

Bournebrook C of E Primary School

Positive Behaviour and Personal Safety Policy

This policy is based upon the rights and responsibilities of all adults and children which are inextricably linked. We hope the way children and all adults in school behave towards one another will result in a positive ethos and caring atmosphere being created in our Christian school.

At Bournebrook C of E Primary School we believe that teachers and other adults have the responsibility to:-

- Enable all children to learn
- Constantly seek out and celebrate improvements in learning
- Treat all children equally and with respect
- Create a positive classroom environment in which children feel safe and able to learn
- Provide positive role models

We also believe that teachers and other adults have the right to:-

- Be able to teach and support learning without hindrance
- Feel safe and valued
- Be supported by colleagues
- Be listened to and respected

Children at Bournebrook C of E Primary School will be given the responsibility to:-

- Be willing to learn
- Allow others to learn
- Co-operate with staff
- Do their very best
- Follow the school rules

All the children at Bournebrook C of E Primary School have the right to:-

- Be treated with respect
- Be safe
- Learn in a way that meets their needs
- Be listened to
- Make a positive contribution to the school community

The purpose of this policy is to ensure that behaviour at Bournebrook C of E Primary School is managed in a fair and consistent way; promoting and rewarding positive behaviour and applying appropriate consequences where necessary.

Entitlement

All children and staff in our school are entitled to be part of a happy, caring, family environment.

Implementation

We hope to implement our policy by creating a caring and safe environment where:-

- Discipline is proactive rather than reactive
- Children are encouraged and praised rather than reprimanded
- Praise will be genuine and criticism constructive
- Equal opportunities will be adhered to
- We are sensitive to the needs of individual children
- An orderly, safe and purposeful atmosphere is based on a sense of community and shared values

Principles for good behaviour management

Teachers will clarify the common rights, rules and responsibilities at classroom level, and the general duty of care. All classes will discuss the rules at the beginning of the school year and regularly throughout the year. All classes will have a list of class rules on display. The "Taking Care Project," delivered annually will help to ensure children feel safe both in and out of school.

The code of conduct throughout the school forms the basis of all behavioural management and discipline. This is underpinned by the theory that everyone has the right to:-

- Feel safe
- Learn or teach to the best of their ability
- Be treated with dignity and respect

We will minimise unnecessary confrontation when managing pupils;

- No sarcasm
- No humiliation
- No put downs

We will use positive corrective practice whenever possible; Keeping the focus on the primary behaviour and avoid argument. We will invite, model and expect respect and:

- Separate the behaviour from the person
- Use private rather than public reprimands, whenever possible

- Take pupils aside to focus on what they should be doing
- Avoid holding grudges
- Re-establish the relationship after correction

We will actively promote, teach and support positive behaviour

- Acknowledge pupils who are behaving responsibly
- Use positive classroom rules
- Give regular encouragement, verbal and non-verbal

We will consistently follow the school procedures for dealing with persistent challenging behaviour.

Seek help from a colleague as soon as you feel you need support.

Encouraging and reinforcing positive behaviour

At Bournebrook C of E Primary School we base our approach to behaviour management on a system of rewards, which are given privately and publicly, as we believe that the encouragement and reinforcement of desirable behaviour is the most effective and positive means of behaviour modification. Consequences occur when necessary and as appropriate to the child, the circumstances and the behaviour that has taken place.

Practical Implementation

Relationships with others

Children are encouraged to:-

- Be kind, honest and truthful with everyone
- Open doors for other children and adults
- Remember to use good manners at all times
- Tell their teacher or midday supervisor if anyone has hurt or is unkind to them
- Not hurt other children either verbally or physically
- Respect other people's property

Around school

Children are encouraged to:-

- Move quietly and sensibly around school, not running
- Enter and leave the hall for assembly quietly, listening to the music that is playing
- Respect school equipment

Playground/small playground Children are encouraged to:

- Only go on the grassed area when authorised by the teacher or supervisor
- Treat the school environment with care
- Be caring towards younger children
- Make the teacher or midday supervisor's time on the playground a pleasant time
- Care for any child who has no-one to play with
- Listen to the playleaders who are on duty and follow their instructions when joining in with an activity

Uniform

- We encourage parents to enable their children to wear school uniform at all times
- Correct P.E. kit is encouraged
- Jewellery is not permitted in school
- If children have pierced ears, only safety studs may be worn and must be removed for P.E. and swimming

