



POLICY FOR BEHAVIOUR (incl Anti-Bullying)

Statutory / Non-Statutory

Date of Policy being reviewed:	December 2021
Date of review:	March 2024
Reviewed by:	Aoife Greaves, Headteacher
Approved by Governors:	Yes
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Behaviour policy to include Anti-Bullying

Rationale

Children should be provided with clear behaviour expectations. All the adults in the school should apply these consistently. Good behaviour should be positively encouraged. The children should be dealt with fairly and consistently when these expectations are not adhered to. Behaviour which is a consequence of a pupil's disability or special educational needs will be recognised and a specific programme of behaviour management put in place. We have three main principles which are: Be Ready, Be Respectful and Be Safe.

Behaviour for Success (Appendix 1)

The expectation for behaviour of all members of the school community is set out in the Behaviour for Success document which is displayed in each class and shared with parents.

Everyone in our school aims to...

- Be calm and thoughtful all the time
- Be consistently positive
- Have high expectations of themselves and others
- Be polite and develop trusting relationships with each other

Our School Rules

1. Be respectful
2. Be Ready
3. Be Safe

These are discussed in class and assemblies so that children are aware of how they must act to apply these rules

In practice this means that:

- Ready: We listen to each other and we are ready to work
- Respectful: We treat each other with respect.
- Safe: We choose appropriate behaviour at all times.

Making Choices

Staff actively demonstrate positive behaviour and encourage children to make the right behaviour choices actively noticing when children are being the best they can. Staff will recognise wrong choices but always comment calmly to reinstate the appropriate behaviour choice eg. "Jason you are trying to catch John's attention, please turn around and focus on your learning"

Right Choices

If children make the right choices this will be acknowledged through positive praise and encouragement which promote positive self-esteem such as

- Smile at everyone
- Give verbal congratulations
- Share good work with others in class and assemblies

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- Give Mathematics, English, Science, Star and Headteacher Award certificates to pupils to demonstrate that good work, effort, good behaviour, kindness and respect are valued.
- Award the Meerkat at the end of each week to a child who has demonstrated appropriate learning behaviours. Children keep the meerkat for the weekend and complete a diary of their adventures.
- Giving stamps and stickers.

Wrong Choices

If children make the wrong choices and their behaviour is inappropriate these will be the consequences

- An adult will give the children a quiet reminder– a look or a word
- An adult will have a private talk with the children and help them reach agreement on the course of action needed to restore the situation and affect improved behaviour.(Restorative approaches)
- The child will move or be moved to a place where they can improve their behaviour
- The child will move to be next to a grown up
- The child will miss part of their playtime for a restorative conversation
- The child will explain and discuss their behaviour with the head teacher
- If a child's behaviour gives cause for greater concern or is outside normal acceptable behaviour, parents will be informed and their support requested to improve the pattern of behaviour.
- If necessary a behaviour modification programme will be set up for the child giving them targets to work towards.

Bullying

We define bullying as all forms of physical aggression and verbal abuse including cyberbullying, prejudice-based and discriminatory bullying.

Bullying is:

- deliberately hurtful
- sustained over a period of time
- difficult for victims to defend themselves against

Bullying can be:

- physical – hitting, kicking, taking belongings
- verbal – name calling, insulting, making offensive remarks, homophobic comments, misogynistic comments or sexual comments
- indirect – spreading stories, exclusion from social groups

We aim, as a school, to promote a safe and secure environment for adults and children where all can work and learn without anxiety.

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Pupils should be encouraged not to suffer in silence. We aim to create a culture in which pupils feel safe and supported if they tell. All incidents of bullying should be reported as soon as possible to a member of staff. Pupils should be encouraged to tell someone if they think someone else is being bullied.

When bullying is reported the school will:

- speak to all those involved to establish the facts
- adopt a problem-solving approach
- inform parents of victims and bullies
- follow up repeatedly, checking that bullying has not resumed
- ask for help from agencies such as the NSPCC or police if the problem is persistent or difficult to sort out
- record it on the Behaviour Log
- record it on MyConcern if the report is a safeguarding concern

Bullying will be regularly addressed through assemblies and the circle time sessions in all classes.

Behaviour Logs

Each teacher keeps a log recording incidents of concern when children make wrong choices. Midday supervisors also make notes in the in these when positive reminders of expected behaviour have not been effective, they pass details of these incidents on to teachers.

Parent Partnership

- Parents are provided with a copy of the Behaviour for Success document when their children begin school and reminders of behaviour expectations are part of yearly 'Parents' information meetings'.
- Home/school link diaries can be provided as part of a behaviour modification programme.
- Parents are encouraged to participate in school activities and help in classes so they see behaviour expectations at work.
- Parents are asked to speak to the class teacher or headteacher if they have any concerns regarding the behaviour of their child or another child. Parents should not speak directly to the parents of other children; let the school handle any issues.
- The school and parents work closely together to take shared responsibility in the implementation of any behaviour modification programme.
- The Home/School Agreement outlines good practice and is agreed and regularly reviewed by parents and teachers.

Exclusions and Suspensions

If exclusion or suspension is considered necessary, the law relating to exclusion will be followed.

Education Otherwise than at school

If Education Otherwise is considered the law relating to it will be followed.

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Use of reasonable force

In accordance with the school Physical Intervention policy reasonable force will only be used with the intention of protecting a child from harming themselves or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour. Any decision to use reasonable force will be based on an assessment of the risk associated with the intervention compared with the risk of not employing an intervention e.g. holding a child back to stop them running into an unsafe place like the road.

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Appendix 1

Be respectful Be ready Be safe

Following our school rules helps us in Happily Learning to Succeed

Everyone in our school aims to....	This look like....
Be calm	Children& adults walking Children & adults talking Children sitting quiet & still, age & stage appropriate on the carpet and in assembly
Be thoughtful, polite & kind	Smile at others Hold doors open for others Offer to help others Say kind things to others
Be positive	Say I cannot yet instead of I cannot Always try hard Use positive phrases
Have high expectations	Always do the right thing even when no one is watching Always try my best

If I make the right choices	I will feel good about myself I will feel proud of myself People will smile at me People will say well done I will be a positive role model for others Others will be happy with me
If I make the wrong choices with my learning or play behaviour	I will get support to help me with my learning behaviour I will be given a reminder – a look or an action or a word I will have a conversation with an adult I will have reflection time I will have a restorative conversation I will move to help me with my learning behaviour I will spend time with an adult Adults will have a conversation with my parents
If I have a disagreement with another person I will	Count to 10 Think before I act Think before I speak Use my words Take myself away from the situation Ask a grown up to help with a restorative conversation Use my conflict resolution skills
If I am not feeling calm and ready to learn	I will count to 10 I will do finger breathing Take a drink of water Ask an adult for help Take myself to a calm space