Promoting Positive Behaviour and Anti Bullying Policy

Last review: April 2023
Next Review: April 2024
Reviewed by: Head
Adopted by: Head

Streams today, oceans tomorrow...

respect   confidence   compassion   truth   curiosity   courage   endurance

Policy for Promoting Positive Behaviour
(Including Anti-bullying Strategy)

All children have the right to an education which offers them the best opportunities to work hard, be happy and to make good progress. This will enable them to 'be the best they can be'. We recognise that all children have the right to feel safe and secure and that all staff are here to create the appropriate environment and opportunities for this to happen.

This Positive Behaviour Policy sets out the expectations of behaviour at our Schools. The Governors, staff and pupils seek to maintain an environment which encourages and reinforces good behaviour and positive attitudes. It also explains the consequences should misdemeanours arise. This policy will be applied to pupils while they are in school, on school trips, travelling to and from school, in school uniform or in some other way identifiable as a pupil of the school and includes pupil's conduct online. This policy should be read in conjunction with the School's Safeguarding Policy and E-Safety Policies.

This Policy draws on the provision and requirements of the Education and Inspections Act 2006 (section 90 and 91) Equality Act 2010 in respect of safeguarding and pupils with SEN.

This Policy has been written in consultation with staff, Governors, pupils and parents and will be reviewed annually. This policy will form the basis of annual update training for all staff and will be shared with all pupils and parents annually.

Aims and Principles

We believe that the most effective way of achieving these aims is to encourage and praise positive behaviour. This policy aims to promote:

· A safe environment in which effective teaching and learning can take place

· Treat all members of the school community with consideration and respect

· Value others and be polite and friendly

· Work hard and try one's best

· Respect the school environment and other people's property

· Respect the culture and beliefs of others

· Promote self-esteem and emotional well-being

The School recognises that all children have the right to feel secure and they are encouraged to talk and to be heard. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive approach.

School Rules – kept simple

• Kind voices

• Kind bodies
• Follow adult instructions straight away

Class rules

At the start of the school year in September, each class negotiates together their own class rules in language appropriate to the age of the children and worded positively. These rules will be reinforced regularly by all school members through praise and rewards and through the use of sanctions, if necessary. These rules are displayed in each classroom and are reinforced regularly with the children.

Role of the Pupil

At this age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently. Pupils are expected to:

· Follow the school and classroom rules

· Accept responsibility and the consequences of their actions

· Listen to and respond appropriately to what adults say

Role of Staff

Adults in the school have an important responsibility to model high standards of behaviour. Adults in school are expected to:

· Create a calm, purposeful and positive atmosphere with realistic expectations

· Provide a caring and effective learning environment

· Encourage all pupils, whatever their ability, to achieve their full potential

· Encourage positive relationships based on mutual respect

· Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with SENCo and outside agencies as appropriate

It is the responsibility of all adults to implement the school behaviour policy consistently throughout the school. When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas of the investigation have been explored. It is the responsibility of the Headteacher to report upon the effectiveness of the Behaviour Policy as requested.

Role of Parents

Parents are expected to:

· Support their child in adhering to the school rules and the expectations of good

behaviour · Ensure that their child fully understands the school rules and the consequences of not adhering to them · Inform the class teacher of any changes in circumstances which may affect their child's behaviour · Discuss any concerns with the class teacher promptly

Role of Governors

The Governors of the school support the Head teacher and staff by:

· Creating an effective partnership between pupils, parents staff and governors

· Maintaining a caring, safe and nurturing environment where pupils can flourish

· Developing a positive reputation in the community

· Ensuring that the school community is safeguarded

School values

Our school values are the backbone to learning, achievement and mind-set, we are working to entrench these throughout both schools. These are visible during collective worship, recognised through personal achievements and rewards (including green & purple cards) and the common thread that binds the schools together.

Our values are:

Truth - honesty, freedom and justice

Respect- responsibility, integrity, co-operation

Courage- questioning, bravery, self-assurance

Endurance- hope, determination, perseverance

Compassion- forgiveness, humility, patience

Confidence- flourish, inner strength, calm

Curiosity- questioning, reasoning, growth mind-set

Communication and Record Keeping

We believe that clear and consistent communication between adults and children, and between adults at home and at school plays an important part in helping children to learn to behave well. We use a green, red and golden card system to help children to recognise positive behaviour, poor behaviour that needs to be changed, and to celebrate exceptionally good behaviour. Green, purple, orange (Flare) and golden cards provide a clear form of communication to children and a

communication link between home and school. Records are kept of the cards that are issued and these records are used by the school staff to evaluate the effectiveness of this policy.

Positive Behaviour Management

Positive behaviour management may be defined as the strategies the school employs to promote a well ordered, purposeful school community. These strategies underpin the Behaviour Policy.

Green Cards

Children who make consistently good choices in class and around school are rewarded for their efforts with a green card. Green cards can be issued by any adult working in school (staff, volunteers, work experience students, Governors). Green cards can be issued for positive behaviour including kindness to others, good manners, positive learning behaviours, good organisation, being helpful and supportive of others. We closely link this reward to our values which can be found as tick boxes on the green card *(truth, respect, courage, endurance, compassion, confidence & curiosity)*. Adults should try to recognise all children with a green card and not just those who are being supported to improve their behaviour. Adults should not issue a green card if a child asks for one.