General Safety

- Children should not arrive at school before 8.40a.m. and an adult should be with them until a member of staff is present
- The Head/Assistant Head will direct children to classrooms on mornings that are wet, extremely cold or icy
- Children arriving late should report to the office and will receive a late mark
- Children should leave the school premises promptly at the end of the school day. Children taking buses will be collected by a member of staff and will line up at the assembly point
- Children in any doubt about arrangements for going home must remain with their teacher
- Children must return to their teacher if their parent/carer has not arrived to pick them up
- Children are not allowed inside the school building without the supervision of a teacher or midday supervisor
- A band system is used (2 red/2 blue) to visit the toilet during break/lunchtimes
- During wet playtimes, children remain in their own classrooms and occupy themselves with suitable quiet activities
- Good table manners are encouraged at lunchtime for dinner and sandwich children
- Children should only bring money to school when requested and it should be given to the teacher as soon as possible

- No toys or valuable items must be brought to school unless requested
- Fruit or vegetables are allowed to be eaten at playtime (no other snacks)
- No glass containers should be brought to school at lunchtimes

Rewards system

Children are praised and rewarded whenever possible in a variety of ways:-

- Positive gestures and acknowledgements of good behaviour and achievements
- Celebration assembly where the children's names are included in our Gold book. Parents and friends of the school are invited to these weekly achievement assemblies
- Children are given stickers for good behaviour and kindness to others
- KS2 children are awarded stars for a wide range of good behaviour and other achievements
- Certificates are presented when a child obtains 25, 50, 75 and 100 stars
- All children have special books where rewards for behaviour and kindness, helpfulness and good manners can be recorded
- Lunchtime stickers are used by the MDS to reward good behaviour at lunchtimes

Sanctions and Action plans

A variety of sanctions are common across the school and understood by all staff. The processes by which these come into action are outlined in the guidance for Staff Appendix 2 and 3.

Parental involvement is extremely important and we believe that parents, staff and children working together in partnership is the most powerful tool in supporting good behaviour.

Action plans include:

- Monitoring and identifying behavioural patterns (Behaviour Diary)
- Behaviour books (Appendix 4)
- Pastoral support programme (PSP)

In cases of persistent unacceptable behaviour the child will be placed on a Pastoral Support Programme designed and supported by the Learning and Behavioural Support Service (LABSS). This will be done in partnership with the parents of the child.

If there are repeated and continuous instances of poor behaviour at lunchtimes the Headteacher is permitted to exclude a pupil from the site for a fixed period.

The Headteacher is responsible for behaviour and may exclude a child from school during the school day for serious incidents. Parents will be advised if a pupil is approaching the point where exclusion may be necessary. *If a pupil is considered to present a threat to other pupils, himself/*

herself, or adults by his/her behaviour or if there is one single incident of sufficient severity the Headteacher will contact the parents and act immediately even if there hasn't been prior warning.

Physical restraint

Physical restraint should only be used in situations where there is an issue of safety. Training will be provided on physical restraint.

Equal opportunities

We feel that our positive behaviour and personal safety policy is fair and supportive to all children and adults in school, irrespective of their gender, age, nationality or ability.

Bullying (Including Cyber-bullying)

Everyone at Bournebrook C of E Primary School has the right to feel welcome, secure, happy and safe. Only if this is the case will all members of the community be able to achieve their best. Bullying of any sort prevents this from being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening. Where bullying exists the victim must feel confident to activate the anti-bullying systems within our school, to end the bullying. It is our school's aim to challenge attitudes to bullying behaviour, increase understanding for bullied pupils and build anti-

bullying ethos in our school. Please see Anti-bullying Appendix 1 and E-Safety policy

Child Protection

Our school is strongly committed to safeguarding and promoting the welfare of children and young people and expects all staff and Governors to share this commitment. We recognise that all staff and Governors have a full and active part to play in protecting our pupils from harm, and that a child's welfare is our paramount concern. All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical, moral and spiritual development of the individual child.

Please see Child Protection Policy

Parental Involvement

An active partnership with parents is an aid to promoting good behaviour. The school provides a welcoming environment for parents and encourages parental involvement in the classroom and home learning schemes. Parents in these situations are able to see our school's expectations of children's behaviour first hand.

Parents of new children are provided with a copy of the school brochure where expectations of behaviour are included.

Parents usually receive positive and constructive comments about their child's work and behaviour at parents' meetings and in annual written reports of progress.

“By listening to each other and working together,

We aim to create a caring, supportive school.”

Reviewed – Summer 2015

Policy development – All staff, Governors, School Council

Policy to be reviewed annually

Bournebrook C of E Primary School

Anti-bullying Policy (Appendix 1)

Aim

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied, and that staff are free from fear of bullying by pupils.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

Throughout this policy the term “parent” is used to mean a pupil’s parent, carer or guardian.

Statutory duties of schools

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Under the Education Inspections Bill 2006 the duties are extended to include preventing/responding to bullying that happens outside the school, where it is reasonable to do so. Schools also have a duty to “safeguard and promote the welfare of pupils” (Education Act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004). Government guidance advises that the policy should also address the bullying of staff by pupils (“Safe to learn” DCSF 2007).

