in any action plans decided upon.
- All playgrounds, toilets or any isolated corners of the building must be regularly supervised.
- All staff, including support staff, should be involved in the implementation of anti-bullying policies.
- All pupils should be made aware of what they should do if they are being bullied.
- All pupils should be encouraged to report bullying.
- Victims of bullying need their self-esteem raised by support from teachers, fellow pupils and parents.
- Children who are being bullied are not always prepared to tell those in authority.

We therefore encourage all pupils – *'To Tell Someone'*.

Signs of bullying that we look out for include:

- Unwillingness to come to school.
- Withdrawn, isolated behaviour.
- Complaining about missing possessions.
- Refusal to talk about the problem.
- Being easily distressed.
- Damaged or incomplete work.

Strategies

- Our first aim is to create an environment in which bullying cannot thrive – prevention is better than cure.
- We adopt a positive behaviour approach as part of our behaviour policy and promote self-discipline and a proper regard for authority.
- We create a 'Tell Someone' climate to bullying.
- We do not tolerate bullying – incidents are taken seriously, investigated thoroughly and appropriate actions taken. Sanctions may be applied and an apology sought.
- Parents of both bullied and bully will be informed if appropriate.
- All incidents will be reported to the Headteacher and recorded on the Incident Report Form – available from safeguarding board.

All children are involved in age appropriate discussions around bullying and about their own expectations for how they would like to be treated. We believe this gives them a sense of ownership and contributes positively to maintaining a sound anti-bullying ethos in school.

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Incident Report Form (bullying)

Date of incident _____ Time: _____

Name of child _____ Class: _____

Reported by: _____

Details of incident

Details of conversation (s) with those concerned

Outcome/conclusion (including further action, if any)

Signature of person reporting incident _____
Signature (Headteacher) _____ Date _____