



Our values:

Respect, Compassion, Courage, Truthfulness, Thankfulness, Forgiveness

BEHAVIOUR MANAGEMENT & ANTI-BULLYING POLICY

Member of staff responsible	Carol Dougill
Governors responsible	Therese Munro-Warwick / Jane Lloyd
Sub-Committee responsible	FGB
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Date agreed at Sub-Committee	
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Document Version Control

Issue Number	Issue Date	Summary of changes
1.1	March 2015	New policy
1.2	Sept 2016	Changed policy to make it a shorter, easier to use practical policy - suggested by parents July 2016
1.3	Jan 2017	Anti-Bullying Campaigners included in preventative measures
1.4	Oct 2017	Added section on club behaviour (p4) and steps for parents to follow (appendices p14)

Introduction

Everyone at our schools believe that good behaviour will have a positive effect upon a child's education. Our reward systems and learning gem owls encourage positive learning behaviour and our Christian school values help us to become good citizens.

All adults at our schools have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. All adults should aim to:

- create a positive climate and environment with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, sexual orientation, race, ability and disability;
- show appreciation of the efforts and contribution of all.
- teach children at Siddington, as a church school, to think about how Jesus taught us to treat others

Rationale

We believe that in order to achieve the aims stated above, there must be a consistent approach to behaviour management throughout our school in relation to:

- ✓ Positive parental partnership
- ✓ Clear values & expectations (understanding what good behaviour and bad behaviour & bullying looks like)
- ✓ Specified rewards and consequences
- ✓ Detailed procedures for playtimes and lunchtimes
- ✓ Clear ways to report and respond to behaviour issues

Parental Partnership

We give high priority to clear communication within the schools and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Teachers and Teaching Partners (TPs), or the head teacher may phone you to let you know that your child has done something special for another pupil or adult. Positive behaviour is rewarded in many ways - see the positive consequences sheet later in this policy.

Where the behaviour of a child is giving cause for concern it is important for teachers to let parents know straight away or for parents to let school know. Early warning of concerns should be communicated to the headteacher so that strategies can be discussed and agreed before more formal steps are required. Please use the reporting sheet later in this policy.

If parents are concerned, it is essential that they communicate this with the school. They can do this by:

- Contacting the class teacher;
- Contacting the deputy head teacher;
- Contacting the head teacher;

- Contacting the behaviour Governor.
- Filling in a behaviour report form and handing it in to school

Also see the appendices at the end of this policy.

Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising an IBP (Individual Behaviour Plan) and any further disciplinary action will be discussed and communicated clearly.

If the school is concerned about a child's behaviour, parents will be informed. This may be through:

- A slip sent home to inform of repeated C1 or C2 incidents;
- A phone call home to inform of a C3 or C4 incident;
- A phone call or letter to arrange a meeting to discuss general concerns or patterns in behaviour.

Any reported matter is normally dealt with through a series of interviews, including pupil and staff accounts that were relevant. If a parent wishes the pupil not to be interviewed, then the parent must accept that the matter may only be able to be noted and not actioned. In certain cases the school or the parent can contact the behaviour governor for support or if they feel the school has not followed its policy. Governors are informed of behaviour or bullying incidents through the head teachers report 6 times per year.

Classroom Rules

At the beginning of the academic year, each teacher and class devise a set of rules in order to create an environment conducive to effective teaching and learning. These are reviewed and amended on a termly basis, or as and when required. We use our school values and owl gems to encourage good and positive behaviour.

Rewarding Good Behaviour

The emphasis of rewards at our schools is to reinforce good behaviour and also to have a motivational role, helping children to understand that good behaviour is valued. All school staff and parent helpers award rewards using the hierarchy below:

- Non-verbal gestures providing instant positive feedback on behaviour to the child;
- Verbal praise, both informal and formal, public and private (to individuals and groups);
- Motivational stickers;
- Golden tickets given out by MDSAs (dinner supervisors)
- House points linked to our 4 houses that each child is put into as they enter school;
- Merit Awards often linked to our owl learning gems;
- Recognition from Headteacher with a sticker or house points;
- Recognition from parents and whole school community (Celebration Assembly).

Negative Behaviour - this applies to bullying too

Rewards and sanctions are used in conjunction with class rules. We believe that the use of rewards is preferable to sanctions and assertive behaviour management strategies are used throughout the school. The hierarchy of sanctions for use in class is set out in a chart below.