Scope of this policy and links to other policies This policy includes:

- Bullying of pupils by pupils within school
- Bullying of and/or by pupils outside of school, where the school is aware of it
- Bullying of staff by pupils within or outside school

Allegations about bullying of pupils by staff will be dealt with under the school’s Safeguarding Policy.

This policy has links to the following policies and procedures:

- Equality and diversity policy
- Behaviour policy
- E-safety policy
- Safeguarding (child protection) policy
- Complaints procedure

Definition

Bournebrook C of E Primary School has chosen to adopt Warwickshire Anti-bullying Partnership's definition of bullying:

"When a person's or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following:

- Physical and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve
- "Badly different," alone, unimportant and/or unvalued
- Unable to see a happy and exciting future for yourself

it could be bullying. When a person, or group of people, has been made aware of the effects of their behaviour on another person, and continue to behave in the same manner, this is bullying.

"Where individuals or groups bully different people, this will be seen as part of bullying behaviour and treated as such."

Warwickshire's Anti-bullying Partnership 2007

Bournebrook C of E Primary recognises that bullying that is motivated by prejudice is a particular concern, for example racist, sexist and homophobic bullying and bullying related to perceptions about disability and/or special educational needs. Further details of our commitment to this can be found in our Equality Statement.

Identifying and reporting concerns about bullying

All concerns about bullying will be taken seriously and investigated thoroughly. School teaching and ancillary staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Responding to reports about bullying

School

Bournebrook C of E School will take the following steps when dealing with concerns of bullying:

- If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it
- A clear account of the concern will be recorded and given to the head teacher
- The head teacher will interview everyone involved and keep a detailed record. This will be held in line with the school's data protection policy/practice
- Parents and other relevant adults will be kept informed
- Where bullying occurs outside of school, any relevant schools or agencies (e.g. youth clubs, transport providers) will be informed about the concerns and the action taken

- Punitive measures will be used as appropriate and in consultation with all parties involved

Pupils and staff

Pupils and staff who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Providing reassurance that the bullying will be addressed
- Offering continuous support
- Restoring self-esteem and confidence
- The use of specialist interventions and/or referrals to other agencies

e.g. educational psychology, where appropriate

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parents to help change the attitude of the pupil
- The use of specialist interventions and/or referrals to other agencies where appropriate

The following disciplinary steps can be taken:

- Official warnings to stop offending
- Exclusion from certain areas of the school premises
- Missing break/lunchtime play
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion

Parents

- Most concerns about bullying will be resolved through discussion between home and school. However, where a parent feels their concerns have not been resolved, they are encouraged to use the formal Complaints Procedure.
- Where a pupil is involved in bullying others outside school, e.g. in the street or through the use of the internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example restricting/monitoring their use on the internet.

- Referral of the family to external support agencies will be made where appropriate.

Preventative measures

Bournebrook C of E Primary will:

- Raise awareness of the nature of bullying through inclusion in PSHE & C, assemblies and informal discussions in class, as appropriate, in an attempt to eradicate such behaviour.
- Participate in national and local initiatives such as Anti-bullying week and the work of Warwickshire's Anti-bullying Partnership.
- Seek to develop links with the wider community that will support inclusive anti-bullying education.

Promotion of this policy

The policy and methods of reporting bullying concerns will be promoted throughout the school, for example in information packs for new pupils and staff through regular awareness raising activities with existing pupils and their families.

Monitoring, evaluation and review

A senior member of the school staff will be identified to lead on the implementation of the policy and act as the link with the local authority.

An annual report will be made to the governing body, including statistics about:

- The number of reported concerns
- Monitoring information about the pupils involved
- Motivations for bullying
- Actions taken and outcomes

Statistical information will be provided to the local authority as required.

Policy Review

Reviewed May 2015

Reviewed annually

Dr A Moriarty

Appendix 2

Staff Guidance

Course of Action in Behaviour Management

Our approach to behaviour management will endeavour to be proactive rather than reactive. It is our intention to facilitate good behaviour rather than sanction poor behaviour. However, there are instances when a child's behaviour is unacceptable and a clear course of action needs to be taken.

Purposes of guidance:

- To ensure consistency of approach in behaviour management
- To ensure open lines of communication between staff, children and parents
- To have a clear line of action when sanctioning children, understood by staff, parents and children

Inappropriate behaviour in class:

Consequences

When children break our rules this can disrupt other children's learning, put themselves at risk and cause problems for their parent and their teacher. Breaking the rules will lead to a consequence. Consequences can be immediate or deferred. There should be a link between the behaviour and the outcome applied to enable pupils to choose their own behaviour. Each class has a system plan clearly displayed which ensures clarity and continuity from one class to another (Appendix 5)

At the first sign of unacceptable behaviour the teacher will signal with a frown or non-verbal warning. If this does not correct the behaviour:-

Warning 1

Verbal reminder given - a chance for the child to correct their behaviour/attitude.

