

ROSELANDS PRIMARY SCHOOL

POLICY FOR BEHAVIOUR MANAGEMENT (includes anti-bullying)

Aims:

- To help each child to develop to the maximum of his/her potential ability by educating the whole person - intellectually, physically, morally, spiritually, and emotionally. Equal access is provided for every pupil to the national curriculum.
- To develop a caring environment in which children are aware of the feelings of others and where concerns over inappropriate behaviour can be discussed.
- To encourage habits of self-discipline and acceptable behaviour by fostering co-operation between all members of the school community.
- To develop a moral framework within which initiative, responsibility and sound relationships can flourish.
- To enable children to develop an appropriate feeling of self-worth and a respect for and tolerance of others.
- To reproduce an environment in which children feel safe, secure and respected.

Objectives

- The school's moral code includes concern for others stressing the importance of self discipline, self respect, and the basic virtues of honesty, fairness and politeness.
- To encourage good behaviour and punish bad behaviour.

For children to show:

self confidence

self control

self motivation

sensitivity, care and consideration for others

a pride in themselves and their school

an interest in their activities

a respect for fairness and a sense of justice

For children to develop:

a sense of fairness

an understanding of the need for rules in a community

a respect and tolerance for other ways of life and different opinions

non sexist attitudes

non racist attitudes

responsibility for their learning and the environment

an independence of mind

a persistent approach to tasks

an acceptable response and reaction to bullying and abuse.

Implementation

Behaviour to be Encouraged:

- politeness and respect for adults;
- respect and kindness for each other;
- quiet and controlled behaviour in lessons;
- quiet and controlled behaviour in any part of the building;
- moving around the building quietly, sensibly and with consideration for others;

- using the dining room quietly and eating properly;
- maintaining control and sharing possessions and friends at break times;
- respect for others' property;
- keeping classroom areas tidy;
- keeping themselves and their belongings tidy;
- carrying out jobs in school with efficiency and reliability.

Unacceptable Behaviour:

- disruptive behaviour;
- disobedience;
- foul language and swearing;
- biting and spitting and kicking;
- making unkind remarks;
- racist comments;
- sexist comments;
- deliberately hurting another child;
- gangs and bullying;
- answering back, rudeness and aggression to adults;
- damaging property;
- stealing;
- truancy.

Bullying:

Bullying may be distinguished from other unacceptable forms of aggression in that it involves dominance of one pupil by another, or a group of others. It is pre-meditated and usually forms a pattern of behaviour rather than an isolated incident.

Bullying can be defined as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to)

The fact that incidents have not been reported does not mean they are not happening.

- All school staff and documentation are to make it clear that bullying will not be tolerated.
- All staff will be alert to signs of bullying and act promptly and firmly against it, following 'sanctions' procedure as described below.

Anti-Bullying Details:

Bullying is wrong and can damage individual children. Determined efforts are made by all staff to take incidents seriously, follow the recognized procedures and do all that can be done to prevent it by developing a school ethos in which bullying is regarded as unacceptable.

Accurate records of all incidents of bullying are kept in a book in a file in the office filing cabinets. Details are recorded within an individual pupils file of the incident and subsequent actions, communications and outcomes.

The Headteacher emphasizes to all pupils that bullying is wrong and not accepted behaviour. Pupils are encouraged to 'tell' an adult – either at home or school - and reassured all communication will be dealt with sensitively.

Opportunities are used to reinforce the anti-bullying policy in assemblies or conversations with classes or groups as and when the need arises as well as being part of whole school planning, such as within the SEAL materials.

All staff are made aware of the school behaviour policy at meetings – teaching staff, support staff and midday supervisors. Further details may be shared at any time that is deemed necessary and always reported to the Headteacher or a member of SLT in her absence.

Families of all pupils involved in a bullying incident are contacted by the Headteacher, or Deputy Head and time is given as soon as possible after any incident for pupils and families to share details and outcomes.