Initially, the green card is sent to the child's class teacher (often with the child) so that the class teacher can thank the child. The card then goes home and parents are encouraged to write a comment on the card and send it back into school. Cards are then presented in a whole school assembly and then displayed in the classroom (see table below for changes if children are working at home).

Purple Cards

In response to a parent suggestion, purple cards are a way of parents or older children to acknowledge the positive behaviour of pupils in a similar way to the green cards used by adults working in school.

Other forms of Praise

In addition to green cards, the following may be used:

- Verbal praise
- Approving signs/acknowledgements
- Class rewards
- Sent to another teacher/Head teacher with work
- Certificates and stickers in assembly

Gold Cards

Golden cards are awarded to children who show consistently good behaviour and whose conduct goes beyond that normally expected of a child of their age. Any adult can nominate a child for a Gold Card (without indicating this to the child). These nominations are reviewed by Tim Spelman at West Down and Lucy Jones at Berrynarbor. If the nomination is agreed a Gold card will be presented at a whole school assembly to which parents have been invited. Gold Cards should not be considered an everyday or even every weekly occurrence, this is the role of the green card. Gold cards are reserved for those very special situations where a child has earnt the admiration or

gratitude of the school community.

<u>Amended rewards and sanction system where appropriate.</u>

	Green Cards	Yellow warning	Flare
Children in school	Virtual green cards issued and emailed to the child - celebrated in person. KS1 - paper copy KS2 - emailed	Verbal warning given to child. Email sent to parents with details. KS1 - paper copy KS2 - emailed	Explained verbally to the child. Paper copy to parents and followed up with a phone call or virtual meeting if needed.
Children at home	Virtual green cards issued and emailed to the child. Celebrated during phone or video calls when possible	Warning given by phone, during video call or by email as appropriate. Email sent to parents with details	Explained to child over the phone where possible or by email. Emailed to parents and followed up with a phone call or virtual meeting if needed.

Non adherence to positive behaviour policy - summary of procedures

These procedures assume a gradual increase or persistence in bad behaviour. If behaviour degrades very quickly or if the first incident is of a serious nature (i.e violence) then it is acceptable to skip stages.

We expect that early intervention and discussions with parents will resolve the issues. Early involvement makes it easier to develop a positive partnership between school and home.

When a child is not behaving in the correct way an adult will:

1. Support children to change behaviour. Use none verbal signal/look

   to remind the child. *If negative behaviour continues then…*

2. Give the child a verbal instruction to correct their behaviour. Support the child to correct their behaviour which might include **allowing** the child to move places on the carpet or to another table, take a few minutes out of class/playground to calm down, hand something that is distracting the child to the class teacher.

   If negative behaviour continues then…

3. Give the child a more formal verbal instruction to correct their behaviour. This is a **<u>Yellow Warning</u>** and indicates to the child that it is their last chance to correct their behaviour before a flare card is issued. This needs to be written on a yellow post it note and handed to class teacher. A log will be kept as a yellow dot in the child's pupil planner. Support the child to correct their behaviour which might include **instructing** the child to move places

on the carpet or to another table, time out to calm down, change the activity (tell the child to find another game to play in the playground).

If negative behaviour continues then…

4. Give the child a **FLARE CARD** and send the child to another class or to a senior member of staff for an appropriate amount of time. (the appropriate amount of time is determined by the class teachers who will consider the safety of all children and the time needed by all children to ensure that a constructive learning environment is restored)

If negative behaviour continues then…

5. The Head teacher will consider if internal or fixed term exclusion is appropriate.

Yellow Warning

Children will be told 'this is a *yellow warning'*. The priority of this card to encourage children to adjust their behaviour.

This could include:
A verbal warning.
Reflection time - time out/ time in - depending on age/ emotional state of child give them time out to think about their behaviour/ calm down. May need to hold the adult on duties hand.
Missing a playtime to think about their behaviour and the choices they've made.

Yellow warnings will be reported to class teacher on a yellow post it and log will be kept in class. A log will be kept as a yellow dot in the child's pupil planner (This is to ensure children do not fall under the radar with continuous low level bad behaviour.)

Flare Cards and Behaviour Logs

Flare cards can be issued by any member of staff. The card should be completed and then discussed with the child's class teacher who must fully understand the incident that lead to the flare card being issued. There should be a consequence i.e. missing a playtime. The class teacher will support the child to learn from their mistake and liaise with the child's parent over the incident. Flare cards are sent home in an envelope and must be recorded before they go out. (Let Rosie or Lucy know and hand to them). They are either handed to the child's parent at home time or sent home with the child after the parent has been contacted by phone or email to inform them that a flare card has been issued to their child. Parents are expected to sign and return the card to school to indicate that they are aware of the incident within the week. Some parents choose to use the card to share other useful information about how they have supported their child to learn from the incident. Any useful discussions about with the parent or child about the behaviour in question should be recorded on the back of the card. A record is kept of flare cards that have been issued.

