



Wragby Primary School

Behaviour and Anti-bullying Policy

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At Wragby Primary School we seek to promote good behaviour and polite manners, which will ensure:

- Consideration and respect for others and for property within the school.
- The emotional, physical and psychological safety of all the school.
- The development of mutual support, both academic and social.
- The development of personal independence, tolerance and understanding.
- The development of good personal and moral attitudes.
- Preservation and enhancement of the school environment.
- The truth.
- The ability to take responsibility for their own actions.
- High self esteem.

The ethos of the school behaviour is based on 6 Golden Rules. These are:

At Wragby Primary School we always expect everyone in school to:

- ☆ Be kind, polite and helpful to everyone in our school.
- ☆ Do as we are asked the first time.
- ☆ Keep our hands and feet to ourselves.
- ☆ Not use bad language or tease others.
- ☆ Always walk around our school and to and from the playground.
- ☆ Look after our school and our equipment.

In addition to our Golden Rules we have a set of playtime rules:

- ☆ We can use all balls and other equipment sensibly.
- ☆ We share the equipment and put it away safely when we have finished playing.
- ☆ We never play fight.
- ☆ We finish our snack before playing and put all our rubbish in the bins.
- ☆ When told we walk to our lines and stand quietly ready for an adult to collect us from the playground.
- ☆ We ask an adult for help if equipment goes out of the play area.

In order for children to achieve their maximum potential in school they must feel safe from physical and verbal aggression and disturbance. Politeness, consideration and respect for other people and their property are encouraged. High standards of general behaviour and manners and personal pride in work are also encouraged.

In order to operate this policy, we strive to maintain the following:

- That children are aware of, understand and follow our Golden Rules.
- Honesty – between children, staff and parents.
- Positive, supportive and caring attitudes towards others.
- Good channels of communication within school and with parents, which is supported by the Home-School Agreement. (Appendix A)
- A sense of community, not only within school but also within Wragby and beyond.
- A consistent approach to the rules by all staff, including the display of these rules in all classrooms and around the school.
- Identify and praise children when they are 'doing something good!'

The role of the adult in school is vital. The adults operate under clearly understood rules, and are consistent with these across the school. To help the children the staff should:

- Have clear high expectations of pupils that are communicated effectively.

- Apply rules fairly, consistently and firmly.
- Be aware of the children as individuals. Know their needs, characters and clashes of personalities between class members.
- Handle misbehaviour quickly and calmly.
- Always hear both sides of a story before acting on a situation.
- Ensure work is appropriate to pupil's abilities.
- Give meaningful praise and encouragement in lesson.
- Employ consistent and effective reward systems across the school to praise good work and behaviour.
- Treat all children equally.

POSITIVE BEHAVIOUR MANAGEMENT

- Know the Golden Rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
- Establish a friendly, positive, supportive relationship with the pupils in your care.
- Ensure that pupils are taking part in purposeful activities that they enjoy.
- Give lots of praise. Discipline means creating boundaries and that includes positive feedback.
- Try to identify when behaviour problems are likely to arise and try to divert or modify the pupil's behaviour before there is a need to discipline them.
- Know which sanctions to use and how to use them appropriately. A quiet word or reminder will sometimes be sufficient.
- Always remain calm when you speak to pupils – this will help you to maintain your authority and confidence and keep your relationships with them positive.
- Avoid telling pupils off publicly, although other children involved need to know that it was inappropriate behaviour and that it has been dealt with correctly.
- Use of the 'Lunch Bunch' club for those children struggling with friendships or behaviour at lunchtimes.

REWARD SYSTEMS

We have many positive reinforcements that help steer children away from poor behaviour and towards good behaviour. These also promote self-confidence, which in turn promotes learning. These reward systems are:

Golden Time

Children can be rewarded a maximum of 3 minutes golden time each day for reaching the top of the class reward/ behaviour chart. This can potentially equate to 15 minutes of collected Golden Time to be enjoyed at the end of the week. Children are encouraged to be part of deciding the nature of Golden Time activity to be rewarded each week.

Team points

Staff can award these to a child showing good examples of behaviour, manners or work. These are added up once a week by house captains and celebrated every Friday in assembly. The winning team will receive a piece of their tree, with the aim of building a complete tree. The ribbon on the house point trophy will also be changed to the appropriate colour.

Stickers and stamps

These can be awarded for good behaviour, manners or work. When the sticker chart is full it is presented in Friday assembly. Parents are invited in to join the celebration with us in assembly.

Merit awards

A surprise for the children! These are awarded in Friday assembly after recognition for a behaviour achievement during the week. The children are presented with a merit certificate and receive a dip in the treasure basket. The merit is recorded in the *Roll of Honour* book displayed in the main entrance. Parents are invited to join the celebration with us in assembly.

The following rewards are also used in school:

- ☆ Certificates – from head teacher, class teachers or midday supervisors
- ☆ Having a good piece of work recognised by the Head Teacher or a member of the senior leadership team
- ☆ Showing work to parents
- ☆ Informing parents of good behaviour
- ☆ Rewarding with incentives e.g. giving responsibility, choosing
- ☆ Head Teacher/ Deputy Head Teacher award sticker
- ☆ Verbal praise
- ☆ Star of the week behaviour award.

