

Foresters School Behaviour Policy and Anti-Bullying Policy

Aims

At Foresters school we believe that all children have the right to learn in a safe, happy and healthy environment. We believe that it is vital to work in partnership with parents to support all children's behaviour.

We aim for all children to develop self-discipline, demonstrating a high standard of independent behaviour, which shows respect for others and their surroundings, thus promoting an excellent learning environment.

As a school we understand that some children's needs may be greater than others and there is an acceptance that to achieve the aims and objectives of this policy, some children may need additional support through different class practices, behaviour plans and outside agencies. This policy applies to all children but at the same time any issue must also be considered on a case by case basis taking into account all the children's needs.

OBJECTIVES

- To develop self-discipline by understanding the need for appropriate behaviour.
- To accept and conform to the school rules.
- To achieve a high level of behaviour at all times, in and out of school.
- To promote an environment where respect for each other, all adults, and their surroundings prevails, enabling quality learning and teaching to take place irrespective of race, gender, sexual orientation disability, nationality, religion or home circumstances.
- To promote good behaviour by praise and presenting positive models.

Rules

We believe that rules help set boundaries for behaviour and promote good behaviour in children. At Foresters we follow the Golden Rules:

The Six Golden Rules are:

We are gentle – we do not hurt anybody
We are kind and helpful – we do not hurt people's feelings
We work hard – We do not waste time
We look after property – we do not waste or damage things
We listen to people – We do not interrupt
We are honest – we do not cover up the truth

Our 7th Foresters Golden rule is: We never give up!

When teaching children about these rules we teach the children what observable features we expect to see in order for them to meet the rules. We believe that behaviour should be taught and modelled to the children by adults and other children. We recognise that it will be necessary to teach the children through dedicated PSHCE/SEAL lessons and reinforce behaviour through assemblies.

All classes will use circle time to support the behaviour policy.

These rules should be clearly displayed in the school and designated displays will have visual and written illustrations for the children and staff so all are clear about behaviour expectations.

Rewards and Sanctions

We believe that good behaviour is best encouraged through a consistent approach by all staff.

Positive reinforcement should be used to encourage good behaviour where possible and a list of positive rewards is included in the appendix 1 of this policy.

Where sanctions are required to support behaviour that falls below our level of expectation it is important that the punishments are not just punitive but encourage the children to learn from their mistakes. A list of behaviours and the sanctions that may be applied are listed in appendix 2.

Some children's behaviour will fall outside of expected norms and in these cases it may be necessary to implement individual behaviour plans in consultation with parents. An example behaviour plan is included in appendix 3.

Racism, Bullying and Use of Inappropriate Language

Incidents of bullying or racism will not be tolerated and these will be recorded and reported in the racist incident and bullying files (see racism and bullying appendices 4 and 5 to this policy)

Any examples of inappropriate language addressed towards children and adults; such as insults, swearing, racist comments and homophobic language; must be challenged and reported. The member of staff reporting the incident needs to use an orange harassment form as a written record which is then passed to the headteacher. The headteacher records all incidents within the bullying folder or racial harassment folders and makes the decision as to whether these incidents were proven or not.

The headteacher will be the lead on bullying and racism and all incidents must be referred to them.

Recording and Monitoring

All incidents of behaviour at a medium level or above that require a sanction should be recorded on a white incident form and passed to class teacher (if not completed by class teacher) and then through distribution list on the form. These will be monitored by the SLT to look for any trends or patterns in children's behaviour.

Incidents of bullying or racism should be recorded on an orange form and these should be passed to the headteacher. They will be recorded in the bullying and racist incident files and dealt with by the lead member of staff for bullying and the lead member of staff for racism. These will be monitored termly and reported to governors on a termly basis and to the LA on an annual basis (or more often as required).

Any child protection concerns should be recorded on a red form and passed to the designated officer or deputy.

If you have a general concern over a child, please write this on a pink form and pass to the class teacher and then headteacher.

This policy was approved by the governing body in October 2007.

This policy will be reviewed annually.

