

HOLBETON PRIMARY SCHOOL
BEHAVIOUR AND ANTIBULLYING POLICY



INTRODUCTION

Our vision at Holbeton Primary School is to provide a happy, stimulating and caring environment that will enable each child to develop to their full potential academically. We aim for them to develop into happy, confident and successful members of the global community and have a great understanding and respect for others and the world around them.

So operating through a positive behaviour approach, we ensure that children understand what kind of behaviour is acceptable and what the consequences are of different types of behaviour. We also believe that no-one has the right to prevent another child from learning or a teacher from teaching.

We have the highest expectations for behaviour, whether children are in school, on educational visits or visiting places on behalf of the school. We expect their behaviour to be of an equally high standard, no matter who is responsible for them. We expect all staff to model positive behaviour through their relationships with other adults and children in the school. It is also the responsibility of all adults in school to ensure that this policy is implemented at all times.

Finally, we understand that working in partnership with parents is most effective in promoting positive behaviours. Staff will work with parents and keep them informed of positive as well as negative behaviours that occur. This will be done through certificates, notes home, phone calls and meetings, both formal and informal.

Purpose of this policy:

- act as practical, useful guidance for all staff to promote excellent behaviour
- be a point of reference for staff, families and children
- be a basis for future conversations to enhance excellent behaviour at our school

Roles and Responsibilities:

Pupils are expected to:

- take responsibility for their own behaviour
- know and understand the rules, rewards and consequences of their choices and actions
- actively help promote the caring environment of our school through the attitudes and actions

Adults are expected to:

- have high expectations for all children
- treat all children equally but be aware of certain specific needs of children which may change over time
- remain calm, showing concern and respect for the children
- follow the agreed rewards and sanctions
- liaise with other appropriate adults (class teacher/Head of School/ parents) when appropriate.
- Record incidents on a Behaviour Form, ensuring all parts are filled in

Rewards:

All children should be encouraged to behave well by frequent expression of approval by all staff and by the appropriate use of rewards. The application of this policy should be seen to be consistent and fair.

It is important that the positive aspects of praise and reward should have great emphasis. Praise and encouragement should be spread through the entire life of the School and should be used in lesson time as much as possible. The reward system should be fair and will extend to all children in the School, whatever their ability. Attainment should be praised, but also effort. Praise and reward the desired behaviour to encourage it's development. Remember, there is always something praise worthy in every situation, with every child. Rewards can be informal or formal:

- smiling at child and nodding approval, thumbs up etc
- verbal praise
- awarding 'house points' – these can be written, verbal and/or accompanied by a sticker
- certificates

- recognition at Celebration Assembly (accompanied with a certificate)
- Year 6 – Leavers’ Ceremony
- Shining Time for younger children (20 minutes earned through week)

House Reward Points

House points awarded to individuals also contribute towards a class reward. Children are awarded house points for various types of behaviour worth praise and encouragement, as well as for effort and attainment. The house points are marked on a special chart displayed in the classrooms and are totalled each week and results announced in the Friday Celebration Assembly. At the end of each term, the winning house may come to school dressed in mufti. House points also count for a token into the class ‘token’ box (marbles, pom poms, shells etc). When the token box is filled, the class earns a Star – this should be displayed in the classroom. Classes may also earn a Star for whole class, exceptional behaviour, effort or attainment. When the class has earned 10 Stars, they may vote for a class reward. (NB use this as an opportunity to visit the British value of Democracy). It has been noted that these rewards prove most effective when earned at the beginning of each half term as they then act as an incentive for the following half term. For older children, knowing the reward that they are aiming for can also prove very effective.

Celebration Assembly.

Recognition can be given to success of differing kinds in assemblies or during lessons, including the award of ‘Star of the Week’. This will go to one pupil from each Key Stage Year Group each week. Pupils’ work should be displayed as much as possible.