C1 and C2 incidents are not reported to parents unless there is a pattern of repeated behaviour. If the child is sent to the Deputy Headteacher or the Headteacher for a C3 or C4 incident, the behaviour is logged and this is monitored to ensure that there is not a pattern or other factors influencing the negative behaviour - this log is

reported to governors at 6 Governor Meetings throughout the year. Parents are informed and a punishment is agreed between school and home.

Class teachers use their professional judgement when following actions and consequences. We do not undertake group punishments for individual pupils' actions.

Children are expected to have good behaviour on the way to and from school and at all times of the school day. Praise is used frequently during all times of the school day.

Club Behaviour

If a child attends a club, sporting or otherwise, run by a member of staff or by a community member, then it is important that their behaviour is good during the club. Children are expected to attend the club unless they have a good reason to cancel and then they need to let the school office and the club runner know in advance. All club runners should be aware of the behaviour chart and use it, and report any poor behaviour to senior staff immediately.

Specific programmes for individual children

If a child continually chooses to behave inappropriately and has to be given sanctions on a regular basis, it is likely that they will need an Individual Behaviour Programme. The SENCO/Headteacher will implement the programme that will include:

- achievable targets, additional and different strategies to help the child to achieve the targets, responsibility for implementation, parental involvement, etc.

Some children have behaviour that they find hard to control due to having Special Educational Needs (SEN). Our schools will follow the guidelines of the Code of Practice and actions and targets will be **additional to and different from** the whole school behaviour policy but they will still remain within the general ethos of the School. We will work closely with parents for children on the SEN register.

Physical intervention

Staff will always try to stop physical contact by pupils verbally and de-escalate the situation using a calm voice. Very rarely, a member of staff may be required to physically intervene with a pupil for example, if two pupils were fighting, or if a pupil was causing danger to others and needed to be removed. We do not have any staff member trained to restrain pupils physically other than the head teacher, as we have never had need to ever do so. Staff are asked to use common sense - to try to stop the situation verbally, but if a child was in danger of seriously hurting themselves or another child then staff are asked to call for help of a senior teacher and decide on appropriate action so that the child was not hurt in the restraint. The Gloucestershire policy on physical restraint that covers this aspect of behaviour and outlines procedures to be followed can be found on the GCC website.

Exclusions

The headteacher, in consultation with the governors, has the right to exclude pupils if the need arises. Gloucestershire County Council sets the criteria for this and when such an occasion does present itself, these guidelines will be followed. This is seen as a last resort by all, and would only take place if a gross act of misconduct was performed, or if all else has repeatedly failed. Parents would be well informed of the steps along which a child had proceeded to get to this stage and we would be working in very close contact with them and other agencies, for example, the Educational Welfare Officer, Social Care Services or county support teams.

ANTI - BULLYING SECTION

In accordance with the Anti-Bullying Alliance, we consider bullying to be:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

At our schools, 3 incidents to the same pupil will be defined as, and dealt with, as bullying.

Types of Bullying

- Emotional - unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- Physical - pushing, kicking, hitting, punching or any use of violence;
- Racist - racial taunts, graffiti, gestures;
- Sexual - unwanted physical contact or sexually abusive comments;
- Homophobic - focussing on the issue of sexuality;
- Verbal - name-calling, sarcasm, spreading rumours, teasing;
- Cyber - all areas of the internet (e.g. email & internet chat room misuse); mobile phone threats by text messaging & calls; misuse of associated technology (e.g. camera & video facilities).

Signs and Symptoms of Bullying

These may include:

- being frightened of walking to or from school
- not wanting to go on the school mini-bus
- begging to be driven to school
- changing their usual routine
- being unwilling to go to school
- beginning to truant
- becoming withdrawn, anxious or lacking in confidence
- starting to stammer
- attempting or threatening suicide or running away
- crying themselves to sleep at night or having nightmares
- feeling ill in the morning
- changes in school learning becoming apparent
- going home with clothes torn or property damaged
- having possessions which are damaged or that 'go missing'
- asking for money or starting to steal money
- having unexplained cuts or bruises
- going home hungrier than usual
- becoming aggressive, disruptive or unreasonable
- bullying others
- refusing to eat
- being frightened to say what is wrong
- giving improbable excuses for any of the above
- being afraid to use the Internet or mobile phone
- being nervous and jumpy when a cyber message is received
- putting off going out to play (stalling in cloakroom)