All staff use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Teachers use drama, role play, stories etc within the formal curriculum to help pupils understand the feelings of victims of bullying and to practice restraint in joining any bullying behaviour. Circle Time, SEAL materials, assemblies, reward systems, buddies and the celebration and respect for success and building good relationships help to create a positive, anti-bullying atmosphere throughout the school.

Racial Harassment:

All incidents must be taken seriously and, as with bullying, it must be made clear to pupils that such practices are unacceptable and will not be tolerated.

Procedures and practices follow the same format as the anti-bullying policy above. A log book is kept in a file in the office filing cabinets. Incidents are also copied into pupils files and parents informed.

Sexual Harassment:

We seek to foster appropriate and responsible sexual behaviour and to deter and address any offensive behaviour.

Rewards:

It is naturally helpful to the implementation of the behaviour policy to recognise and reward good behaviour. These are valuable pointers to rewards:

- to be made as soon as possible after the work or action;
- to be specific e.g. why it is good;
- respond positively to desired behaviour;
- try and 'catch' a difficult child being good and respond;
- reward for effort as well as success;
- use a variety of praise, appropriate to the child and their age e.g. written (in books), verbal, telling/showing others.
- KS1 - success bks, smiles, stars, jobs to help;
- KS2 - written comments, verbal, more privileges;
- share success with others - peers, other staff, assemblies;
- offer additional responsibility and, where appropriate, choices;
- letters home at end year if work kept as a good example for the next year;
- prominent well-mounted displays of good work;
- recognition of success out of school or at extra-curricular activities.

(see Classroom techniques - below)

Weekly 'stars of the week' are awarded in assembly to recognize special achievements from a particular child or children in each class, nominated by their teacher.

Other awards may be made for specific, identified success eg 'Head's Award for Presentation of Work'

Certificates for achievements are given out and applauded by the whole school from achievements such as instrumental grades, sporting achievements

Pupils share success from current events and competitions in assemblies.

Sanctions:

Decisions in dealing with inappropriate behaviour should depend upon considerations:

- the situation, knowledge of the child, age of child, degree of severity of distress caused by the action.

Action is likely to follow a step-by-step pattern, moving down the list if unacceptable behaviour persists:

- a quiet, firm word from a member of staff will probably be sufficient to correct errant behaviour.
- reasoning as to why the behaviour is wrong may be enhanced by trying to develop empathy within the child e.g. 'How would you feel if .?.'
- exclusion from lunch or break activities would be the next sanction with the child working in the dining room area at a task set by the teacher who has enforced this sanction.
- verbal disciplining from the Head or Deputy, including warning of further action if unacceptable behaviour persists.
- establishment and maintenance of a behaviour record should the poor behaviour continue. This will be recorded in a file in the Head's office, with details copied to the child's own file if appropriate.
- telephone call or discussion with the parents to report behaviour and response to date and discuss strategies to be followed. They may include:
- further exclusion from playground (if that is where problem lies)
or
- exclusion from classroom (if lessons are being disrupted) and positioning outside office area for working sessions.

If these sanctions are not effective:

- exclusion from school (LEA procedures apply).
The chairman of Governors will be informed of any exclusions from school, either for break sessions or fully.
- *At any time where the behaviour is considered a danger to the child or others, exclusion from School may be an immediate consequence. The child would return upon the expiry of the exclusion order, should it be temporary, after a contract has been made between parent, child and school regarding the boundaries of acceptable behaviour expected.*
- At any point in the above procedures external agencies may become involved.

Sanctions should be:

- given when the pupil's full attention is obtained;
- in proportion to the offence;
- brief and part of early intervention;
- immediate, predictable and fair;
- focused on the act which has taken place, rather than the child;
- clear, straightforward (not aggressive) and assertive, depicting good timing, quietness and firmness;
- dealing with one issue at a time and clearly describe the desired behaviour.

It is counter-productive:

- to threaten, insult and belittle a pupil or suggest they won't change;
- accompany them with aggressive gestures or physical contact.