Achievements out of school can be celebrated at this Assembly too. Achievements must be of a high standard in order to not devalue the importance of Celebration Assembly. Lesser achievements can always be celebrated in class.

Managing Behaviour:

Firstly, staff must keep in mind that behaviour, especially negative behaviour is an expression of need. As adults, we have to look beyond the behaviours and try to be analytical to discover the source that is making a child behave in a certain way. Often, we may need a third party to help us do that. What is that child trying to tell you? Our main strategy is to focus on the behaviour and not the child e.g. Saying “You are very rude,” is not as effective as saying “When you speak like that, it sounds very rude. Now I know that you are not a rude person, so do not use words like that.” In this way, the child is removed from the action and can much more easily return to positive behaviour.

Staff need to tackle low level negative behaviours immediately to prevent them escalating. See Steps below as our approach:

Step 1: Proximal Praise – gain child’s attention by praising a nearby child for demonstrating appropriate behaviour and, if appropriate, describing the behaviour. *(e.g. Well done Child A for putting your hand up to ask a question.)*

Step 2: Name the behaviour - tell the child exactly what the behaviour is that is unacceptable. Tell them what behaviour is desired and what the consequences will be *(e.g. Child B, you are shouting out. If you keep shouting out then I will have to put you on a warning)*

Step 3: Warning issued – formally issue warning and display if appropriate (e.g. put initials on board/move to white star *(e.g. child B, you are still shouting out. I am putting you on a warning. If you shout out again then I will have to (consequence – see below).*

Step 4: issue consequence see below

N.B. children should be supported at each point to avoid consequence e.g. asking or telling them move places, go and have a drink (as a distraction), take 5 minutes out of class or in quiet area to cool down, change of face (adult) etc.

N.B. negative behaviour will be addressed immediately even if the consequences cannot be administered until later.

NB Individual Behaviour Plans:

We recognise that some children, for whatever reason, may find conforming to expected behaviours very difficult for some or all of the time. These children will be supported by staff in a proactive rather than reactive way. An Individual Plan (either Behaviour Plan or Learning plan) will identify trigger points, strategies that work, strategies to avoid and what emergency procedures are in place. These plan will be written in conjunction with the child, parents and carers, class teacher, teaching assistants and Head of School. They will be updated at least termly. Support may include

- managed play and lunchtimes with the use of indoor toys and equipment
- alternative timetables
- ‘now and then’ visual timetabling
- individual reward system
- extra support from adults in class and in the playground
- allocation of a ‘go to’ adult
- timetabled sessions with Mental Health Champion

Consequences:

Negative behaviour should be tackled quickly and, wherever possible, at source (staff need to remember that behaviour is an expression of need). This can include a number of sanctions ranging from mild through to exclusions for serious offences. The sanction should be relevant, brief in duration, include reparation and/or restitution and be as immediate as possible.

Sanctions can include a number of strategies including :

- Verbal reprimand
- Time out of class (and/or sent to other class)
- Formal 'Time Out' during lunchtime when a Behaviour Form has to be filled out
- Loss of play/lunchtime - can be earned back
- Loss of 5 minutes Shining Time (for younger children)- can be earned back
- Loss of privileges
- Writing letter of apology
- Setting unfinished work to be finished at home
- Contacting parents
- Internal exclusions
- Formal Exclusion – this should only ever occur on very rare incidents, either for a single major incident of negative behaviour or after all other strategies have been exhausted. It would only occur after an investigation and following local and national guidance

NB – no child should be sent to stand outside the class or stand against wall. The class or group should not be punished a whole for the behaviour of a minority.