Preventative Strategies

We work hard to prevent incidents of bullying by:

- having clear procedures that have been shared with pupils, staff, other school adults, parents & governors;
- ensuring that children understand the term 'bullying' and know what the consequences of such actions will be;
- utilising outside speakers and drama groups as well as in school resources;
- having a well supervised school site;
- having an atmosphere of openness and honesty in line with the school ethos and Christian values
- ensuring that classes have a wide variety of methods to encourage communication, e.g. circle time, worry box, Bin it Bag it Bring it books, School Council
- teaching children about Internet Safety and cyber bullying (no phones allowed in school)
- Use of Stonewall resources about same sex relationships to promote an understanding that puts a stop to homophobic bullying.
 - Use of ABCs - our Anti Bullying Campaigners who are nominated children who will look out for good playing and behaviour and let staff know if there is any poor behaviour or bullying

Procedures

- All bullying incidents have to be reported to the deputy / head, please use the attached forms;
- Any concerns that members of staff have about individual children are raised, discussed with other staff, those children are then monitored.
- All cases of bullying, as defined by our above definition, will be recorded by staff in the behaviour book and details of how the incident was responded to and monitored will be included;
- Parents and children must report any bullying as soon as possible so it can be dealt with;
- Parents/carers will be informed of any bullying incidents and they will be asked to come in to a meeting to discuss the problem (bully and victims with parents present);
- The bullying behaviour or threats of bullying will be investigated and bullying stopped quickly;
- Consequences, as detailed in our behaviour chart, will be applied;
- Support will be given to the person being bullied;
- The bully/bullies will be monitored and supported to enable them to change their behaviour;
- All incidents will be continually monitored by staff to ensure that the bullying has stopped permanently

To ensure that repeat bullying does not take place, those involved will be closely monitored by the head teacher and the relevant members of staff. Parents will be informed at regular intervals and the pupils involved will be made aware of this.

POSITIVE CONSEQUENCES

- Smile
- Wink
- Thumbs up
- Verbal praise
- Stickers
- Merit Awards
- House points
- Certificates/Notes or phone call home
- Head teacher's Awards

HOW ADULTS WILL HELP YOU MAKE A GOOD CHOICE

- ❖ **C1** The adult will remind you to make a good choice and will tell you why that good choice is important. If you needing reminding several times, your teacher will let your parents know.
- ❖ **C2** You will be given time out. You will be asked to think about how you could put things right and will be given chance to do so. If you are given several time outs, your teacher will let your parents know.
- ❖ **C3** You will be sent to the deputy headteacher or headteacher and your name will be put in the whole school behaviour book and your parents/carers will be told. You will discuss what you did and why what you did is wrong. The adults will decide on a suitable consequence.
- ❖ **C4** This is **VERY SERIOUS** and could lead to exclusion. The incident will be recorded and a meeting will be held between, head, parents and child to discuss what happened & decide the actions to be taken.

Guidance for staff to help sort issues

Remember - it is not behaviour management - it is mood management, their mood, your mood and the mood of others!

How you react to the incident and the child can have different effects on the situation.

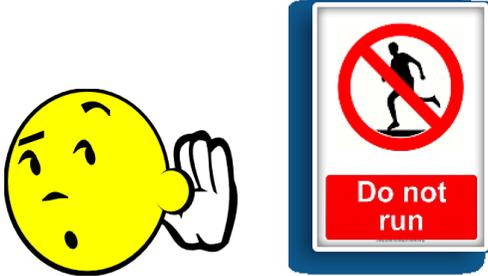
1. Please ask the children involved to go to a quiet private area for a *problem free talk* to discuss what happened. This is to prevent others witnessing the scene or gossiping.
2. When they are settled, ask them one at a time what has happened? Keep eye contact & show active listening.
3. On a scale of 1 to 10 how do you feel? (ask the children to express their feelings or show you e.g. grimace, shout etc)
4. What could you both have done differently so this does not happen again? Children may need a model to show them how to behave and make appropriate choices.
5. Ask the children to think about the miracle..... *If your behaviour changed overnight, what would you see, hear, feel & think?*
 - *What would look like? (facial expression)*
 - *What would we hear you say?*
 - *What would you be feeling?*
 - *What would you think about yourself?*

If it is necessary - use a 'Time Out Sheet' - attached at the end of this policy to help children top understand what they did and how they can make things better.