SANCTIONS

Even though the reward systems work well with the majority of children there will still be those who find it difficult to stay within the boundaries set both in class and in school.

When this happens it is necessary to establish a system of sanctions. This system includes:

- Redirecting pupils to task.
- Isolating the pupils in the classroom, e.g. a quiet table or area.
- Keeping the pupil back at the end of the lesson.
- Loss of privileges.
- Sanctions to fit the misbehaviour, e.g. tidying up a mess.
- Sending the pupil to a quiet place or area, e.g. another class.
- Children receive a warning when inappropriate behaviours are observed
- If children continue with the behaviour they will be sent to another class (preferably the Key Stage Leader) in the first instance and their name noted on a class timetable. On a Friday, these timetables will be collected and children identified within them will be seen by the Headteacher and Deputy Headteacher to discuss their behaviour. The Headteacher keeps a log of the children seen.

In the interests of good communication a teacher may speak to parents after school or telephone them to discuss or inform of minor problems from the day.

PERSISTENT, UNACCEPTABLE PUPIL BEHAVIOUR

When persistent, unacceptable pupil behaviour is recognised by any member of staff, the following guidelines should be followed:

- Record the incident, with dates and the action taken in an incident log kept with the class teacher.
- Inform the class teacher if not witnessed by them

- Contact parents, informing them of the behavioural problems experienced and invite them into school for discussion.
- Develop strategies with parents to help overcome their child's unacceptable behaviour in school. This may include a specific behaviour diary for the child.
- Inform the SENDCO.
- Regularly review the situation with the SENDCO.
- If there is not sufficient improvement, it may be appropriate to complete a PSP (Personal Support Programme) which may include a referral to an outside agency e.g BOSS (Behavioural Outreach Support Service)
- Continue to monitor and review alongside appropriate agencies.
- If the problem continues, involve the Governing Body with a view to further action if necessary, follow the guidance within the Exclusion Policy.

At all times, records of pupil's behaviour, discussions and meetings must be kept.

INCIDENT LOG

Minor incidents are reported verbally to the class teacher to be dealt with. Incidents of a more serious nature are reported via our CPOMS system and appropriate members of staff and SLT alerted.

EXAMPLES OF SANCTIONS AFTER UNACCEPTABLE BEHAVIOUR

At all times, to ensure consistency of approach the following stage scale of sanctions should be followed for either verbal or physical behaviours. When given a sanction, the child must also be referred to the Golden Rule they have broken as a basis for the sanction.

Stage	Sanction
Minor - one off incident	Verbal warning and focus on good behaviour
Minor – repetition of one off incident	Time out
Moderate – persistent minor offences (according to seriousness)	Longer periods of time out. Children are sent away from the incident area
Severe – dangerous or uncontrolled behaviour	Key Stage Leader, Deputy head teacher and/or Head Teacher involved. Consequence set in line with the level of severity.
Persistent dangerous or uncontrolled	At this level parents will automatically be involved and it may be necessary to involve outside agencies or the Educational Psychologist.

USE OF REASONABLE FORCE

All members of staff are aware of the regulations regarding the use of force by teachers. Staff only intervene physically to restrain children to prevent injury, or if a child is in danger of hurting him/herself or anyone else. The actions that we take are in line with government guidelines on the restraint of children. Key staff have been trained in Team Teach (positive handling). All handling incidents will be recorded in line with school policy and reported to parents. See *Use of Control to Restrain Pupils Policy* for further guidance.

EXCLUSION

Where all possible steps have been taken to deal with persistent and unacceptable behaviour but without resolving the situation, exclusion will be considered. Details of our exclusion system can be seen in the *Exclusion Policy*.

PLAYGROUND BEHAVIOUR

1) School start – 8.45am

Children are permitted on school grounds and within classrooms from 8.35am. The buzzer will sound for the start of the school day at 8.45am.

2) Morning break – 10.35 – 10.50am

A minimum of two teachers will be on duty each day on a rota system, covering either playgrounds or the field.

The smaller playground is for FS and KS1 children and the larger playground is for KS2 children. If the field is in a suitable condition, then all children may play there.

Teaching Assistants will also be on duty if their teacher is on rota. All teaching assistants must be on the playground to collect the class at the end of all playtimes, with teachers ready to receive children in the classroom.

3) Areas out of bounds

- Grassed areas around the playgrounds
- Near and under the tower
- Dustbin area
- Class R entrance
- The conifers in the KS2 playground
- The conservation area

4) Rainy day playtimes

During bad weather, children remain in their own classrooms. Teachers and teaching assistants will be responsible for supervising their own classes.

Lunchtime follows a similar pattern. The children remain in their classrooms for the duration of lunchtime. Midday supervisors will be appropriately placed to support the classes.

5) Playtime sanctions

Incidents of poor behaviour during playtimes will be dealt with in the same way as incidents in the classrooms. The first minor to moderate incident will result in a warning. Any further incidents during this time will result in the child being sent into school and dealt with by an appropriate member of staff. Any breaking of the school Golden Rules or

incidents that could be deemed as dangerous will result in the child being sent into school immediately. The incidents will be dealt with as previously outlined.