Where an incident involves or impacts on more than one child and behaviour log should also be completed. The log enables the full details of an incident to be recorded including the

interactions between groups of people. This document is for school records and should not be shared with parents without first redacting the names of other children. The flare card should provide enough information for parents to be able to understand and support their child without directly naming others involved in the incident.

Additional Support for Pupils

A child who is issued more than 2 flare cards in a term will be referred to the SENCo who will make an assessment of the child's need. In such cases, the following course of action will be followed:

● Class teacher co-ordinates discussion with parent/carer about the incident or behaviour concerns.

● Headteacher is informed and SENCo, Teacher, Parent and pupil are involved in drawing a plan of action.

● A time scale and review date is to be agreed
● External agencies may be included (Behaviour Support Service / Inclusion Officer / Educational Psychologist) and a new plan of action / contract may be created:- BSP (Behaviour Support Plan) or PSP (Pastoral Support Plan). A PSP is drawn up when the pupil is at risk of a Fixed Term Exclusion.

Should the above procedures fail to have the desired effect, the following course of

action will be taken:

● Headteacher imposes Fixed Term Exclusion

· Headteacher imposes Permanent Exclusion (following guidelines in Local Authority Behaviour Policy)

Additional COVID considerations - clear rules about coughing or spitting at or towards any other person

Children will be reminded in safety talk ('Keeping Ourselves Safe') each day. If a child deliberately coughs, spits at or towards another person they will be moved to the isolation area until they can be collected by parent/ guardian. This is an exclusion and will be recorded as such. A head teacher will determine the length of the child's exclusion from school based on the circumstances. A staff member must stay with the child until collection, remaining socially distanced and wearing PPE (if needed). A senior member of staff will undertake a virtual reintegration meeting to plan how the child can be supported to return to school safely.
(Also see COVID appendix for additional guidance)

Malicious Accusations
Malicious accusations against another pupil or member of staff are considered to be a very serious breach of this policy. The Head teacher or Chair of Governors will be involved in responding to in all such situations.

The head teacher will consider all sanctions up to and including fixed term and permanent exclusion from the school as appropriate disciplinary actions to be taken against a pupil who is found to have made a malicious accusation against a member of staff.

Anti-Bullying Strategy

In common with all other schools, we recognise that some pupils at the School will experience bullying of some kind. It also needs to be understood that unkind behaviour such as impulsive, accidental actions may not be acts of bullying.

The staff and Governors of our Schools are committed to ensuring that children have a happy time at school, free from harassment or bullying. Since bullying is a serious issue, yet not necessarily obvious and observable, it needs to be dealt with sensitively and effectively. All children have a right to a secure and safe environment, free from fear and abuse. All children at our Schools will be made aware of the issues of bullying through assemblies and our Personal and Social Education curriculum (PSHE), E-safety lessons and Circle Times. Several forms of bullying can be identified:-

Physical aggression: This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault.

Intimidation: Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

Isolation/exclusion and other relational bullying: This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places or online, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore"(implied or stated); a group ganging up against one person; non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

Cyber-bullying: This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

Name calling: Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics or academic performance may attract negative attention.

Damage to property: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, personal belongings, school books and other learning resources. The contents of school bags and pencil cases may be scattered on the floor. Items

of personal property may be defaced, broken, stolen or hidden.

Extortion: Demands for toys, food or money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

Racism and Homophobic bullying: Derogatory name-calling, insults, racist or homophobic jokes and language. Racist or homophobic comments during discussion in lessons. Ridicule of an individual for cultural differences, for example food, music, dress. Refusal to co-operate with others because of their ethnic origin or sexual orientation (known or perceived). Provocative behaviour, such as wearing racist or homophobic badges or insignia. Bringing racist or homophobic material, such as leaflets, comics or magazines into school. Derogatory graffiti. Verbal abuse and threats.

Bullying is a series of repeated incidents against one child by one or several other children and usually involves the bully consistently applying power and control.

All staff must be alert to signs of bullying and take immediate action including reporting concerns back to the class teacher for investigation. All cases of bullying **must be reported to the head teacher.**

If bullying occurs:

The class teacher will:

- Listen carefully to all parties and investigate fully to establish what has happened
- Make a record of the incident
- Affirm the victim's right to feel safe in school and confirm the School's firm policy toward bullying. ● Report to incident to the Head teacher
- Take steps to ensure that all children feel safe and are able to continue learning.

The Head teacher will

- Take appropriate actions to reprimand the bully
- Support the class teacher to devise a plan to support the victim and bully
- Ensure that the parents' of the children involved are informed of the incident
- Support the class teacher to devise a support plan to restore relations between all parties (This might include mediation, peer support group, class circle times, no blame support, restorative justice)
- Report bullying incident to the Lead Governor for Safeguarding.

Useful information from

www.bullying.co.uk www.nspcc.org.uk www.anti-bullyingalliance.org.uk

www.actionforchildren.org.uk