TRY NOT USE THE WORDS - WHY? SHOULD? MUST

POSITIVE BEHAVIOUR – Smile, thumbs up, wink, verbal praise, stickers, golden ticket, merits, awards, certificates, house points, see head teacher.

UNACCEPTABLE BEHAVIOUR CHART

<p>C1</p>	<ul style="list-style-type: none"> ➤ Running in school ➤ Poor behaviour in line ➤ Not sharing ➤ Wasting time ➤ Making noises to distract others ➤ Not listening to others / interrupting in class ➤ Swinging on chairs ➤ Fidgeting/not listening ➤ Inappropriate talk ➤ Marking others' work ➤ Repeatedly wearing the wrong uniform 		<p>The adult will remind you to make a good choice and tell you why that choice is important.</p> <p>Remember our school values.</p> <p>If you need reminding 3 times the adult will tell the teacher who will inform your parents.</p>
<p>C2</p>	<ul style="list-style-type: none"> ➤ Taking things that don't belong to you ➤ Throwing resources or food, temper tantrum ➤ Damaging property ➤ Rough play including pushing or shoving ➤ Chewing gum or spitting ➤ Misuse of toilets ➤ Teasing, lies or poor attitude using incorrect tone of voice 		<p>You will be given time out to think about what you have done - you may be asked to fill in a time out sheet.</p> <p>Remember our school values.</p> <p>If you have more than 3 time outs your parents will be informed</p>
<p>C3</p>	<ul style="list-style-type: none"> ➤ Bad language/gestures ➤ Walking out or away from school ➤ Refusal to follow instructions ➤ Dangerous play ➤ Hurting another child or adult ➤ Sending text or similar messages which offend 		<p>You will be sent to the deputy head or head teacher and your name will be recorded in the behaviour book. Your parents will be informed and a punishment will be decided.</p> <p>Governors are informed</p>
<p>C4</p>	<ul style="list-style-type: none"> ➤ Fighting which results in injury ➤ Intended violence to another ➤ Racism, nasty name calling about gender or religion ➤ Homophobic bullying (calling someone 'gay') ➤ Cyberbullying ➤ Inappropriate touching 		<p>This is VERY serious and may lead to exclusion. A meeting will be arranged with victim and bully and parents to decide on a suitable punishment.</p> <p>Governors are informed</p>

Useful sources of information and support for children and young people and their parents/carers:

Childline Helpline: 0800 1111 (open 24 hours a day - aimed at children who are experiencing bullying problems)
 For children who are deaf or hard of hearing textphone service: 0800 400222
www.childline.org.uk

Kidscape Helpline: 020 77303300 (aimed at parents, guardians or concerned relatives or friends of bullied children) <http://www.kidscape.org.uk/>

Useful sources of guidance for schools in preventing and responding to bullying incidents:

These five documents have been produced by the Department for Children, Schools and Families between 2006 and 2008. Copies can be downloaded at:

www.teachernet.gov.uk/publications The documents give specific information about types of bullying, how to create an environment that promotes anti-bullying and how to respond to bullying incidents.

- *Bullying around racism, religion and culture* (DCSF, 2006)
- *Safe to Learn: Embedding Anti-Bullying Work in Schools* (DCSF, 2007)
- *Safe to Learn: Embedding Anti-Bullying Work in Schools - Cyberbullying* (DCSF, 2007)
- *Safe to Learn: Embedding Anti-Bullying Work in Schools - Homophobic bullying* (DCSF, 2007)
- *Safe to Learn: Embedding anti-bullying work in schools - Bullying involving children with Special Education Needs and Disabilities* (DCSF, 2008)
- <http://www.anti-bullyingalliance.org.uk>

BEHAVIOUR REPORT TO GOVERNORS (used by the head teacher)

Report (confidential): Term

Codes:

Incident Type	Incident Activity
Racist	Visual
Disability related	Physical
Homophobic	Verbal
Religion or Belief related	Incitement
Sexism or sexual harassment	Cyber
Gender identity related	Segregation
Other or non-specific	Damage to personal property
	Threat with a weapon
	Theft or extortion
	Persistent Bullying

Date Reported	Incident Type	Incident Activity	When	Where	Aggressor Profile	Target Profile	Repeat Incident?	Action taken and Feedback from Target