Reviewed September 2014

Reviewed September 2015

Reviewed September 2016

Reviewed September 2017

Appendix 1

Praise and Rewards

Golden time is our principle method of behaviour management and we follow the Jenny Mosley system (for more information see Golden Time policy or <http://www.circle-time.co.uk/>).

All children are given golden time on a weekly basis (daily in the EFYS) and lose minutes of golden time if they break the golden rules (1 minute in KS1/year 3 and 5 minutes in years 4 -6). All classes display the golden rules and these are reinforced through assemblies and specific behaviour weeks.

At Foresters we aim to encourage good behaviour through positive means. This means concentrating very much on praise and giving rewards as often as possible, and having clear cut rules displayed in each class, and the consequences of breaking those rules. Golden Time is the principle strategy used but a selection of different options could include:

- The use of Golden Time to encourage good behaviour.
- Use of the Golden Table to promote good behaviour at lunchtimes.
- House points
- Good behaviour is commended verbally, in class, and in assemblies.
- Stars and certificates for good behaviour and good work which may be linked to charts to show children their progress.
- Children sent to the Head Teacher for recognition, and perhaps a headteacher sticker.
- Examples of good practice are identified and used as a model for others.
- Extra turns at a privileged activity.
- Written comment or "smiley face".
- Whole school assemblies are celebrations of children's achievements.

Foresters All Stars

Any children in a half term that have not received a white form or lost Golden minutes and the class teacher is happy that they are 'always good' will be considered 'Foresters All Stars' and rewarded with a special treat at the end of the half term.

This recognises good children and encourages others to be 'always good'.

Appendix 2

Dealing with Children's Behaviour

If a child behaves in a manner that is disruptive or dangerous, the teacher's first priority must be the safety of themselves and the class. If the disruptive/dangerous child fails to calm down or stop their behaviour and it is not safe to remove them from the classroom then the teacher should remove the class from the situation. An adult who is not the class teacher should monitor the child and assistance sort from the senior leadership team if required.

If a member of staff has serious concerns over the safety of the children in their care or the child who is behaving dangerously which can not be averted by the removal of the class, then it is acceptable to restrain the child to prevent a serious injury. Restraint should be used as a last resort, with the minimum of force and for the minimum amount of time as advocated within the school Positive Handling Policy. **Only staff that have received Team Teach training (see the school Positive Handling Policy) are able to positively handle a child.**

There should be an emergency card in all rooms and this should be sent to the office so that the appropriately trained member of staff can be sent to help.

Class Behaviour Issues

Each class should have class rules that follow whole school behaviour rules as set out in the behaviour policy. If children break these rules through low level behaviours the following procedures should be followed:

1. Three warnings with a visual record for the child to see each warning.
2. On the third warning or an instance of behaviour that warrants it – the class teacher should instigate sanctions for inappropriate low level behaviour e.g. removal of golden time.
3. If behaviour continues to be unacceptable then the teacher should refer their concerns to the parent of the child and discuss with them sanctions that could be used both at school and home.
4. Higher level behaviours or continuous unacceptable behaviour (following steps 1 – 3 above) should be referred to keystone leader for support.
5. If there are still concerns that there should be a referral to the headteacher, deputy or SLT and SENCO (if not informed through SLT) as this may lead to behaviour plans and SEN intervention programmes where necessary.

Examples of low level would be linked to the golden rules and some examples of this would be:

- Calling out/talking in class/assembly
- Moving round the classroom
- Annoying other children
- Stopping other children from working/playing
- Throwing objects
- Failing to do work

These would be dealt with by the class teacher through normal classroom management.

Examples of mid level behaviours include:

- Leaving the classroom/playground without permission
- Poor attitude/rudeness to other children
- No P.E. kit
- Incorrect uniform
- Damaging/not respecting school property

The following will lead to an immediate white incident form and a punishment/consequence such as loss of playtime, lunch time detention, letters of apology, staying in finish work, work being sent home etc. Parents will be informed if children show these behaviours.

