



'Give and it will be given to you' Luke 6:38
BEHAVIOUR MANAGEMENT POLICY
Including Anti-Bullying policy and procedures

The Executive Headteacher: Mr. A. Gromski

Chair of Governors: Andrew Clarke

Date of Adoption by the Governing Body - March 21

Date of Review - March 2022

AIMS - Our policy is based upon three rights for *everyone* involved in our school:

1. THE RIGHT TO BE SAFE AND FEEL SAFE
2. THE RIGHT TO LEARN
3. THE RIGHT TO BE TREATED WITH RESPECT

This will help us maintain a happy, respectful atmosphere and a safe environment for everybody in our schools; it will help us promote fairness and equality at all times and reflects the strong Christian ethos of our schools. As a Church of England School we are committed to enabling every person to flourish and live out 'life in all its fullness'. We want our children to grow in wisdom; to cultivate a wide-ranging knowledge that will help broaden life chances; to develop the spiritual, intellectual and emotional resources they need to live a good life; and to develop the character to live well together in community, whilst preparing them for the opportunities, responsibilities and experiences of future life.

Behaviour Management

We encourage self-discipline and good behaviour:

- Each class displays rules chosen with the children in September of each year.
- All staff are consistent in their approach. This is outlined in Appendix B Expectations of Children's Behaviour at our schools.
- We give the children responsibilities such as playground leaders and the opportunity to run lunchtime clubs for younger pupils.
- We base our school rules on positively phrased statements and our Christian ethos and these are referred to in assemblies regularly.
- Staff provide positive role models.
- We allow equal access for all pupils to the different activities on the playground.
- Parents are reminded of expectations as outlined in Appendix B Expectations of Children's Behaviour from School and Pupils.

We encourage our children to behave well by a system of rewards and sanctions, which is followed fairly and consistently by all staff. Lunchtime Supervisors and Teaching Assistants are encouraged to lead play activities in the playground.

REWARDS:

- Are more effective if given immediately.
- Should be seen by the child as a reward.
- Are used consistently.
- The reason for giving the reward is made explicit.

We may use the following rewards:

- A smile, verbal praise or stickers.
- Inviting other children / adults to acknowledge the achievement.
- Sticker / certificates during our "Celebrations and Achievements" assemblies, which acknowledge special effort, behaviour or manners.
- Class teachers have their own class incentive charts / rewards.
- Lunchtime Supervisors contribute by nominating children each week who have been especially well behaved or sensible for "fine diners" award.
- A note home for a star pupil every day.
- Informing parents verbally of positive behaviour.

We endeavour to reward those children who are *always* well behaved too.

SANCTIONS

- Are more effective if given immediately, calmly and used consistently.
- A quiet and private reprimand can be more effective than a public one.
- Focus on the behaviour, not the child.
- Include a positive message about what should be done in the future.
- The reason for the punishment is made explicit.

Teachers will use their professional judgement and knowledge of each individual when using rewards and sanctions. A home-school log book will be set up if there is a persistent pattern of unacceptable behaviour. Other sanctions may be applied after discussion between teacher and parents.

The home-school partnership is very important regarding behaviour. Staff and parents need to work together in order for the child to receive consistent messages and fulfil their potential.

Stickers or any other awards will not be removed for poor behaviour.

EXCLUSION

In most cases exclusion will be **the last resort** after a range of measures have been tried to improve the pupil's behaviour. A range of strategies are available to address the behaviour which may lead to exclusion. This may include seeking advice and support from other agencies.

Local Authority policy and procedures will be followed.

The decision to exclude a pupil will be taken only:

- a) In response to serious breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the headteacher can exclude a pupil.

There may be exceptional circumstances where in the Headteacher's judgement, it is appropriate to exclude a child for a first or 'one off' offence. This might include serious actual or threatened violence against another pupil or a member of staff.