Number of incidents reported

Incident Type	Autumn 2016	Spring 2017	Summer 2017
Racist			
Disability related			
Homophobic			
Religion/belief related			
Sexism/Sexual Harassment			
Gender identity related			
Other/non-specific			
Total			

Signed (Behaviour & Anti-Bullying Monitoring Governor)

Date

Bullying or Serious Behaviour Report Form - Children

My name	
My Class	
When & where this happened	
What happened	
Who I have told	
What I want to happen now	

Bullying or Serious Behaviour Report Form - Parents

My child's name	
My child is in class	
When & where this happened	
What happened	
Who I have told	
What I want to happen now	

The head teacher's log:

Today's date & time:	
Incident number:	
Pupil name:	
Pupil class:	
Teacher & TA name:	
When & where this happened	
What happened?	
Who has done what? (Staff feedback)	
What impact have the actions had?	
Parent meeting?	
Reported to governors?	
Further actions & points to note:	

KEMBLE / SIDDINGTON PRIMARY SCHOOL - TIME OUT SHEET

What did I do?

What rule did I break?

Why did I do it?

What should I do to put things right?

Signature:

Date:

Happy playtime & Lunchtimes at Kemble & Siddington Primary Schools



Children will have less behaviour / anger incidents and have fewer accidents if they are engaged in structured play or games that keep them occupied and happy.

If you are on duty, please set up games for the children, start them playing with something or a game and then when they are ready - you move on to the next group or child.

When all the children are busy pop along to praise super friendly behaviour, good working as a team or good choices. Encourage older children to teach younger children the rules or games they love to play. Please join in, skipping, hopscotch and throwing and catching are all games that are better if an adult is helping. Use the games cards for extra ideas!

At play times 2 playground 'monitors' need to bring out the boxes (for dressing up, drawing, books and comics and the table tennis bats & balls) and the wheeled box which should have a selection of play time toys or games in. Occasionally use bubbles, chalks or string games.

Areas of play:

Active play areas - this is a turn taking - see timetable of whose turn it is - member of staff needed here to watch for safe moves

Quiet areas - Put the drawing & dressing up boxes in here

Football / netball pitch - this is timetabled - feel free to join in!

Playground - this area can be for skipping, hoops and hopscotch and running of course

At the end of play time the bell can be rung 5 minutes before the end of play to let everyone know that it is tidying up time (everyone to help). On the second bell children are expected to walk to their line quietly. Duty teacher to take the bell inside please.

Adults please take out a First Aid 'waist bag' - to be used for minor injuries. Anything serious, or a bump to the head, children need to go to the school office for staff to administer first aid, an ice pack and give a bump note out or phone a parent. Parents must always be told if there has been a bump to the head.

Adults please only have a hot drink in a safety, insulated mug with a secure lid on. MDSAs do not need to have a drink out for their 1 hour duty. Staff to chat and or play with children not chat to each other -thank you!

HAPPY PLAYTIMES EVERYONE!

PARENTAL HELP SHEET IF YOU ARE WORRIED ABOUT YOUR CHILD AT SCHOOL

1. If your child tells you something that has happened that worries you - please speak to the class teacher as soon as possible. Teachers are available at the beginning and end of the day on the playground or by phone after school. If the discussion is of a sensitive nature they will arrange to have a meeting with you, either straight away or at an arranged time.
2. In the discussion the teacher will listen and either record what you are saying, or write it up as soon as they have time. They will decide what to do, often an investigation to ask children what happened and ask other children who witnessed the incident or who were involved.
3. Teachers will decide on the severity of the incident (behaviour chart) and a suitable consequence will be arranged. If it is a more serious incident you will be encouraged to discuss at home and follow up incidents at home.
4. If you feel that there is an ongoing problem, or that the issue is bullying (please see our policy guidelines) then please fill in a form to record what is happening and hand this to the class teacher or give directly to the senior leader in the school - Mrs Newton at Kemble and Mrs Hamlett at Siddington. They will deal with the incident and meet with parents and children. Mrs Dougill is sometimes called in to lead a meeting if the incident is of a sensitive nature, is ongoing, or a situation where a child is at risk from exclusion.
5. Governors are always informed of C3 and C4 incidents

BEHAVIOUR PROBLEMS CAN BE SORTED WHEN STAFF ARE TOLD AS SOON AS POSSIBLE AND PARENTS AND STAFF WORK TOGETHER CLOSELY - Thank you for your support.