



# Kewaigue School

'Enjoying learning and achieving together'

## **BEHAVIOUR POLICY (INCLUDING ANTI-BULLYING POLICY)**

### **INTRODUCTION**

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.

This policy should be read in conjunction with the following school policies;

- Learning & Teaching
- Equality & Diversity
- Safeguarding
- Health and Safety
- SEN
- Restraint & Handling Policy
- Attendance
- Induction for New Staff
- Education Visits Policy
- E-safety
- Procedures for the playground
- Inclusion
- Staff handbook

### **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

## **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 reminders 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 and 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.

## **HEADTEACHER INVOLVEMENT**

The Executive Headteacher (or in his absence the Head of School) will become involved when pupil behaviour is deemed more serious.

The following process outlines the school leadership's response:

Pupil is interviewed and if appropriate, consequences issued. Reasons for consequences are recorded



If the pupil is sent to the Headteacher again within a week:

- Pupil is interviewed and consequences issued. Reasons for consequences are recorded
- Phone call to parent by pupil (supervised by Head of School)



If the pupil is sent to the Head of School again within a month:

- Pupil is interviewed and consequences issued. Reasons for consequences are recorded
- **First** letter sent to parents asking them to make an appointment to see the Executive Headteacher, SENCO and class teacher to discuss the situation and to agree a course of action e.g. home/school behaviour chart, daily/weekly meeting with a parent, referral to external agency etc.



If inappropriate behaviour continues, a **second** letter will be sent to parents inviting them in to school to meet with the Executive Headteacher to discuss the situation and to agree a course of action e.g. referral to external agencies, fixed term exclusion etc.

Incidents of a serious nature will be dealt with immediately and relevant sanctions applied by the Executive Headteacher. Occasionally there will be exceptional circumstances where the Executive Headteacher judges that the misbehaviour is so serious as to warrant a suspension for a first or 'one-off' offence.

## **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.

## **Procedures:**

1. It is important to identify the nature and extent of the bullying and the victim's class teacher begins the Bullying Incident Report form.
2. The incident should be discussed with the pupils individually by the children's class teacher(s) and Headteacher, recording their comments in a non-judgmental way in order to ensure that the pupil feels he/she is being listened to. Pupils should be reassured that all incidents of bullying are taken seriously.
3. See the pupils involved together. At this meeting pupils will be encouraged to:
  - reflect on their behaviour and the factors that may have influenced the behaviour of others
  - identify how they can resolve the current difficulties and avoid the problems recurring
4. After the meeting :
  - The class teachers and Head of School should consider what support can be made available to the victim(s) and meet with him/her to discuss the options (buddy system, own circle of friends, welfare officer, school nurse, youth worker)
  - The class teachers and Head of School should consider the sanctions the school will impose on the perpetrators
  - Incidents of bullying will be reported to the Department of Education Sport & Culture and School Governors so that incidents and trends can be analysed.
5. Hold a review meeting after one-week (interviewing the pupils individually before this happens). If the matter is successfully resolved by the time the review occurs, copies of the Bullying Incident Report will be placed in the personal file of each pupil.
6. If there is evidence of further bullying or provocation, the Executive Headteacher will arrange to meet the pupils' parents or carers in order to identify options to resolve the problems successfully.
7. Once the matter has been successfully resolved, unless there is a further occurrence of bullying, the school will not refer back to it.
8. If there is limited progress within an agreed time scale, then the Department of Education Sport and Culture guidance on suspensions will be followed.

## **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 Professional Development.

### **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.

## **MONITORING & EVALUATION**

Teachers are expected to record incidents in the behaviour book which will only be accessed and used by teachers. The Executive Headteacher and Head of School will monitor all behaviour incidents to identify issues and trends including:

- Critical days/times in the week
- Places within the school
- Type of incident
- Number of incidents
- Pupils involved

This will enable action to be taken to reduce incidents and all types of inappropriate behaviour.

This policy will need to be evaluated to judge its effectiveness. This evaluation will be carried out by the senior leadership team based on evidence gathered over time.

### **Evidence may include:**

- Circle time
- PSHCE lessons
- Questionnaires
- Parents' meetings
- Staff feedback in meetings
- Pupil feedback in school council meetings
- Pupil feedback in school assemblies
- Governor feedback in meetings

- School visitors

## **RECORDING & REPORTING**

Instances of bullying within the school will be recorded using our BULLYING INCIDENT REPORT FORM

Incidents of bullying will also be reported to the Governors and the Department of Education Sport and Culture by the Executive Headteacher.

## **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.

## **RESTRAINT AND HANDLING POLICY**

A school policy exists that sets out the framework for the use of reasonable force or positive handling, but it must be clearly understood that this should always be set within the school's overall behaviour management framework and is only used as a last resort underpinned by sound risk assessment. Providing successful inclusion may necessitate physical restraint but only as one of the strategies available for the management of challenging behaviour. Only in the event of failure of clearly defined protocols to bring control to the situation, or imminent danger to persons, should positive handling be considered.

**Please refer to school policy on Restraint & Handling.**

## **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.