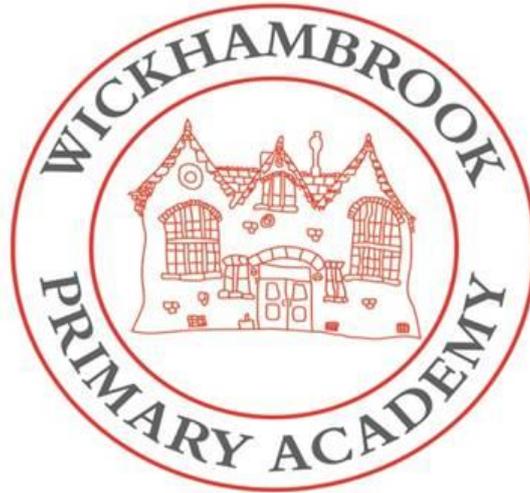


Wickhambrook Primary Academy



'Striving for excellence, creating a limitless future'

Behaviour & Anti- Bullying Policy

Last reviewed: Summer 2018

To be reviewed by: Summer 2019

Head teacher: Miss Rosalind Towns

Assistant Head: Mrs Hannah Tyzack & Mrs Kerry Taylor

SEN Leader: Mrs Kerry Taylor

Aims and values

The Academy must maintain discipline and good conduct to secure an orderly learning environment in the interests of all the children. The academy behaviour policy sets out a corporate statement of purpose, the boundaries of acceptable behaviour and the likely consequences of misbehaviour.

We believe that every member of the school community has a responsibility for behaviour and everyone has the right to feel valued and respected. All staff and students have an entitlement to achieve their maximum potential in a safe and secure environment where effective teaching and learning can take place. It is our belief that good behaviour needs to be consistently and positively encouraged and valued.

Unacceptable behaviour is that which:

- Is dangerous to the pupil, other pupils, adults or property
- Is offensive or inconsiderate
- Interferes with the right of teachers to teach and pupils to learn

We have five simple rules that form the basis of our positive behaviour policy, these are:

We do our best

We are ready to learn

We are honest

We respect each other and ourselves

We take pride in our school and the environment

This policy sets out the expectations of behaviour at Wickhambrook Primary Academy. The Governing body, staff and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. It also sets out the consequences for misdemeanours should they arise.

Aims

- To promote a positive ethos and climate in the school.
- To create a consistent environment that encourages and reinforces good behaviour.
- To define acceptable standards and the principles of good behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem through success, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Role of Staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all

All teachers are responsible for dealing with incidents in and around school. If in doubt they can refer to Leadership Team, Assistant head teachers or Head teacher.

Role of the Head

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head teacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been consulted.

Role of parents

The school seeks to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school code of conduct and expectations in the school prospectus and home-school agreement.

As set out in the home-school agreement we try to:

- build a supportive dialogue between the home and the school,
- inform and involve parents if we have concerns about their child's welfare or behaviour.

We expect parents to support their child's learning, and to co-operate with the school. If the school has to use reasonable sanctions due to a child's behaviour, it is essential that parents support the actions of the school. However, if a parent has a concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the assistant or head teacher. If these discussions cannot resolve the problem then the school Governors should be contacted (via the school office). In instances where a parent wishes to make a formal complaint then additional guidance can be found in the school complaints policy.

Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Head teacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

The Governors will follow the normal grievance procedure in cases of complaint as set out in the complaints policy.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed - back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management & Organisation

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the situation.

Code of Conduct and Procedures

Praise and reward for good behaviour is the key to creating a positive atmosphere where the children have the opportunity to succeed. The code of conduct and related procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. These should:

- Be kept to a necessary minimum;
- Be positively stated, telling the children what to do rather than what not to do;
- Give clear choice and consequence options
- Actively encourage everyone involved to take part in their development;
- Have a clear rationale, made explicit to all;
- Be *consistently* applied and enforced;
- Promote the idea that every member of the school has responsibilities towards the whole.

If the school code of conduct is broken the staff will need to know:

- What happened
- When
- How often
- In whose company
- In what circumstances

Each individual and situation is different; it is not possible to lay down strict guidelines for every situation. Distinction needs to be made between minor and serious incidents; the latter includes bullying physical or verbal (see definition), deliberate injury or attempted injury and stealing.