ANTI BULLYING

Wragby Primary School takes the issue of bullying very seriously. It is vital that if there is any suspicion of bullying taking place that we consider all aspects.

Bullying is defined as 'a wilful, conscious desire to hurt, threaten or frighten someone, whether physically, verbally or both, over a period of time.'

Children are encouraged to inform a teacher if any incident occurs in school. This is a key issue in overcoming any problem of this nature.

During PSHE, circle time and other areas of the curriculum, measures are taken in an attempt to prevent all forms of physical, verbal and emotional bullying related to:

- Race, religion and culture
- Homophobia
- Bullying of pupils with SEND
- Sexist bullying
- Cyber bullying

By its very nature, bullying can be underhand and secretive and so children must help us be aware of their problems. We must emphasise to the children that we deal with the problem sensitively. **Every** complaint will be investigated.

We may become aware of an incident through our own observations or through being informed by a parent or child.

There is never one clear set of actions that are appropriate to every situation. However, the following guidance is followed.

- 1) Incidents should be recorded in the incident log, dated and signed by the person who deals with the matter. Incidents of a racist nature will be recorded in the racial incident book, kept in the Head Teacher's office.
- 2) Analyse the incidents carefully. You may find that a pattern of situations is revealed. It is then possible to pursue appropriate courses of action considering the pupils involved, circumstances and the consequences.
- 3) Parental co-operation should always be sought from all pupils involved.

ANTI BULLYING ACTION PLAN

We wish to address any issue of bullying in Wragby Primary School and the actions taken may include:

- Investigating the report of bullying, keeping thorough records within CPOMS.
- Dealing with perpetrators and supporting victims.
- Measuring occurrence, frequency, type/form.
- Raising awareness to children, staff and parents.
- Preventing bullying through curriculum inputs, circle time, PSHE and SEAL.
- Encouraging children to report occurrences.
- Encouraging children to adopt the right responses when witnessing incidents.
- Ensuring a copy of this policy is available on the school website.
- Displaying the 'Childline' contact number in school.

BULLYING – WHAT TO LOOK FOR

Children often give signs that they may be being bullied. They may:

- Be frightened of walking to or from school.
- Not want to come to school.
- Feel sick in the mornings.
- Start to do their work badly.
- Become quiet and withdrawn.
- Wet the bed.
- Lose their appetite.
- Ask for money (to pay a bully).
- Become aggressive and unreasonable.

WHAT STAFF SHOULD DO IF THEY SUSPECT BULLYING

- Ask other staff if they have noticed anything.
- Inform all staff so they can look out around school and on the playground.
- Ask the child concerned what is wrong – they might be looking for an opportunity to ‘open up’.
- Inform the Headteacher who will talk to the child.
- Keep a written record of incidents.
- Voice any concerns to parents.
- When facts have been gathered the Headteacher will take action.

WHAT CHILDREN SHOULD DO IF THEY SUSPECT BULLYING

Children should be encouraged to:

- Ask the child being bullied to join in their game.
- Not smile or laugh with the bully.
- Tell a member of staff.
- Tell the bully to stop.
- Show the bully they don’t approve by walking away.

WHAT A CHILD SHOULD DO IF THEY ARE BEING BULLIED

The child should be encouraged to:

- Look the bully in the eye and tell them to stop.
- Get away from the bully as quickly as possible.
- Tell a member of staff straight away.
- Keep on talking to ensure they have been heard.
- Not put up with it.
- Not blame themselves.



Wragby Primary School

Home-School Agreement

Family

I/we shall try to.....

- * Ensure that my child attends school regularly and that absences are properly notified.
- * Make sure my child arrives at school in time for a prompt start at 8.45 am.
- * Support my child in his/her homework and wherever possible promote opportunities for home learning.
- * Attend Parents' Evenings and discussions about my child's progress at school.
- * Let the school know about any concerns or problems that might affect my child's work or behaviour
- * Get to know about my child's life at the school.

Parent's/ Carer's signature

Children

I shall try to.....

- * Do all my class work and homework as well as I can.
- * Keep the school rules, behave well and be polite and helpful to other pupils and grown ups.
- * Attend school regularly and on time.
- * Tell a grown up if I am sad or find my work too hard.
- * Take good care of our school and equipment.

Child's signature

School will....

- * Encourage children to do their best at all times.
- * Encourage children to take care of their surroundings and others around them.
- * Contact you as soon as possible, if we are concerned about your child's work or behaviour.
- * Keep you informed about what your child is learning and how they are progressing.
- * Offer a broad and balanced curriculum which meets the needs of your child.
- * Provide a range of extra-curricular activities designed to enrich the children's school experience.
- * Set, mark and monitor homework tasks regularly in keeping with the school's policy.

- * Promote the development of the 'whole child' by taking reasonable steps to ensure the safety, happiness and self-confidence of all children.
- * Be open and welcoming at all reasonable times and offer opportunities for parents and carers to become involved in the daily life of the school.

Class teacher's signature

Headteacher's signature

Chair of Governor's signature