LUNCHTIMES

Children will be given stickers to reward good behaviour. Incidents of minor poor behaviour will be reported to the Head of School. If there is a serious incident such as physical violence, racism, bullying or refusal to follow staff instruction then the Head of School or Executive Headteacher is sent for. Repeated poor behaviour or a one-off serious incident may result in the child being excluded at lunchtimes.

While the children are eating their lunch, supervisors circulate.

Teaching staff will ensure that children are ready for lunch promptly. It is imperative for the children's safety and for our legal position that children are not left unsupervised at any time, for any reason. If help is required we will send a responsible child to call for assistance.

ANTI-BULLYING

RATIONALE

Children are entitled to a childhood that is free from fear and uncertainty. We are committed to taking an active role in helping children who have problems, either physical, mental or emotional. The interest and safety of the child will always be paramount. Our Christian values are **perseverance, respect, love, friendship, courage and truthfulness**. These values are explored through daily school life, worship and opportunities for reflection. They are vital to fostering the 'family' atmospheres of our schools where every child is supported to achieve their very best in every way possible. The absolute value of each and every child drives our determination that every child has; the right to feel safe and be safe, the right to learn, and the right to be treated with respect.

At our schools we define "bullying" as: Repeated intimidation over a period of time that is intentionally carried out by a person or group in order to cause physical or emotional pain. It is difficult for those who are being bullied to defend themselves.

Bullying can take many forms but the four main types are:

- Physical - hitting, kicking, taking belongings
- Verbal - name-calling, insulting comments relating to equal opportunities and cultural differences.
- Indirect - spreading nasty stories about someone, excluding them from social groups
- Online / Cyber bullying- See *Responsible Computer and Internet Usage* document.

We aim to challenge such extreme behaviour:

- To ensure the safety and happiness of all our pupils;
- To address the needs of both the victim and the bully;
- To enable all our pupils to achieve their educational potential;
- To ensure that all our staff are vigilant and responsive to bullying behaviour;
- To define for all staff and parents procedure in any cases of bullying that may occur;
- To maintain and celebrate our reputation as a caring school.

We try to ensure that all our staff are vigilant and responsive to bullying behaviour.

PREVENTATIVE STEPS:

- We promote the caring Christian ethos of our school in assemblies and collective worship through values such as friendship and love;
- We take discussion opportunities offered through storybooks and bible stories;
- Staff provide positive role models;
- We encourage cooperative behaviour as outlined in our Behaviour Policy i.e. rewarding positive behaviour, giving jobs of responsibility and a weekly "Celebrations and Achievements" assembly.
- Circle Time and PHSE help to equip children with the social skills needed to deal with difficult situations;
- In the Autumn Term we will use the SEAL resources to promote an anti bullying week.
- We try to motivate positive peer pressure so that pupils can take an active stand against bullying behaviour. i.e. not allowing a peer to be deliberately left out, not laughing when someone is being bullied, telling a member of staff, telling the bully to stop.

PROCEDURES - If an incident of bullying is reported:

- Listen carefully, calmly and take seriously. Remain neutral.
- Investigate immediately - the investigation and discussion process can itself be used to teach pupils about what behaviour is bullying and what is not. Avoid direct, closed questions which may be perceived as accusatory or interrogational. Give each pupil involved the opportunity to talk, and keep the discussion focussed on finding a solution and stopping the bullying reoccurring. The adult involved must be seen by all children to be fair.
- Inform the Class Teacher. It is the responsibility of the Class teacher to advise the Headteacher of any concerns and recurring incidents. It is sometimes possible for the Class Teacher to build on their special relationship with individual pupils to encourage honest and direct discussion.
- In proven cases, teaching staff are responsible for recording the incident on a form available from the office, and informing the Headteacher. Written records should contain where and when the incident occurred, what happened, what action was taken and any follow up. One copy of this should be given to the Headteacher, another placed in the child's individual record folder in the office. Records should be based on fact rather than speculation. Written records may be required for Ed. Psych, Police, Social Services, LA.
- If proven bullying incidents result in damage to property or person, the child's parents will be involved at the earliest opportunity.
- Non-teaching staff will inform teaching staff of any incidents that concern them. Teaching staff are responsible for ensuring that significant incidents are recorded in the file, although the actual recording of an incident may be delegated.