Examples of high level behaviours:

- Repeated mid level behaviour
- Fighting with and violence towards other children
- Swearing
- Rudeness towards an adult
- Refusal to do as instructed by an adult
- Sexualised behaviour
- Violence towards an adult
- Bullying
- Racism

Any example of higher level behaviour must lead to the child being referred to the most senior member of staff available to have the matter dealt with. The following procedure will then apply:

- All children and adults involved in the incident to be interviewed by the senior member of staff (written records may be asked for); any records to be appended to incident forms.
- The member of staff must contact the parents of all children involved and have meetings with main offenders and their parents (and also the parents of any victims).
- If deemed appropriate, a warning should be given that repetition of this behaviour could lead to temporary exclusion. If the member of staff feels it appropriate, a temporary exclusion should be given.

- If previously a warning has been given and a child has repeated the behaviour then the child should be temporarily excluded.
- Following the incident, the class teacher and all members of the SLT should be informed by the member of staff that dealt with the incident.

It must also be noted that the following behaviour could lead to a permanent exclusion from school:

a) serious actual or threatened violence against another pupil or a member of staff;

b) sexual abuse or assault;

c) supplying an illegal drug; or

d) carrying an offensive weapon

e) More than 45 days of temporary exclusions in one academic year.

Playground Behaviour Issues

The rules in the playground are a continuation of school rules as set out in the behaviour policy. If children break these rules the procedures as outlined above for class behaviour should be followed with the following initial addition:

It is important that the member of staff who deals with the incident informs the class teacher, even if an incident form has not needed to be completed. This is to ensure that there is continuity between class and the playground.

Continuous behaviour difficulties in the playground may lead to exclusion at lunch time/playtimes with the support of the parent.

Behaviour around the School

All adults have a responsibility to promote good behaviour round the school and to make sure that children are following school rules. If when challenged, a child fails to respond correctly to an adult then the above procedures as outlined for class behaviour should be observed with the following addition:

The member of staff who challenged the child must report the behaviour to the class teacher.

Appropriate Sanctions for Inappropriate Behaviour

Again golden time is the prime sanction used for low level behaviours but the member of staff may (if appropriate):

- Use a '3 strikes and you're out' warning system.
- Offer a verbal reprimand and encourage positive behaviour.
- Time out within the classroom.

- Time out the child into another class or the resource area (with adult support).
- Give the child a loss of playtime/lunchtime *

* Please note that if a child is losing some of their playtime/lunchtime detention then the member of staff responsible must take responsibility for the children and stay with them for the duration of the punishment. Children should never be left outside of the staffroom or school office without agreement with a member of the SLT.

For high level behaviours (in addition to the possibility of temporary exclusion) additional sanctions should be agreed with the parent/s when the meeting to discuss the behaviour takes place and these should be included in a jointly agreed behaviour plan for the child.

**Appendix 3
Behaviour Plan**

Foresters Opportunity Base/ Primary School
Individual Behaviour Management Plan

Name: DoB: NC Year: Date completed:	Those involved in constructing the plan
Current behaviour causing concern	Possible communicative function
Changes to be made (e.g. environment, skills to be taught)	
What rewards will the children respond to?	Success criteria
Behaviour:	Agreed response:

Review date:

Outcome:

Appendix 4.

Procedures for Dealing with Racist Incidents

Any derogatory name calling, insults or racist jokes:

1. Do not ignore any form of verbal racist abuse.
2. Explain fully to the perpetrator that verbal racist abuse will not be tolerated.
3. Incident referred to P. Thompson/H. Spring/J. Merritt for recording in racist incident file.

Racist comments in the course of discussions in lessons:

1. Racist statements must not be allowed to go unchallenged.
2. Explain fully to the perpetrator that racist comments will not be tolerated.
3. Incident referred to P. Thompson/H. Spring/J. Merritt for recording in racist incident file.

