



Chantry Community Primary School

Behaviour Policy

Including

Anti-Bullying Policy

This policy has been revised in consultation with the pupils of Chantry Community Primary School, with a few specific pupils in Year Six and with some parents.

February 2011

The following process was followed to update the policy:

Whole School Assembly to discuss the Golden Rules and establish Golden Rules for the Dining Hall and the Playground.

Discussion with six Year Six pupils to make amendments to the process in the policy.

Discussion with five Year Six pupils to agree the amendments.

Consultation with parents to update them on the changes requested by the pupils.

Behaviour Policy

Our principles are based on the view that children, parents and the school are jointly responsible for encouraging and demonstrating positive behaviour. At Chantry we promote high expectations of good behaviour at all times.

We believe that:-

- We should behave towards others as we would wish them to behave towards ourselves.
- We should treat people, their property, school buildings and equipment with respect.
- We should recognise that everyone is different and that their contributions are valued.
- Problems should be discussed with honesty, trust, courtesy and co-operation.
- Children come to school to learn in a safe, caring and secure environment.
- Through encouraging correct values and respect for each other, children may be helped to develop their future lives as contributing members of society.
- The use of praise, rewards and sanctions have a part to play in encouraging positive attitudes and behaviour.
- Our principles should be fairly and consistently applied, yet with sensitivity to the appropriate needs of individuals.
- Children should understand the agreed school rules and appreciate the rationale on which they are based.
- Equality of opportunity for all children is central to our behaviour principles.

Chantry Community Primary School Rules

The Golden Rules

In School at all times:

We are gentle

We are kind and helpful

We listen

We are honest

We work hard

We look after property

In the Dining Hall:

We line up calmly

We walk carefully through the hall

We speak quietly to those around us

We keep our table clean

We are polite to everyone

We use good table manners

In the Playground

We are gentle

We are kind and helpful

We play well with others

We care for the playground

We listen

We are honest

The Golden Rules have been constructed and agreed by pupils throughout the school. Children construct their own rules in each class based on the above.

Behaviour

We should always behave towards others as we would wish them to behave towards ourselves.

Acceptable Behaviour

- Respect and consideration for others
- Care of equipment and environment
- Following instructions
- Kindness
- Politeness and good manners
- A quiet talking voice at all times
- Sensible movement around the school.
- Thoughtfulness and being helpful.
- Willingness to apologise and discuss issues maturely.

Unacceptable Behaviour

- Physical or verbal aggression towards others
- Causing damage
- Disruptive behaviour
- Excessive noise
- Interference with others
- Rudeness or bad manners
- Unwillingness to work.
- Bad body language e.g. shrugging etc.

Rewards and Sanctions

This Policy recognises that positive reinforcement of good behaviour motivates and promotes desired patterns of behaviour far more effectively than do negative comments or sanctions.

We regard as fundamental that we work with parents at all stages and involve other agencies as appropriate.

Rewards

Rewards can be handed out as deemed appropriate by the teacher.

The school has a system of certificates. In KS1. Certificates are awarded weekly for good work and/or behaviour.

In KS2 merits are awarded for good work, effort and behaviour. Each multiple of 10 merits is rewarded with a certificate.

When a child has produced an outstanding piece of work (for that child), she/he will receive a certificate from the Headteacher and where possible the piece of work will be displayed on the Headteacher's 'Board of Excellence'.

The certificates are given out by the Headteacher in the weekly "Celebration Assembly" when the whole school can join together to acknowledge these achievements.

Sanctions

All sanctions must begin with a verbal warning or reprimand

- Verbal reprimand/warning.
- Name to be written on the whiteboard (a reminder that this will happen should be given at the verbal warning stage).
- A few minutes are deducted from the child's breaktime.
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- The second mark against the child's name = removal from class to another class, preferably to the year group below, with work.
- Send to Head of KS1 /KS2.
- Send to Deputy Headteacher/Headteacher.
- After school detention (15 minutes).
- Internal/external exclusion.

Poor Behaviour in the Playground.

Conflict in the playground must be solved and acted on immediately.

Break-times

Children who misbehave at playtime will be dealt with immediately by the teaching assistants on duty by standing on the amphitheatre for a few minutes or sending for a member of SLT to deal with more serious incidents.

Lunchtime

Incidents of poor behaviour at lunchtime will be dealt with by the MDSA's. For small incidents of misbehaviour at lunchtimes a child can be asked to spend 5 minutes standing on the amphitheatre. If a child persistently misbehaves at lunchtime or deliberately hurts another child they should be sent to the duty teacher. The duty teacher may make the decision that the child needs time on the 'thinking table'.

A senior member of the staff will be on-duty each lunch time to speak children about their behaviour. If children are subsequently sent to the 'thinking table', the time should be spent in silence, reflecting on their behaviour and completing a 'thinking time' sheet. Completed sheets should be passed to the Deputy who will record the incident in the school's behaviour log. If a child is sent to the 'thinking table' more than 3 times in a term; a member of SLT will contact the parents to arrange a meeting.

Continued/Significant Poor Behaviour

If a child is consistently showing poor behaviour, the class teacher will arrange a meeting with the parents. If poor behaviour persists, this will be followed up by a meeting with the parents, child and a member of SLT.

There are the rare occasions when a child finds it very difficult to conform and work within the behaviour rules and this can create an unsafe situation. A specialised behaviour programme may be introduced by the Class Teacher in discussion with the Inclusion Manager and Headteacher. This may involve star charts, removal from the classroom or exclusion from an activity. Behaviour programmes will be introduced after full discussion with the pupil's parents or carers. Positive praise is to be used at all time to reinforce good behaviour.

