

# Little Bloxwich Behaviour Policy

## September 2016



### School Aims

Our school life is based upon the 4 c's at Little Bloxwich. We aim to be conscientious and to demonstrate caring, courtesy and courage in all we do.

### Rationale

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible individuals. It is written for the benefit of all members of the school community, to allow everyone to understand the policy of the school and to apply it consistently and fairly.

### Purpose

Every child has the right to learn and no child has the right to disrupt the learning of others.

To encourage, praise and positively reinforce good relationships, behaviours and work.

To promote equal opportunities in all aspects of school life and recognise the importance of different cultures.

To encourage everyone to care for and take pride in the physical environment of the school.

To reject all conduct which involves bullying or harassment and encourage everyone to report any incidents involving this type of behaviour.

The school welcomes and encourages the appropriate involvement of LA, parents and others in the community.

## AIMS

- To prevent, reduce and eradicate bullying in any form.
- To have a consistent approach for dealing with incidents of bullying.
- To ensure that all pupils, staff and parents are aware of this policy and their obligations.
- To create a safe and secure environment for all.

## Rewards

We use rewards to support and encourage children

- children receive stickers, verbal praise and from Y1 to Y6 children receive house points.
- House points are awarded to children for anything including work/behaviour/effort etc. On a Friday afternoon the children who are part of the winning house are rewarded with an extra play time. (only children who have earned house points take part in this extra play time.)
- Children often take their work to other staff to celebrate what they have achieved.
- Children come and show their work to the Head teacher and receive a sticker to take home.
- Gold Book Assembly - Gold Table

## Gold Book Assembly - Whole School

Children can be entered in this book by any member of staff to recognise any achievement, progress or example of behaviour which deserves praise. Pupils are read out in the Gold Book assembly on Friday morning and their success shared with the whole school and their parents.

Each week a child from each class is chosen as "pupil of the week" they are put in the Gold Book and are rewarded by sitting on Gold Table for their lunch.

### Monday Assembly - Whole School

Children can bring certificates and awards from outside activities to this assembly

### Behaviour Card System

This system operates in Year 1 - 6 classrooms.

If a child is doing something that is stopping themselves and others from learning they will receive a verbal warning and be asked to turn over a green card. If they continue to behave inappropriately they are asked to turn over the light blue card and move away from their friends. This continues like this

Dark blue card	Loss of time during playtime/lunchtime
Orange card	Work in another class/room
Red card	See Head Teacher

Class teachers record the stages each child has got to on each day. Children who stay on green are praised. Every day children start on a green card.

### Play times

Good behaviour is acknowledged and house points can be awarded by ANY adult to recognise this.

### Playtime Sanctions include:

verbal warnings about behaviour

KS1 walk with adult until calm

Children sent to stand by the infant or junior wall.

Sanction to be applied for five minutes or longer in extreme cases.

Lunch time incidents are recorded in a book by dinner supervisors.

Teachers are told if a child has behaved really badly.

Persistent misbehaviour will be addressed:

(This will occur once the class teacher has spoken to the child's parents)

The Head Teacher will

- 1 - Make a phone call to parent with child there
- 2 - Invite Parents into school to talk about the misbehaviour.

Members of staff should inform the Deputy Head or Head Teacher of circumstances where persistent misbehaviour will require any of the above strategies.

We reserve the right to search children for such things as listed in the Government guidance. (Behaviour and discipline in schools, DFE February 2014)

**EMOTIONAL COACHING** (Whole school training took place in September 2016)

When a child is very distressed or is acting in an inappropriate way we use a strategy that is called emotional coaching, this is a system that uses a high level of empathy and high level of guidance.

Step 1

- recognise and name the feeling that the child is experiencing. I can see that you are.....
- make a connection with the child and allow them a short time to calm down if it is needed, find out why they feel this way.

Step 2

- explain what about the behaviour is unacceptable and give clear direction that this is not how we behave at school.

Step 3

- discuss with the child how we make this situation better and how next time he/she can behave differently.

Exclusion

The Head Teacher will take the decision to exclude a pupil in accordance with the Secretary of States guidance, Social Inclusion Pupil Support (10/99)

## School Rules

We operate a positive behaviour policy and our school rules support this

We will

- a) Always do your best at all times
- b) Always friendly, polite and truthful
- c) Respect others and their property
- d) Take care of each other
- e) Be helpful, kind and considerate and thoughtful to others.

As staff we should:

Offer the children a good role model by being punctual, well prepared and organised.

Provide challenging and stimulating lessons, appropriately differentiated, to enable all children to reach the highest standards of personal achievement.

Enable children to take increasing responsibility for their own learning and behaviour,

Take every opportunity to raise individual, class and school esteem by praising good behaviour.

Give positive attention to good behaviour; avoid giving undue attention to poor behaviour.