Staff:

- Should treat all children equally, irrespective of gender, race, religious conviction, ability or behaviour.
- Should play an active part in fostering a sense of community, applying consistently the agreed standards of behaviour.
- Should understand and exemplify their responsibility to model the type of behaviour felt to be acceptable.
- Will be alert to signs of bullying, sexual or racial harassment, dealing firmly and immediately with it.
- Will communicate adequately concerning any of the above behaviour, informing the Head or Deputy and alerting other members of staff where appropriate.
- Will record any incidents as requested by the senior staff.
- Should deal sensitively with children in distress, listening to them and dealing appropriately.
- Will support each other in maintaining good classroom management, having a high expectation for a calm, quiet and purposeful atmosphere during working sessions.

Early in the life of any new class, boundaries for behaviour should be drawn.

Classroom techniques considered to be useful are:

- giving clear explanations;
- being well-organised with clear instructions so activities run smoothly;
- misbehaviour is handled quickly and calmly so the pace of the lesson is not lost and further disruption is minimised;
- work set is appropriate to pupils' abilities;
- clear, attainable goals are set;
- lessons are well-timed;
- seating arrangements are suitable and well-managed;
- external interruptions are minimised wherever possible;
- preparation is good and necessary materials are available.

Further techniques used to varying degrees include:

- non-verbal signals,
- a whisper in time,
- positive use of humour,
- appeal,
- removing temptation,
- praising others,
- separation of pupil from audience,
- praising others,
- sending for or seeking help in good time.

Staff should:

- be alert to difficulties and pressures which can arise from unstable family relationships, impact of unemployment, family bereavement, racial tension or illness.
- be aware that a child's behaviour at school may indicate serious problems at home. Schools must be alert to the need of involving other agencies e.g. social services (see Child Protection Policy).

Recording Information About Unacceptable Behaviour:

- State the problem specifically
- State aims clearly:

Children :

- Pupils need to know and understand the boundaries of acceptable behaviour.
- Pupils are encouraged to think carefully about what has gone into shaping school rules.
- Children's achievements, academic or otherwise, will be recognised.
- Rewards will be accessible to all children.
- Assembly will be used as an opportunity to acknowledge achievements and to foster a sense of community.
- Examples of work and achievements will be displayed in the classrooms and around the school.

Parents:

Parents have a vital role in promoting good behaviour in school and effective home/school liaison is important. Having chosen 'Roselands School' for their children we hope to receive the support and trust of our parents to enable us to perform our role effectively with the children.

We expect parents to:

- keep us informed of any behavioural difficulties they may be experiencing at home.
- inform us of any trauma that may affect their child's behaviour or performance in school.
- co-operate with the school by not sending sick or ailing children into school as this can itself lead to a deterioration in good order in the classroom.
- co-operating by reinforcing the school's efforts at home.
- encouraging parents to ensure children take school work seriously and complete home tasks e.g. learn tables and spellings.

Contact with parents should be an integral part of school life.

We aim to achieve good home/school liaison by:

- promoting a welcoming environment within the school.
- giving parents regular, honest, constructive and positive comments on their child's work and behaviour.
- encouraging parents to come in to, or contact, school on other than formal parents evenings if they need to speak to a member of staff.
- keep parents informed of school activities by letters, newsletters etc.
- maintain an effective induction arrangement for new parents.
- involve parents at an early stage in any disciplinary problems.

Other Agencies:

At any time contact may be made and advice sought from other agencies
e.g. School Attendance Officer, Educational Psychologist, Social Services Health Services
Police Liaison Officers Speech Therapists, Autism Advisory Service, Behaviour Support Base

Premises:

This is the responsibility of everyone and children are encouraged to feel a sense of ownership for their school and its environment:

- staff display children's work to a high standard
- the building is expected to be kept clean and tidy
- the grounds are expected to be free from litter and well-maintained
- all damage is to be reported to the Head or Caretaker (as appropriate).
- children are regularly reminded it is an offence to come onto the school grounds out of school time unless express permission has been given by the Head Teacher.

Related Policies:

Equal Opportuniies

Child Protection

JC/Policiesfrom10/behaviour