There may be occasions when restraint may have to be used by trained staff for the safety of the child involved or other children/staff. Please refer to the 'Safe Touch' policy for more information

Signed: _____ **Chair of Governors**

Signed: _____ **Headteacher**

Date: _____

Friendship and Anti Bullying Policy

Our Aims

At Chantry we take all forms of conflict, friendship problems and bullying behaviour seriously. Our aims are:

- To provide a safe and secure environment for all students in our care.
- To create a happy atmosphere in which parents, carers and all school staff work together for the welfare of the students.
- Everyone is mutually valued and respected regardless of gender, race, age, beliefs and ability.
- To encourage students to adopt agreed standards of behaviour and values in order to develop a sense of self discipline and to take responsibility for their own actions.

Definition of Bullying Behaviour

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as responses to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where both students disagree and find it difficult to resolve the disagreement without the help of Peer Mediators or an adult. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we do recognise that repeated friendship problems can lead to bullying behaviour.

Bullying behaviour is defined as '**behaviour by an individual or group – usually repeated over time – that intentionally hurts another individual or group.**'

Bullying can take many forms –

- **Physical** (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking or taking property)
- **Verbal** (name calling, put downs, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm)
- **Indirect** (rumours or stories, exclusion from a group, shunning, invading privacy, withholding friendship or affection)
- **Cyber** Bullying sending nasty phone calls, text messages or emails/chat rooms.
See also our ICT Policy for Acceptable Use of Internet Policy

Some bullying is done because students are deemed to belong to a certain group. This has been labelled 'prejudice based bullying' and includes homophobic, racist, sexist or gender bullying and bullying those with learning or other disabilities. See also our Equal Opportunities Policy.

Strategies for Preventing Bullying

- Issues surrounding friendships and bullying behaviour are taught through the PSHEE Curriculum. Children are taught some of the ups and downs of relationships, including the positive aspects and benefits of friendships and the negative aspects of conflict.
- Whole school assemblies are used to discuss bullying and raise children's awareness of what bullying looks like and how they can respond and get help.
- Circle Time and class discussion provides opportunities for more detailed discussions and activities to explore the nature of bullying.
- School Council provides a forum for issues to be raised, and discussion to arise around how we can combat it.
- Peer Mediators are available as a first point of contact for children who feel they need support in the playground.
- Staff on Playground Duty including Teachers, Teaching Assistants and Midday Supervisors (MDSAs) have an agreed policy for dealing with issues that have been discussed as a group and agreed together.
- The Golden Rules will be upheld at all times. All staff will monitor behaviour and intervene when it becomes inappropriate in order to prevent bullying from developing.

Strategies for Responding to Bullying Behaviour

Where bullying does occur it will be followed by an immediate and appropriate response, including the use of disciplinary sanctions where necessary. There are times, however, when discussion and further close monitoring will be used. These will be employed at the school's discretion and under discussion with other parties (children, parents and other members of staff).

Early identification is the most effective way to minimise bullying behaviour and the effects on the person being bullied. We also acknowledge that the person doing the bullying needs to understand their behaviour is unacceptable and must stop. They may also need support to change their behaviour and explore the underlying reasons for the bullying.

Students are encouraged to report any negative behaviour, even if they are not sure whether it is bullying and even if it is not them who are experiencing the difficulties. They can do this through:

- Speaking to their teacher, Teaching Assistant or MDSA
- Speaking to a parent or other adult who may contact the school
- Speak to a Peer Mediator

Children will never be told to just ignore the bullying.

As part of our Anti Bullying week and ongoing activities throughout the school year children are also taught specific strategies to stand up for themselves assertively and non aggressively as research has shown this to be the most effective way to stop bullying. See linked Power Point Presentation for specific strategies.

When bullying is known to have happened or to be ongoing

The class teacher will discuss the situation with the child being bullied. It is important that they are listened to and believed. They will not be told to just ignore it.

Any children who are thought to have witnessed the bullying behaviour may also be spoken to in order to give a more detailed, clearer picture.

The incident will then be discussed with the child engaged in the bullying behaviour.

The PSHEE Leader, SENCo or Head Teacher may also be informed in severe cases.

Sanctions in line with consultation with children (Anti bullying week Circle Times and Discussions), Parents (questionnaires, parent's information meetings) and the school Behaviour Policy will be used as appropriate. They might include:

- Official warnings to stop the behaviour and withdrawal of in school privileges (playtimes, lunchtimes e.g.) if this does not happen
- Time spent at the Time In table at lunchtime
- Time spent separated from class, out of class, away from peer group and friends. This may be at an isolated table in class, in another classroom, in a member of SLT's office, separate playtimes and lunchtimes
- Minor fixed term exclusion
- Major fixed term exclusion
- Intervention from Neighbourhood Schools Officer (the Police)
- Permanent exclusion

The parents of children involved will be informed of any action taken.

The parents of children who have been affected by the bullying behaviour will be informed.

Records may be kept on student's files if the behaviour is repetitive and/or severe.

Monitoring and Evaluation

This document will be monitored and evaluated regularly and updated to take account of new Government and local guidance, the views of the whole school community and any specific issues relating to the needs and dynamics of our children.

Complaints

The Governing Body has established a formal complaints procedure and this may be used by a Parent or Carer if needed.

Signed: _____ **Chair of Governors**

Signed: _____ **Headteacher**

Date: _____