



Kewaigue School

'Enjoying learning and achieving together'

BEHAVIOUR POLICY (INCLUDING ANTI-BULLYING POLICY)

INTRODUCTION

This policy guidance was developed during the Autumn and Spring Terms 2014/15. Pupils, staff and governors have all contributed to and developed this policy document based on the following rationale:

- *To provide a clear set of agreed values that provide a framework to inform the day to day learning and teaching in our school*
- *An agreed policy that reflects the expectations staff have of children at Kewaigue School*
- *An emphasis on promoting and rewarding good choices*
- *A clear process for when sanctions are needed*
- *To provide guidance for staff working at the school to ensure consistency in approach to develop, manage and enhance the positive behaviour of children at the school.*

This policy represents a work in progress. The Senior Management Team will formally review it each year and informally on an ongoing basis.

The School Governing Body ratified the documentation in January 2015.

This policy should be read in conjunction with the Isle of Man Children's Plan and the following school policies;

- Learning & Teaching
- Equal Opportunities
- Safeguarding
- Health and Safety
- SEN
- Restraint & Handling Policy
- Attendance
- Induction for New Staff
- Education Visits Policy
- E-safety

SCHOOL VALUES

As a school we aim to actively promote our agreed school values of;

Respect, Honesty, Caring, Happiness, Achievement, Friendship

These values provide a secure framework for our learning community at Kewaigue School to flourish. Everyone at Kewaigue will endeavour to provide opportunities to use these values in everyday life, at school and in the wider community.

Assemblies, curriculum time dedicated to social and emotional aspects of learning and Personal, Social, Health and Citizenship Education (PSHCE) and our day to day relationships in school, provide ample opportunities for our pupils to reflect on our school values.

The school values are displayed in the hall, around school, in classrooms, on the school website and prospectus to ensure a common understanding and appreciation by our learning community.

We believe that the environment at Kewaigue School should provide clear pathways for building qualities and skills to enable children to be ready to learn, remember and develop as reflective, resilient, resourceful and responsible individuals.

BEHAVIOUR POLICY

The pupils and staff of Kewaigue School have the right to learn and teach in a safe, caring and supportive environment – one that reflects high expectations of behaviour, shared values and creates an atmosphere in which all children can flourish.

Staff at Kewaigue School believe that pupils deserve to be taught that their behaviour results from choices made by themselves. Good behaviour is the outcome of good choices, but unacceptable behaviour can carry consequences.

Aims

- To promote and encourage our agreed school values
- To make school a place which is safe and secure
- To promote self-discipline and control
- To take responsibility for their own learning and behaviour
- To create an atmosphere in which all pupils and staff can do their best

Objectives

- To establish rules and directions that clearly defines the limits of acceptable and unacceptable behaviour
- To support pupils in making positive and informed choices
- To establish shared responsibility for promoting positive behaviour between pupils, staff, parents, governors, visiting agencies and the community

Teaching and Learning Processes

- Expectations, rules and directions must be understood by all those involved
- Consistency of application by staff is essential
- Disapprove of the behaviour, not the child
- Meet the needs of individual pupils through curriculum flexibility
- Plan and deliver a PSHCE curriculum over the Long, Medium and Short term
- Time for reflection should be used to correct a situation or find a solution
- Involve and liaise with a range of bodies as appropriate to support & promote positive behaviour
- Staff model expected behaviour

We will promote our school values, behaviour policy and commitment to the welfare of all through:

- Assemblies
- Information around the school
- Curriculum and class time.
- SEAL (Social Emotional Aspects of Learning) through PSHCE
- Newsletters and other information letters to parents
- Written policy documentation
- School website
- Prospectus

Meeting Pupil's Needs

The school will ensure it gives support to individual pupils who may be at risk of disaffection or exclusion including;

- Pupils with learning difficulties or SEN
- Individual education planning
- Teaching strategies & styles
- Tailoring the curriculum and curriculum resources

SCHOOL RULES

We have Golden Rules, which help our children feel safe and happy.

Golden Rules

Be gentle
Be honest
Be kind and helpful
Try your best
Look after property
Listen to people
Play well with others
Keep the playground safety rules
Walk quietly and sensibly in school

These rules are displayed around the school and in classrooms and/or regularly discussed with the pupils.

CLASSROOM RULES

Classroom rules vary to ensure that they are relevant to the age of the pupils in the class. They must have consistency of approach and are progressive, expecting the older children to have more independence and responsibility for their actions.

In general, classroom rules are agreed between the teacher and his/her class at the start of the school year. Classroom rules are displayed in each classroom. Good behaviour is consistently rewarded. A consequence is the result of a pupil choosing to disobey a school or classroom rule. The inappropriate behaviour of one individual should not affect learning of others.

REWARDS

Everyone can 'catch' pupils behaving well by recognising the positive choices they make. Children are then able to understand, believe, and internalise positive messages about themselves and their peers.

Encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. It helps all pupils realise that good behaviour is valued. Praise both informal and formal to individuals and groups are expected to be common-place for all children at our school.

Examples of Rewards

- Reward stickers
- Stamps in books
- Whole class rewards e.g. additional playtime
- Individual Class Points System for achievement in learning in which pupils receive a certificate during weekly whole school 'Success' assemblies
- All points achieved go towards whole school house point system
- Half-termly prize given to all the pupils in a house team with the most points
- Headteacher's award for the class which consistently upholds the School Values and Golden Rules

Appreciation Book

When children express school values in consideration of others, the community celebrates and appreciates this by recording the events in the 'appreciation book'. Every week the book is opened for the school community to share the comments that have been recorded.