Encouraging and Affirming Good Behaviour

We seek to inspire children to achieve high standards of discipline and academic achievement by praise, encouragement and positive reinforcement of good behaviour. Some indicators are:

- Celebration Assembly
- Gold learner for academic or behaviour achievements
- Learning Badges awarded in assembly
- Awarding of stickers
- Granting of privileges
- Awarding of team points via dojo
- Awarding 'Golden tickets' by Headteacher for all class members to be rewarded with 'Golden Time'.
- Message sent to parents via parentmail

School Code of Conduct

We have five simple rules that form the basis of our positive behaviour policy, these are:

- We do our best
- We are ready to learn
- We are honest
- We respect each other and ourselves
- We take pride in our school and the environment

Sanctions

The approach that is taken encourages pupils to understand that their behaviour can have an effect on the rights of others and as a result will have consequences. Regular reminders referring to the school or class code of conduct are to be used as an initial non-confrontational approach with disruptive behaviour.

The use of a sanction should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required.
- There should be a clear distinction between minor and major offences.
- It should always be made clear that it is the (unacceptable) behaviour rather than the person that is the cause of concern.
- Pupils will have the opportunity of earning back their lost time, for example, by modelling the good behaviour or attitude expected.

Possible sanctions include:

- Expression of disapproval
- Redirection
- Referral to a leadership team member or Head teacher
- The use of a behaviour log to note positive/undesirable behaviour which is used by the class teacher daily. Should this option be used it will be discussed and agreed with the parent in advance. It will be short term strategy and be monitored regularly.
- 'Time out' class exclusion.
- A letter/card of apology given to the injured party or persons.

- Extra tasks to fulfil at leisure times and/or for homework.
- Missing part or all of play or lunchtime where a child will be asked to catch up on missed/uncompleted work or be involved in a positive behaviour experience with the deputy/head teacher.
- Lunch time (fixed term) exclusion*
- Fixed term exclusion*
- Permanent Exclusion* (using: *DfE guidance Sept 17, 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England').

Sanctions are decided using our 'Expectation and Consequence toolkit'. (Appendix A) this toolkit will form the basis of the discussion with the child to ensure consistency.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

There are three levels of intervention:-

- Level 1: the class teacher will deal with the problem (first offence/minor),
- Level 2: a senior member of staff or the deputy head teacher is involved (for more serious incidents/attitude/ continuation of inappropriate behaviours),
- Level 3: the head teacher is involved.

Parents may be invited to talk to the class teacher or deputy/head teacher at any level if the situation is such that this is deemed to be beneficial by either party. The approach favoured by the school is 'early intervention' in order to prevent a situation/behaviour escalating and to avoid potential instances of bullying.

Examples of behaviour that is deemed to be inappropriate include (but is not exhaustive):-

- Fighting
- Swearing
- Any form of bullying – physical or verbal or emotional
- Rudeness to all members of staff, parents or pupils
- The threat of or actual physical violence towards another child or adult

Equally it should be recognised that a parent may bring a matter to the school's attention which will be listened to and dealt with appropriately. All initial communication should be with the child's class teacher in the first instance.

Time to discuss issues with the children is important and may take place during "circle time" or PSHCE lessons. These sessions give the opportunity to reinforce expectations of behaviour and respect throughout the school. Where it is felt necessary help from the Educational Psychologist and/or Behaviour Support Service may be called upon through discussion with the Inclusion Manager.

Every classroom features a four tier system to reward and correct behaviour. Most classes use a 'weather theme'. For example - All children start the school day on the sunshine, if they exceed expectations they will move up to the rainbow. Children who have made an inappropriate choice will be visually placed on the cloud to think about their behaviour, they will be given the opportunity to correct the behaviour thus

returning to the sunshine as a reward. If a child persists to make the wrong choice they will move to the thunder cloud where the 'Expectation and Consequence' toolkit will be implemented.

Anti- Bullying

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is a deliberate and **repeated** act usually directed at one person. It may be instigated by one individual or a group. It is the threat or use of aggression (verbal or physical) with the intention of hurting another person and often results in pain and distress to the victim.

Bullying can be:

- Emotional- being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical- pushing, kicking, hitting, punching or any use of violence
- Racist-racial taunts, graffiti, gestures
- Sexual-unwanted physical contact or sexually abusive comments
- Homophobic-because of, or focussing on the issue of sexuality
- Verbal-name-calling, sarcasm, spreading rumours, teasing
- Cyber-all areas of internet, such as email & internet chat room misuse
- Mobile threats by text messaging & calls
- Misuse of associated technology, i.e. camera & video facilities

If a suspected incident of bullying is reported to a member of staff other than the class teacher, the class teacher should be informed.

- The member of staff should speak to the child/children involved.
- The member of staff involved should try to ascertain the true details by:
 - Taking the incident seriously
 - Keeping calm – never over-react but act with calmness and fairness, even while showing displeasure with the child's/children's behaviour
 - Listening to both/all sides of the reported incident
 - Reassuring the victim
 - Make sure that all parties involved understand what behaviour/action is being disapproved of and why
 - Being seen to treat all parties fairly and with a consistent approach

- Trying to decide on a positive course of action for all parties and for all parties to agree/understand the reasons behind the agreed action to prevent the reoccurrence of unwanted incidents.

All suspected incidents of bullying should be reported to the **head teacher** so that the situation/individual can be monitored. If in the judgement of the head teacher, the incident is believed to be bullying, parents will also be informed. Actions will be discussed and agreed together in order to prevent an escalation of the problem.

If the reported incident is judged to be bullying then a copy of key details relating to the victim(s) and bully(ies) must go in the pupils' personal file. This report should include:

- Who was involved
- Where and when the event(s) happened
- What happened
- What action was taken
- How action was followed up

When incidents have been identified as bullying the following steps will be taken by the class teacher or head teacher:

- Inform the parents of both parties
- Involve them in agreeing a course of action
- **Monitor and report back at regular intervals.**

It is important for school and home to work together as a team and be pro-active in dealing with the issue in a consistent manner. By working together bullying behaviour can be eradicated.

It must be remembered that both the bully(ies) and the victim(s) may need help to prevent the actions re-occurring.

On most occasions this will be from within the school and home. However, on rare occasions outside agencies may need to be involved.

Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy. The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents where a child is sent to her on account of bad behaviour. The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Physical Intervention

Very few of the children do not behave in an aggressive or violent manner. For children who present challenging behaviour, prevention and avoidance are always our first measures. However, certain situations may arise for school staff in which physical intervention may be required in dealing with conflict. *We follow the Local Authority's Guidelines for Physical Intervention.* And aim to ensure that only staff trained in Positive Handling deal with the situation. Every incident where physical intervention has been used must be reported to the head teacher as soon as possible – but always on the same day. The incident must be recorded on a physical intervention recording form and reported to governors. A copy of the form will also be placed on the child's records.

Parents will be notified on the same day, by the class teacher or Headteacher, if any form of physical intervention is used.

Appendix A - Expectation and consequence toolkit

Appendix B - Class Dojo information

Learning Behaviours Rewards System- Class Dojo

The system will be electronic .The system will aim at rewarding good learning behaviours (in contrast to the current system where we will sometimes reward behaviour that is 'normal'!)

Log-on

The site we will be using is clasdojo.com.

Credits

The credits can be awarded one point at a time. You can also reward multiple credits by selecting at the top of your year group screen. When you select award credits, you will be given a selection of behaviours to choose from.

- You can award only one credit at a time
- One credit should be awarded per each good behaviour (to ensure consistency across the school)

When children are rewarded for behaviours a banner appears across the screen. This is a good visual reminder 😊

Colour groups- children will still be arranged into colour groups. This is shown by the initial of the colour against their name.

Class Credits- Class credits can either be awarded by selecting all members of a class using Class Dojo, or by using orange credit cards. *You should issue no more credits than there is children in the class. E.g. 30 children= 30 class credits.*

- Credit goals for class treats should be lowered to reflect the new system- it will be harder to get lots of credits!

At the end of the week class totals and colour totals will be given out in assembly (similar to now).

The child from each year group with the most credits each week will be identified and given one of our new badges.

Uses of Dojo

- LSAs can give credits during lessons on a laminate. These can be added later by the LSA or a monitor.
- Plenary- you could ask the children if they would like to nominate any children for credits for their hard work at the end of a lesson
- Have Dojo open on your laptop so that you can flash up the screen at the end of lessons to see credits rewarded (use F5 to refresh credit totals)
- Have dojo on screen during some lessons so that children can see themselves being rewarded

Could all teachers make a habit of having to the dojo up on the screen at the end of the day so children can see their total credits at the end of the day.