Take quick, firm action to prevent one child inhibiting another's progress.

Provide opportunities for children to discuss appropriate behaviour.

Consult other staff to establish if the child has previously displayed similar behaviour or if there are any specific issues which may be causing it.

Refer any persistent poor behaviour to the Deputy Head or Head Teacher.

## Use of reasonable force

### What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.

### Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Date\_\_\_\_\_

Signed\_\_\_\_\_

# Anti Bullying Policy

## AIMS

- To prevent, reduce and eradicate bullying in any form.
- To have a consistent approach for dealing with incidents of bullying.
- To ensure that all pupils, staff and parents are aware of this policy and their obligations.
- To create a safe and secure environment for all.

## DEFINITION

Bullying is behaviour by an individual or group repeated over a time, that intentionally hurts another individual or group either physically or emotionally. (DfE Preventing and Tackling Bullying). This will include - threatening behaviour, repeated physical or verbal abuse towards an individual, or cyber bullying via text messages or the internet.

- All bullying is unacceptable.
- Staff at Little Bloxwich recognise the harmful effect of bullying on pupils and will actively work to minimise the risks.
- Bullying is likely to have a harmful effect on pupils performance and attainment.

## ACTION TO REDUCE BULLYING

Among the activities which the school will establish and maintain in an effort to reduce bullying behaviour are:

- Consistently applied School Behaviour Policy.

- Agreed procedures for responding to incidents including sanctions against perpetrators (detailed at end of policy).
- A named person to co-ordinate and monitor policy and incidents, periodically reviewing and reporting to appropriate bodies (Head Teacher).
- Procedures for logging incidents and contacting parents.
- Annually communicating the policy to all the whole school community.
- Ensuring that pupils, staff and parents are aware of their responsibilities, this will be communicated annually.
- Take preventative measures such as an alteration to the school or seeking support from outside agencies e.g. Educational Psychologist, Behaviour Support Services.
- Worry box in KS2 & KS1 library for pupils to 'report' incidents or ask for support. Box to be opened daily by Head Teacher or Deputy Head Teacher.
- Pupils are encouraged to speak to members of staff about concerns. Pupils with concerns to know which members of staff to ask for help during the school day.

### **INDIVIDUAL RESPONSIBILITIES**

All parents and children and staff are made aware of their responsibilities, a document explaining this has been produced by our representatives on the Anti-Bullying forum (appendix 1)

It is important that all individuals recognise the difficulties which may be encountered in implementing the Anti-Bullying Policy.

In this regard -

#### **Staff should:**

- Take all report of bullying seriously.
- Log all incidents.

- Report to Head Teacher about incidents and action taken.
- Celebrate good behaviour.

#### **Pupils should:**

- Report all incidents of bullying.
- Act in a respectful and supportive manner to fellow pupils.

#### **Parents should:**

- Stress to children the importance of good social behaviour.
- Report any concerns to the school.
- Actively support the schools Anti-Bullying Policy.

#### **Evaluation procedures**

Incidents of bullying will be monitored.

#### **PROCEDURES**

- A concern is reported
- Staff member receiving the concern makes an initial investigation
- Report details to Head Teacher or Deputy Head Teacher
- Head Teacher or Deputy Head Teacher record details in the incidents folder giving:
  - Incident details
  - Results of investigation
  - Action taken
- Parents of **all** parties involved notified of incident/action taken.

If a pupil persists in bullying another pupil:

- School will call **all** parties involved and their parents into parents into school to that the individual carrying out the bullying can explain his/her action.
- The school will exclude pupils when appropriate.
- In very serious cases pupils will be excluded immediately

#### **Bullying Definition**

Policy linked to DFE publication (Preventing and Tackling Bullying 2012)

Dated November 2016

## Why do we have an anti-bullying policy?

We have an Anti-Bullying policy to keep everyone safe and happy.

## What is Bullying?

Bullying is when a person keeps making you feel unhappy, this might be by hurting you or calling you names.

### Staff will

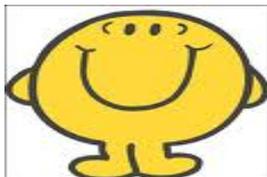
- Take all reports of bullying seriously.
- Record all incidents
- Report to the head teacher about the incidents and what has been done
- Celebrate good behaviour

### Children will

- Tell an adult if something happens. You could also tell a friend or put it in the worry box.(In the KS2 library)
- DON'T SUFFER IN SILENCE
- Look after each other and be kind to each other.
- Tell an adult if your friend is being bullied

### Parents should

- Report any concerns to the school.
- Read the schools Anti-Bullying policy
- Encourage children to be kind to each other, respect everyone and their feelings.



Signed by Governors .....date.....

Signed by the Head teacher .....date.....