PLAYTIMES

To encourage safe play and appropriate behaviour at break times we employ a variety of strategies:-

- Zones for activities and ball games
- Provide equipment on a rota basis
- Encourage traditional games
- Provide board games, DVDs, paper and crayons during wet play lunch times.

SANCTIONS

Sanctions are sometimes needed to register disapproval of unacceptable behaviour. They will be used sparingly, since it is acknowledged that children must be given the opportunity to improve their behaviour through positive means.

Initially, children are given admonishments about unacceptable behaviours by their teacher and given opportunity to reflect and arrive at a solution to correct it. If a type of behaviour is repeated, reasoning becomes more forceful through the use of sanctions, but opportunity to reflect should still be maintained.

We have an agreed hierarchy of sanctions which make a clear distinction between the sanctions applied for minor and major incidents. Sanctions will be applied either in isolation or as a combination at a teacher's discretion.

BULLYING

Bullying behaviour is directly contrary to the safe, caring and supportive environment, high expectations of behaviour and shared values that we facilitate and expect at Kewaigue School.

We have a legal duty to have an anti-bullying policy. We also have a responsibility to respond promptly and effectively to issues of bullying.

Our aim, therefore, is to ensure bullying is prevented and where it does happen, it is dealt with swiftly and effectively.

What is bullying?

There are many definitions, but most have four things in common:

- It is deliberately hurtful or harmful behaviour
- It is repeated often over a period of time
- It is difficult for those being bullied to prevent or put a stop to it
- It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.

Bullying can take many forms but the five main types are:

- Physical (hitting, kicking, pushing, taking belongings)
- Verbal (name calling, insults (including those of a racist, sexual or homophobic nature) taunting, mocking, making offensive personal comments; threatening, intimidating; creating situations in which someone is humiliated, or made to look ridiculous, or gets into trouble;
- Non-verbal, involving body language, gesture and facial expression. Non-verbal behaviours can be just as hurtful and intimidating as those which involve abusive language.

- Indirect (emotional, spreading nasty stories about someone, excluding someone from a social group, playing tricks and pranks)
- Cyberbullying (when one person or a group of people aim to threaten, tease or embarrass someone else by using a mobile phone, the internet or other technologies)

We are agreed that bullying behaviour in any form will not be tolerated if, when or where it affects children who come to our school.

We expect all children to report bullying behaviour and not take on the role of a follower and/or bystander to this behaviour.

We expect all parents to work in partnership with the Headteacher and other staff members (where appropriate) when this type of behaviour is reported and concerns their child in any way. If parents feel their child may be a victim of bullying behaviour, inform school immediately. A complaint will be taken seriously and appropriate action will follow.

We have an anti-bullying code and clear procedures are in place if a “bullying” incident is reported.

AWARENESS RAISING

The whole school community will be made aware of our policy of behaviour and anti-bullying through school council meetings, assemblies, circle time, PSHCE sessions and access to it given through the school website and prospectus.

CURRICULUM IMPLEMENTATION

To ensure our policy is fully integrated into the life of the school, formal and informal opportunities will be planned and implemented to ensure everyone continues to abide by the procedures set out in this document. These may include the following;

Assemblies
 PSHCE lessons
 Circle time
 Displays and posters
 Playground games led by children and staff
 Home-school diaries
 School website and prospectus

SUPPORT

Staff

All staff will be kept abreast of current thinking with regard to anti-bullying and if required, support will be given to implement this policy. Opportunities for staff to receive training on matters relating to managing behaviour and positive handling will be given through courses available through the CPD programme and school based INSET.

Victims

Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the victim does not suffer any long term damage. After a period of time staff will meet with the victim to reassess the situation and the relationship between those involved.

Perpetrators

It is recognized that support must be given to the perpetrator. Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully. Such procedures may include:

- Positive behaviour strategies
- Withdrawal of activities
- The establishment of mentoring or buddying system
- Discussion about the effects of bullying
- Peer mediation
- Involvement of other agencies and services such as an Educational Psychologist, or the Behaviour Support Team.

PARENTAL/CARER INVOLVEMENT

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside school. They will be encouraged to work in partnership with the school to assist in maintaining high standards of behaviour.

The school will ensure that parents/carers are informed promptly of concerns regarding their child and are given opportunity to be involved in supporting school actions and responding to the needs of their child.

ANTI-BULLYING CODE

- No-one has the right to make you feel upset.
- In the playground make sure that you can always be seen by an adult.
- If you think someone is coming to hurt you, walk away or run away.
- If someone hits you do not hit back. This is what the person wants you to do so that they have an excuse to hit you again. **Tell a teacher, or any adult in the school. You must also tell your parent.**
- If someone threatens you over and over again, that is bullying. **Tell a teacher, or any adult in the school. You must also tell your parent.**
- If someone tries to force you to give them money, food or something that belongs to you, that is bullying. Never give anyone anything that you don't want them to have. **Tell your teacher, or any adult in the school. You must also tell your parent.**

REMEMBER

TELL SOMEONE AND KEEP ON TELLING THEM UNTIL THEY LISTEN

Sometimes adults think you are just “fussing” but the only way a bully will stop is if you tell an adult. So keep on telling them until they listen and do something about it.

IF YOU THINK SOMEONE ELSE IS BEING BULLIED TELL SOMEONE

The person being bullied may be too frightened to do anything about it.

YOU CAN HELP by telling a teacher, or any adult in the school.

What Do You Do If You Know Someone Is Being Bullied?

- a) Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- b) If you feel you cannot get involved, tell an adult immediately. Teachers will deal with the bully without getting you into trouble.
- c) Do not be, or pretend to be, friends with a bully.