Warning 2

Written warning – child's name recorded on the board or chart. Make sure the child fully understands why by stating the rule they have broken (if appropriate ask what they should have done instead). Warning 3

2nd written warning – repeated behaviour will result in a 2nd warning being issued and recorded by adding a mark next to their previously recorded name. The child will be given "time out" (5mins) in the next year group's classroom.

Warning 4

Serious or persistent challenging behaviour – the child will be sent to the Headteacher(Assistant Headteacher/member of the Senior Management Team in the Headteacher's absence) and parent's will be informed.

Behaviour Management Programme:

☒ If poor behaviour persists, parents will be invited in with their child to speak to the Headteacher or Class teacher and the child will be put on a behaviour book for two weeks. (Appendix 4). This will show good

behaviour as well as inappropriate behaviour and will cover playtimes. It will inform parents on a daily basis how their child is behaving. It goes home with the child each night and returns each morning. There is space for a parent comment. All staff will be informed of each child on a behaviour monitoring book.

☒ At the end of this period, booklet reviewed with parent and next course of action outlined.

☒ If behaviour is improved the book is either stopped or changed to one which is more specific to the problem areas.

☒ If behaviour continues to be disruptive the book is extended for a further four weeks and a Pastoral Support Programme, PSP (see Dfee guidelines) is designed using observed behaviours as a baseline.

☒ If the behaviour does not improve sufficiently at the end of this period the child is referred, with parental permission, to the Learning and Behaviour Support Service (LABSS). A new PSP will be designed by LABSS.

☒ At any time during this process, if the child displays extreme forms of inappropriate behaviour then the Headteacher will invite the parents to take the child home and a fixed exclusion will be set. Exclusion procedures will follow the County Guidelines.

☒ Class teachers will need to prepare work for child to complete at home.

On return to school a re-entry programme will be devised and explained to the child and the parent.

Exclusion

It is vitally important that we have the highest expectations of all the children in our care, and that pupils are in school whenever possible. The learning and safety of all our children relies on the good behaviour of all.

In exceptional circumstances it may be necessary to exclude a child from school. When this happens the most recent version of Warwickshire Guidance will be followed. Exclusion may be either fixed term or permanent. It is the Headteacher's responsibility to decide whether a child should be excluded. Exclusion will only happen in response to a very serious breach of the school's behaviour policy or if allowing the pupil to remain in school will seriously harm the education or welfare of the pupil or others in the school.

Exclusion may also be considered for persistent and defiant misbehaviour.

Appendix 3

Staff Guidance

Course of Action in Behaviour Management

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Purposes of guidance:

- To ensure consistency of approach in behaviour management
- To ensure open lines of communication between staff, children and parents
- To have a clear line of action when sanctioning children, understood by staff, parents and children

In the Dining Hall

Inappropriate behaviour at lunchtime:

- Running, shouting
- Rudeness to other children and staff
- Lack of expected good manners

All children who behave inappropriately will be reported to their class teacher who will make a note of it. If repeated it will be brought to the attention of the Headteacher. Where poor behaviour is persistent the Headteacher will inform parents. This, in extreme cases, will lead to exclusion at lunch times.

In the Playground at breaktime and lunch time If a child is causing problems the steps will be:

Standing beside the person on duty.

Send for another adult or senior member of staff.

If the behaviour is persistent the result will be a loss of outdoor play. Each situation must be dealt with separately. The action taken must take into account the circumstances and the individual.

Behaviour Diary

Each class teacher has a behaviour diary for their pupils where notes can be made with reference to incidences of unacceptable behaviour:

- A behaviour diary will record the extreme types of behaviour we will not tolerate, eg: Fighting with intent to injure other children
- Insolence and rudeness to a member of staff

Bullying / unkindness to another child

Persistent inappropriate behaviour

The class teacher will monitor individual's actions and if behaviour is serious/persistent the child will be reported to the Headteacher or Assistant Headteacher. The incident will be fully investigated and the child's parents will be informed.

The child will miss at least the following day's lunchtime play and use that time to write a letter of apology and reflect upon their behaviour.

Every effort is made to steer children away from poor behaviour rather than confront it. Children need to let off steam during play. They may be displaying hostile behaviour because of events outside our control. Every effort will be made for the class teacher to inform midday supervisors if a child is having difficulties which may be affecting behaviour.