Exclusion remains a last resort, as does involvement of Police, LA and Social Services. See LA Exclusion Documents for details of procedures.

Parental Complaints: When parents complain about bullying by another child, or have a child who is accused of bullying, we:

- Listen to their perception of the problem and discuss the situation.
- If necessary follow up and deal with any alleged incident.
- Record the discussion
- Inform the parents of the outcome

MONITORING: The Headteacher is responsible for monitoring the "Behaviour Record". This record allows us to be aware if patterns of anti social behaviour are emerging. It also forms a record for outside agencies, parents and other schools should it be required. Our monitoring system will be reviewed periodically as a decline in the number of incidents recorded could mean that:

- Our anti-bullying policy and procedures are effective.
- The system is not being thoroughly implemented.



Anti-Bullying Policy - Record of Incident

(One form to be completed for the aggressor, and one for victim.)

Child's Name:

Date of Birth:

Date and Time of Incident:

DESCRIPTION OF INCIDENT:

(Where, and what happened, based on fact as opposed to speculation or accusation.)

ACTION TAKEN:

RECORD OF DISCUSSION WITH PARENTS:

Signature of member of Staff completing form:

Date:



Tibberton CE First School and Hindlip CE First School



'Give and it will be given to you' Luke 6:38

Expectations of Children's Behaviour

High expectations of behaviour are maintained at all times.

We agree that all the children and adults in our school communities have:

- **The right to feel safe and be safe**
- **The right to learn**
- **The right to be treated with respect**

Please help us reinforce those rules so that everyone can have an enjoyable and rewarding school life.

At the start of the school year the children in each class are involved in agreeing class rules which reflect the key points above. In addition, each class also has its own individual behaviour management and reward systems, for example:

A 'Zone Board' system is used, which is on display in the classroom. Children can move up the zones for exceptional behaviour or down the zones should their behaviour be unacceptable.

In all classes additional rewards include stickers, stamps and lots of praise!

Children can also earn house points from the adults in school for living our Christian values of perseverance, respect, love, friendship, courage and truthfulness. They are given to support positive behaviour, attitudes, manners, kindness and care towards each other.

Throughout the school day the children can also visit the executive head or head of school / senior staff for either persistently unacceptable behaviour or for exceptionally positive behaviour. On occasion it may be appropriate for parents to be informed.

An incident involving physical violence, racism, persistent bullying or refusal to follow staff instruction will result in the child going to see the executive head or head of school who will discuss the matter with the child's parents.

An incident where a pupil deliberately ignores social distancing guidelines, with intent to endanger staff or pupils, through coughing, spitting or any other physical contact, thus potentially increasing the transmission of Coronavirus, will be made to self-isolate under adult supervision until parents can collect them. The pupil's age and cognitive understanding of their actions will be considered. The executive headteacher or head of school will follow Local Authority policy and procedures.

Each week pupils from each class receive a Headteacher's award. This is announced in celebration assembly and then at the end of each half-term they receive a certificate in a 'Headteacher's awards' assembly. They also go into the newsletter celebrating their achievement.

Positive reinforcement of excellent behaviour, inviting children/adults to acknowledge achievements, praise and a smile are also used widely.

We also like to celebrate a child's achievement outside of school. If a child has been awarded a certificate, badge, trophy or any other form of recognition for their achievements from an outside club, they can bring it to school to share.

We all work together as Church-School communities and want every child to flourish in their time at school. As such we have an open door policy to allow you to discuss and share, with school staff, any difficulties which may arise so we can work together to find a way forward.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE) 0808 800 5793

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online www.bullying.co.uk