Refusal to cooperate with other people because of their race, colour, ethnicity or language:

1. Any refusal to cooperate should be addressed as soon as possible by the member of staff.
2. Explain fully to the perpetrator that this behaviour will not be tolerated.
3. Incident referred to P. Thompson/H. Spring/J. Merritt for recording in racist incident file.

Any physical assaults, written abuse and threats (including notes and letters):

1. Incident referred to P. Thompson/H. Spring/J. Merritt for recording in file.
2. Parents informed either by meeting, phone or letter (last resort).
3. Child **may** be excluded if: repeated incidents or nature of incident (see behaviour policy)

Appendix 5

Bullying Guidance

We define bullying as any sustained behaviour, verbal, non-verbal or physical, which is intentionally intimidating and causes hurt or distress to others irrespective whether it is prejudiced-base bullying related to: SEN, sexual orientation, sex, race religion and belief, gender reassignment or disability

Bullying in any form is anti-social behaviour and will not be tolerated in our school. We believe that staff, children, parents and the governing body must work in partnership to ensure that we create an environment in which bullying is actively discouraged.

We believe that everyone has the right to be safe and secure while in our school and we consider any instances of bullying as a serious infringement of those rights.

Instances of bullying will always be dealt with according to our Behaviour Policy and any other relevant policies. All alleged instances of bullying will be fully investigated when reported. All teaching and non-teaching staff share a collective responsibility to investigate any complaints made by children who may be the victims of bullying and, where appropriate, to make the situation known to a member of the Senior Management Team.

Where any adult is being bullied this will always be dealt with by a member of the Senior Management Team.

Support for Victims of Bullying

Anyone who is a victim of bullying or perceives themselves to be a victim must know that:

- (i) It is ok to "tell"
- (ii) The incident/threat will be dealt with
- (iii) Every effort will be made to ensure that they will be safe from further bullying or reprisal

Children will only have the confidence to "tell" if they can feel assured that (ii) and (iii) will happen. All allegations must be investigated and, whether substantiated or not, the victim must be told the outcome.

Children often use emotive language such as “beaten up” “bullied” “threatened” to describe quite trivial playground incidents, or even accidents, that have resulted in minor injury. It is, however, important that the child’s concern is taken seriously, as sensitive, sympathetic intervention from adults can help children to learn the difference between bullying and accident, so that they become increasingly able to describe situations appropriately.

Children who are found to be victims of bullying must be protected. They should be offered support from an adult mentor they trust such as a class teacher, SENCO, member of the Senior Leadership Team, midday supervisor.

Anyone who is a victim of bullying must be provided with regular opportunities to review the situation and should know that they can go to their “mentor” at any time if they feel vulnerable.

When a case of bullying is substantiated the member of the senior Management Team dealing with the situation should ensure that the victim “feels safe” before sending them back to the situation where the bullying occurred.

It is desirable if both bully and victim can be brought together in a controlled environment to ensure that the situation is clarified. Ideally this will enable both parties to understand that the incident has been both taken seriously and dealt with and will not be allowed to recur.

The Perpetrators

It is important to make it plain to the bully that their behaviour is unacceptable. The bully must be encouraged to see the victim’s point of view and identify what they will do to make amends for their behaviour.

After recurring incidents and unsuccessful strategies for behaviour modification, the bully will have to face the consequences of their behaviour. A member of the Senior Leadership Team should be informed. In the case of children, a meeting with the bully’s parents may be called when a constructive plan for the future will be proposed.

If bullying continues to reoccur and there is no improvement the bully may be temporarily excluded or if necessary be permanently excluded. In the case of adults the LEA’s Disciplinary and/or Threat of Violence Procedures will be applied.

Monitoring and Evaluation

An incident book is kept in the Headteacher’s Office where incidents are recorded and a record is kept as to whether the incident is bullying or not.

The Senior Midday Supervisor is responsible for ensuring lunchtime incidents are recorded and, where appropriate, reported to a member of the Senior Management Team.

The Class teacher or a member of the SLT is responsible for ensuring the parents of both the victim and the perpetrator are informed. The Headteacher is responsible for completing any incident report forms as requested by the LEA.