PHYSICAL RESTRAINT

To prevent injury or serious damage to property, it may be necessary in very rare instances to use physical restraint. Physical restraint is and always should be a last resort. In restraining any pupil, staff should ensure that minimal force is used only at a level to regain control of the situation and prevent further injury or damage. It should only be ever be used if deemed **necessary** and the response should be **reasonable** and **proportional** to the situation. For further information, please see the DfE guidelines: *"Use of Reasonable Force- July 2013"*

EXCLUSIONS

Excluding a pupil from Holbeton School is only used as a last resort, once other options have been excluded and allegations fully investigated. To exclude a child, leaders must follow the DfE guidelines *"Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion - September 2017"*

Bullying:

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to “tell” and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. Therefore, if the bullying target is too afraid to tell a teacher, all the bystanders know that it is their duty to do so, and that they won’t be accused of telling tales. We have systems in place in school to ensure that children can speak to an adult if they need to.

At Holbeton, we identify bullying as:

- Bullying is any persistent action which hurts another person either physically or mentally
- Bullying has intent to hurt
- Bullying is any intentional action that makes another person feel bullied
- Bullying is wrong and unacceptable
- Bullying can be:

Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

Physical: pushing, kicking, hitting, punching or any use of violence

Racist: taunts, graffiti, gestures

Sexual: unwanted physical contact or sexually abusive comments

Homophobic: because of, or focussing on the issue of, sexuality

Verbal: name-calling, sarcasm, spreading rumours, teasing

Social: excluding, ignoring etc.

Cyber: All areas of internet, such as email and internet chat room misuse, mobile threats by text-messaging and calls, misuse of associated technology (i.e. camera and video facilities)

Promoting an anti-bullying ethos

All governors, teaching and non-teaching staff have an understanding of what bullying is. They know what the policy is on anti-bullying and follow the agreed procedures immediately.

Everyone in the school community works at becoming a TELLING school, i.e. staff will ensure that children will be constantly reminded that:

- we are all wonderful individuals (promoting self esteem)
- being a bystander is unacceptable
- there are ‘grown ups’ they can tell other than their class teacher or their parents
- there are different ways of ‘telling’ (verbal, getting a ‘friend’ to tell, writing a note for the ‘Telling Box’ etc.
- they will not be accused of ‘telling tales’

We maintain awareness by:

- running an anti-bullying week once a year in line with National Anti-bullying Week
- by discussing bullying (not individual incidents) during Circle Time and PSHE and Citizenship teaching
- - by running Assemblies focusing on an aspect of bullying
- by displaying posters (e.g. Child Line number) and issuing any other appropriate literature as it becomes available by making references to bullies, victims and ways of dealing with bullying through other subjects areas (notably RE, History, Art and Literacy)
- by responding quickly to any reported incidents
- by providing training to relevant staff whenever possible

- by praising and rewarding positive behaviour
- by encouraging 'telling' at appropriate times and through appropriate channels

Anti-bullying Procedures:

We are a Telling School. When a child reports an incident of bullying, we listen carefully and respectfully. We always make sure that an appropriate time and place is found to enable the child to 'tell'.

Incidents are always investigated and, where possible, resolved immediately. Parents of the 'bully' and of the 'victim' will be kept informed throughout the process.

A Behaviour Incident Report form should be filled out by all parties as quickly as possible to act as a basis for further investigation.

The form can be added to with any follow on minor incidents (dated).

It is the teacher's responsibility to ensure that at a later date they follow up the reported incident by talking to the 'victim' to see if the victim feels that the situation has been resolved.

The same procedure is followed with any letters, notes and comments from parents informing us of an incident of bullying. All written records are kept by the school. All incidents will be followed up and monitoring will continue.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE) 0808 800 5793 www.ace-ed.org.uk

Children's Legal Centre 0345 345 4345 www.childrenslegalcentre.com

KIDSCAPE www.kidscape.org.uk/

Parentline Plus 0808 800 2222 www.familylives.org.uk

Bullying Online www.bullying.co.uk

Youth Access 020 8772 9900 www.youthaccess.org.uk

Appendix: COVID-19

Any pupil who commits a serious and persistent breach of the new COVID-19 protection rules may be sanctioned by the Headteacher using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion