



BEXTON PRIMARY SCHOOL BEHAVIOUR AND ANTI-BULLYING POLICY

Introduction

For our school to be safe, happy and successful it is essential that everyone has high expectations and that all work hard at maintaining a consistent and positive approach to behaviour. The ultimate aim with all our children is to develop self-confidence, self-discipline and a sense of responsibility. Good behaviour is to be expected at all times and a range of strategies is in place to encourage it.

We operate a positive reward system in our school, which we celebrate in both Key Stage and Whole School assemblies.

Our Behaviour Policy sets out clear rules and standards of acceptable behaviour, a system of rewards for individuals if the rules are followed, and a system of consequences if inappropriate and unacceptable behaviour continues.

Aims

- Establish procedures and approaches that celebrate and promote positive behaviour
- Promote the right of all children and adults to feel valued and respected
- Acknowledge the right of all to feel safe and secure
- Treat everyone fairly, politely and consistently
- Encourage positive self-esteem
- Involve all staff and children in drawing up and regularly reviewing clear, agreed rules for positive behaviour within classes, and throughout the school.
- Encourage children to take responsibility for their actions and to consider the consequences of their actions
- Support those with behavioural difficulties
- Follow recognised procedures for dealing with persistently inappropriate and unacceptable behaviour
- Ensure that staff, governors, children and parents are kept informed of the procedures
- Where necessary, liaise with parents and other outside agencies

Philosophy

Good behaviour and discipline are essential to successful teaching and learning.

Good behaviour goes beyond simply maintaining order. It also involves helping children to grow up with a clear view of what is right and wrong and enabling them to appreciate the needs of others and of the society around them.

It is our aim to encourage the children to recognise that they must accept responsibility for their own actions. Our curriculum, based around the Ethical Enterprise charity initiative, effectively promotes the spiritual, cultural, social and physical development of the children and raises awareness of the impact we can have on others through our own behaviours.

We believe that all staff and children need to be involved in drawing up and regularly reviewing agreed rules aimed to promote positive behaviour and a child's entitlement to be taught in a safe, calm and ordered environment- an environment in which children are ready to, and are able to learn.

We believe that the children need to know and understand the boundaries of acceptable behaviour. We therefore aim to present our behaviour procedures as a short set of simple rules driven from our Bexton Values. We also believe that children learn by example as well as rule. Teachers and parents have a substantial responsibility in the setting of a good example to children and our expectation is that this will always be the case. Every effort is made to praise good behaviour in school and to emphasise the positive in order to promote self-esteem.

Values

At Bexton, values are at the heart of our ethos and practice. We promote the 10 key Bexton values through assemblies and the curriculum. The Bexton Values were chosen by our pupils to epitomise the behaviours of an ideal Bexton pupil:

Children at Bexton are:

- Friendly
- Honest and trust worthy
- Hardworking
- Adventurous
- Show Empathy
- Not a Bystander
- Team Players
- Confident
- Respectful

We also promote the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We actively promote these values and challenge opinions or behaviours in school that are contrary to the British or Bexton key values.

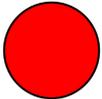
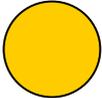
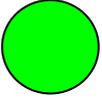
Implementing the policy

Individual rewards:

- a. Praise.
- b. Instant stickers
- c. House points (guide – max 4 per week per individual)
- d. Certificates presented in Key Stage assemblies for outstanding performance/effort/contribution
- e. Star of the week – awarded each Friday in Whole School assembly
- f. ‘Golden Time’ for children on Friday afternoon for approximately 20 minutes- planned, fun and exciting activities should challenge the children and encourage their ‘growth mindset.’

Sanctions:

In order to promote positive behaviour and discourage negative behaviour we have introduced a traffic light system - identified in the chart below:

<p>STAGE 3 ↑</p>		<p>RED</p>	<p>Children would move into the ‘red’ zone for the day if they failed to respond to the advice they had been given. The consequences are that they lose 20 minutes of their lunch time during which they will be expected to write the rule that they have broken into their homework diaries and how they intend to learn from the mistakes made. They will also lose 10 minutes of Friday’s ‘Golden Time.’</p>
<p>STAGE 2 ↑</p>		<p>AMBER</p>	<p>Children will move into the ‘amber’ zone for the day if, after the warning, they then continue with negative actions and have to be asked to change their behaviour again. The immediate consequence of this is losing 5 minutes of the next playtime.</p>
<p>STAGE 1 ↑</p>		<p>GREEN</p>	<p>All children start each day at this point. Individuals will move from the ‘green’ zone if, after an initial reminder, they have not changed their behaviour.</p>

All of the children begin the day in the golden zone (on ‘green’)- this means that they are working well as a member of the class team and entitled to a 20 minute ‘Golden Time’ on Friday afternoon. If problems then occur the consequences are progressive.

Children moving twice to Red in one week must meet with the relevant Key Stage Leader to discuss next steps for improving their behaviour.

Early Years Foundation Stage (EYFS)

For transition purposes from Pre-school settings to school, the sanctions for children in Reception are slightly different: In the first half term, Reception staff spend time introducing the children to the routines and structures of the school. They are not required to participate in whole school assemblies initially and will therefore only start receiving whole school rewards when they are fully settled in their school environment. Class rewards are therefore used much more effectively in this transition period.

Instead of the traffic light / golden time system, children are asked to 'put their name on a cloud' if they ignore an initial reminder to change their behaviour. Due to continuous provision in the EYFS, the consequences are generally dealt with in the classroom, unless the behaviour is severe, at which point the following may be applied:

Severe Behaviour

If a child's behaviour is deemed as 'severe' they will be moved immediately to 'Red' and, as stated above, lose 20 minutes of their lunchtime to record concerns in their homework diaries. 'Severe' will include some of the following: verbal abuse, damage to equipment, fighting, bullying etc.

Further sanctions available to the Head Teacher, Deputy, Key Stage Leaders or other teachers for 'severe' behaviour include:

- The child may be withdrawn from the class and/or playground
- A phone call should be made or a letter should be sent to the parents
- A meeting should be arranged with all concerned

It is important to support members of staff who have a continually disruptive child. To this end, the following escalation of seriousness should be implemented:

Initial discipline – Class teacher

Further discipline – Key Stage Leaders

Highest Level – Deputy / Head Teacher

Bullying

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally' (DfE, 2011)

Bullying can take many forms:

- Physical – hitting, kicking, taking belongings;
- Verbal – name calling, insulting, offensive remarks, racially offensive remarks;
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours;
- Cyber-bullying – the use of mobile phones or web-based messaging / chat room arenas such as MSN, Facebook, Xbox, Playstation, Club Penguin etc
- Homo-phobic bullying;

Procedures to follow:

- Listen carefully to pupils and provide them with opportunities to express views and opinions – both verbal and written;
- Adopt a problem solving approach which moves pupils on from justifying themselves;
- Ensure Headteacher is made aware of any bullying to ensure it is recorded and monitored;
- Ensure the incident is recorded on CPOMS under the bullying 'tab'
- Racial / homophobic harassment should be reported to the Head teacher, and is recorded separately;
- Withdrawal of privileges / golden time and/ or removal from the playground in line with the behaviour procedures above;
- If bullying persists parents are contacted;
- In extreme cases when other solutions have failed, exclusion may be considered, in line with the exclusions policy;

Prevention of bullying:

- School Council Senior Leadership representatives focus on behaviour and safety throughout the school and write an action plan each year to support anti-bullying and keeping children safe

- Annual theme day / week usually during anti-bullying week (supported by SCSLT), followed up with regular assemblies during school year on the theme of bullying;
- Promotion of the STOP message in school, to ensure everyone understands what bullying is and that it will not be tolerated (STOP: Several Times On Purpose);
- Teaching assertiveness and other social skills;
- Peer mentoring / buddy systems where appropriate

Exclusions

A fixed term or permanent exclusion will be enforced for dangerous, offensive or aggressive behaviour. In these circumstances this would be applied following the school's exclusions policy

Reasonable adjustments

For a small number of identified children adjustments may need to be made to the procedures outlined above. Where children are unable to follow this policy then the class teacher in consultation with the SENCO or team leader will initiate a separate positive behaviour system eg, home-school book / behaviour contract etc
Bexton works hard at being fully inclusive and is happy to work with parents/carers and outside agencies to support behaviour. It is our intention that no child's learning should be adversely affected by the behaviour of one of its peers. We recognise that all the children are unique and that 'reasonable adjustments' may have to be made to reward and sanction certain individuals.

Monitoring and review

This policy will be reviewed every other year. It will be monitored by the curriculum committee.