

Ellingham VC and Woodton Primary Schools

Our vision is to enable all children to reach their full potential in an ever changing world.

Behaviour POLICY

Date Reviewed:	Agreed by Governors:	Date for Next Review:
December 2014	11.12.14	December 2017

Inspire Challenge Nurture

The Behaviour Policy incorporates the policy on Bullying.

Introduction/Aims

The aim of our Behaviour Policy is to enable staff, teaching and non-teaching, and pupils to exist together in a positive, harmonious and coherent atmosphere, which will enable us to work towards achievement and excellence within the school.

In order to encourage this effectively, we require mutual respect between adults and children. We strive for relationships of a high order, encouraging confident and happy children, relating well to each other, their teachers and visitors. We expect the children to treat others, and be treated, with care and courtesy.

We expect good behaviour in order to make teaching and learning as effective as possible. In order to learn well, the children need a calm, purposeful environment, with positive relationships, based on mutual respect.

We emphasise positive behaviour and encourage belief and loyalty within the school. We have well-developed links with parents and the local community. The children have clearly stated boundaries of acceptable behaviour and both academic and non-academic achievements are recognised and celebrated.

Award system

We operate a 'Busy Bee' reward system, which is understood by staff, parents and pupils. This system celebrates the positive aspects of work, effort and behaviour. The system also includes a reward (sticker) operated by the M.S.As. The aim of the system is to -

- Encourage achievement and excellence in all areas of the curriculum
- Encourage good behaviour and good manners
- Encourage respect and care for others
- Encourage an awareness of responsibility for actions
- Foster a whole school commitment to this ideal

Home/School Agreement

We ask parents and pupils to enter into a parent/school partnership agreement by signing our Home/School Agreement annually. This is a signed agreement to act with courtesy and consideration to others at all times.

The role of the Children

The children will try to -

- Understand others' points of view
- Care for each other, respecting the feelings, bodies and property of others

- Make it as easy as possible for everyone to learn and the teacher to teach
- Move sensibly and quietly around the school
- Always speak politely to everyone
- Tell the truth
- Be responsible for all *their* actions
- Be silent when required to be
- Keep the school clean and tidy
- Work to maintain and enhance the school's reputation outside the school

Classroom Codes of Conduct

Each classroom has a Busy Bee display (or a similar system designed by the older children) with a set of rules established between the teacher and pupils to enable effective teaching and learning to take place successfully, safely and enjoyably. The classroom rules are designed to take account of the relationship between teacher and class and be appropriate for the age and ability of each class. The rules reflect the desire for a sound working environment and the encouragement of responsibility and independence in a caring *atmosphere*.

How the school encourages respect for others.

- Circle time - developing the language of feelings
- Role play and listening skills
- Sharing skills - news, problems, achievements
- Conflict resolution skills

Parental Involvement

In cases where a pupil's behaviour is causing concern in school, parents will be invited in to discuss the problems and requested to take part in resolving the issues. We expect and normally get support from our parents.

Exclusions

In cases of extreme behaviour or persistent unacceptable behaviour where other strategies and sanctions have been exhausted, exclusion will be considered. Initially any exclusion will be for a temporary fixed term (normally up to five days). This would be undertaken following LA guidelines and in consultation with the Governing Body. In the unlikely event that behaviour does not improve, a permanent exclusion may have to be considered.

Policy on Anti-Bullying

Statement of Intent

As stated in our Behaviour Policy, we are committed to providing a caring, friendly and safe environment for all of our pupils and staff so they can teach and learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable and will not be tolerated at our schools. If bullying does occur, everyone should be able to tell and know what incidents will be dealt with promptly and effectively.

What is bullying?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Bullying is the use of aggression with the intention of hurting another person. It 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, ie camera & video facilities
- Indirect spreading rumours, excluding someone from social groups

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, absence or clinging to adults. There may also be evidence of changes in their work or concentration.

We consider that it is important to respond to bullying.

Pupils in our schools are encouraged to report any bullying and unacceptable behaviour. Our staff are alert to the signs of bullying (listed below) and act promptly against it in accordance with the school policy.

No one, child or adult, deserves to be a victim of bullying. Everybody has the right to be treated with respect. We intend that pupils and adults should learn ways of behaving which are in tune with and respect the feelings and rights of others.

We include in this, the right of school staff to be treated with respect and will take action against anyone who does not comply.

It is intended that -

- All governors, staff, pupils and parents should have an understanding of what is acceptable behaviour and what is not
- All governors and staff should know what the school policy is, and follow it when poor behaviour is reported
- All pupils and parents should know that the school will not tolerate bullying
- Our schools will raise the awareness of the nature of bullying through PHSE, Circle Time and Assemblies as appropriate

Procedures - To be read in conjunction with Behaviour Policy

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who was approached.
- The incident will be reported to the Headteacher or Deputy.
- The Headteacher or Deputy will interview all concerned and will record the incident as appropriate.
- Class teachers will be kept informed of the discussions with pupils.
- Parents will be kept informed of discussions and actions taken.
- Pupils will be supported to discuss the incident/issues and consider solutions together.

Signs and Symptoms

A child may indicate by signs or behaviour that there is a problem in their life. Unfortunately, many of the signs which may indicate that he or she is subject to bullying are also those exhibited by children who are being abused. (See Child Protection Policy). These signs will be investigated with this in mind. A child:

- Is frightened of walking to or from school
- Asks to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning

- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received

Monitoring, Evaluation and Review.

The schools will review this policy every three years (or earlier if necessary) and assess its implementation and effectiveness.