At Wickhambrook Primary our expectations are:

- Being honest
- Being respectful to others
- Having good manners
- Respecting the rights of others to learn and to teach
- Working with effort to achieve target
- Coming to school every day on time
- Bringing the right equipment to school (PE kit etc.)
- Wearing the correct uniform
- Listening to and respecting **ALL** adults in school
- Speaking to others nicely and in the way that you like others to speak to you
- Behaving calmly and sensibly even when things are hard or don't go our way

Rewards

Verbal praise, dojos, Phone call to parents, Text message home, Written comment on work, Golden time, Gold award, Display of work, Sent to the Head teacher, Being in the newsletter, Learning new things and achieving your targets, Praise at home, placed on tier 1 or 2 of conduct display (sun and rainbow)

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Actions	Actions	Actions	Actions	Actions
<ul style="list-style-type: none"> • Interrupting the lesson • Not on task and wasting time • Talking while the teacher is talking • Distracting other children • Making irritating noises, gestures or actions • Unsafe movement around the classroom / school • Dropping litter / food • Not allowing children to join in games • Interfering with another person's property • Continuing to play after the bell has gone • Not lining up appropriately • Being in school at break times without permission • Anti-social behaviour including deliberately passing wind or belching (or deliberate coughing) 	<ul style="list-style-type: none"> • Persistent stage 1 behaviour • Talking in assembly • Deliberately not completing task set • Minor deliberate damage to another child's or school property • Disrespectful dialogue about another child or adult • Swearing in a non-aggressive way • Anti-social behaviour including spitting • Misuse of classroom equipment eg dangerous use of scissors • Throwing or flicking objects in the classroom • Misuse of toilets or wash areas • Lying • Play fighting 	<ul style="list-style-type: none"> • Persistent stage 2 behaviour • Stealing • Malicious poking, pushing or prodding • Spreading hurtful rumours about another child • Lying to get another person in trouble • Making fun of another child / deliberately winding them up 	<ul style="list-style-type: none"> • Persistent stage 3 behaviour • Leaving the learning environment without permission • Verbal abuse • Refusal or not accepting instructions (after a warning) • Disrespectful language to another child or adult • Verbal threats of violence • Deliberately targeting another child • Inappropriate physical behaviour • Significant deliberate damage to another child's or school property • Racist or minority group remarks or behaviour • Inappropriate touching • Spitting at another person 	<ul style="list-style-type: none"> • Persistent stage 4 behaviour • Physical violence resulting in actual physical harm • Leaving the school premises without consent • Vandalism • Throwing furniture • Deliberately throwing stones or other objects at another person or property • Aggressively swearing at another person • Actions which affect the health, safety welfare or learning of members of the school community • Physical violence
<p style="text-align: center;">Consequences</p>	<p style="text-align: center;">Consequences</p>	<p style="text-align: center;">Consequences</p>	<p style="text-align: center;">Consequences</p>	<p style="text-align: center;">Consequences</p>
<ul style="list-style-type: none"> • Use of classroom sanctions • Non-verbal warning • A quiet word • Reminder of the rule • Redirection • Moving to another working area (in own class) • Report to teacher if necessary 	<ul style="list-style-type: none"> • Verbal warning • 'Time out' / isolation (in a buddy class) • Loss of playtime or up to half of lunchtime • Loss of privileges, eg golden time, club • Behaviour logged in class incident book • 1:1 dialogue with teacher (with another adult present) • Informal dialogue with parent • Teacher informed 	<ul style="list-style-type: none"> • Teacher informed • Teacher on duty informed and interview pupil • Meeting with Senior teacher/ to discuss pupil's actions and how best to support pupils' needs • Behaviour chart / book linking home to school • Incident form completed • Time out • Loss of playtime or lunchtime • Loss of privileges eg golden time, clubs etc • Regular meeting with parents (PSP) • Parent informed 	<ul style="list-style-type: none"> • Lunchtime isolation • Senior teacher to interview pupil • Meeting with Head teacher / Senior Teacher to discuss pupil's actions and how best to support pupils' needs • Regular PSP meetings • Incident form completed • Parent informed 	<ul style="list-style-type: none"> • Parent informed • Formal meeting with the Head teacher to discuss how best to support pupil's needs • Isolation • Lunchtime exclusion • Fixed term exclusion • Permanent exclusion