



# **BEHAVIOUR AND ANTI – BULLYING POLICY 2019**

## **1. Equal Opportunities Statement**

At Holmleigh School we are committed to ensuring that all children have an equal opportunity to develop and fulfil their potential.

We believe that racism, sexism, prejudice against class, disability, religious belief and sexual orientation impair children's personal and social development. They also act as barriers children's educational achievement.

All children, regardless of their ethnicity, gender, class disability or religious belief, have the right to a positive self-image. If they do not, then we as teachers, parents and support staff have failed them.

## **2. What is good behaviour?**

It is when the person is able to discern the appropriate behaviour for the situation, making use of the ground rules and accepting the consequences of their actions.

Holmleigh School has a positive behaviour policy, which is a system designed to reward good behaviour and have clear and consistent consequences for bad behaviour.

Our core values emphasise the importance of creating a caring, supportive environment, where everyone is respected as an individual and enable to do their best, and where hard work and achievement are celebrated. A positive behaviour policy, which is implemented successfully, is vital to help up promote these principles.

### **3. Why is good behaviour important?**

- It enables to provide a happy and safe environment, where teachers can teach and children can learn.
- It enables the school to provide all children with the maximum opportunity to fulfil their potential and achieve their best.
- It enables all elements of school life to run smoothly.
- Children need to know what behaviour is appropriate and take responsibility for the consequence of their behaviour.
- Through learning to behave in an appropriate manner, children will gain self-respect and move towards independence. They will also learn to respect others and the diversity within school and society. In time they will continue this in the wider community, benefiting society as a whole.
- Holmleigh School and its pupils will be judged on the standards of behaviour displayed both in the school and outside.

### **4. Core values**

- We should ensure a rigorous to the teaching and learning of reading, writing and mathematics, enriched by a broad and balanced curriculum that is well organised and well planned.
- We should respond to children's aptitudes and abilities, rewarding hard work and achievement and celebrating excellence.
- We should see each child as an individual and, through the quality of our teaching and learning, ensure that they are able to do their best.
- We aim for continuous improvement and are committed to evaluating our strengths and weaknesses both individually and as a school.
- We should ensure that arrangements are in place for parents to be aware of and contribute to their child's progress and be included broadly in school life.
- We should encourage children to respect and value themselves and appreciate the diversity within our school and society.
- We should work together towards clearly identified goals and ensure that our policies and procedures are implemented.
- The physical environment of the school and its community is a resource that we should care for and use fully.
- The whole school community must ensure that the core values of the school are met.

## **5. Aims of the Policy**

- To reward positive behaviour.
- To discourage bad behaviour with consistently and fairly applied sanctions.
- To provide equality of opportunity for all children.
- To prevent violence, bullying and any form of negative discriminatory behaviour.
- To promote self-respect for others.
- To encourage the highest standards of work.
- To involve children in taking responsibility for their behaviour and in making decisions that concern them in school.
- To involve parents in supporting positive behaviour.
- To enable partnership between teaching and non-teaching staff, other professionals, parents, governors and children with the aims of developing positive behaviour.

## **6. School Rules**

Why do we have rules?

- They ensure children are safe.
- They establish boundaries.
- Everyone is on an equal footing.
- They are a foundation for self-discipline.
- Children need to have some sort of guidance.

A copy of the school rules and consequences is displayed in every classroom.

1. Always do as you are asked by a member of staff the first time.
2. Do not hurt anybody by what you say or do.
3. Keep your hands and feet to yourself.
4. Look after your school and all the things in it.
5. Always walk quietly and sensibly around the school.
6. Behave politely, use good manners and tell the truth.

### **7. Acceptable an unacceptable behaviour**

#### **Acceptable**

Be friendly

Be polite

Be kind

Be fair

Be honest

Work hard

Be clean

Be Tidy

Look after property

Be punctual

Do your best

Listen to others

#### **Unacceptable**

Swearing

Name calling

Teasing

Spitting

Pushing

Fighting

Kicking

Hitting

Lying

Screaming

Arguing

Dropping litter

Destroying property

This can be used as a starting point with children when discussing behaviour.

Do they agree or disagree?

What are their responsibilities?

How do they need to behave to make sure they have the classroom/school they want?

**8. How do we discourage Unacceptable Behaviour and Support Children in Managing Their Own Behaviour?**

There are times in every classroom when children disrupt others. This procedure begins when a child has been given a chance to correct his/her behaviour and has chosen not to do so. A record is kept by a class teacher of the stage at which the child takes control of their own behaviour, so the child can see his/her improvements. Violent behaviour is totally unacceptable and is Stage 4. Children who regularly reach Stage 4 will automatically have one day fixed term exclusion.

*Every day is a new start*

# Holmleigh School Behaviour Procedure

*To be followed in every class to ensure continuity across the school.  
The child has been given a chance to correct behaviour and chosen not to do so.*

## Level One

The behaviour in question must be corrected by the child. A mark is recorded against the child's name.

## Level Two

If unacceptable behaviour continues, the child may need 'time out' inside the classroom. A second mark is recorded against the child's name.

## Level Three

If unacceptable behaviour continues, the child may need 'time out' inside a different classroom or area. The child must fill out a Level 3 Time Out sheet. A third mark is recorded against the child's name.

## Level Four

If unacceptable behaviour continues the child may need to be sent to the Head or Deputy Head-teacher for time out. A fourth mark is recorded against the child's name. A letter is sent to the child's name. A letter is sent to the child's parent or carer.

This procedure does not affect the head-teacher's right to take immediate action in the case of any serious incident.

## **9. Individual Behaviour Plans**

*The procedure is still followed but these plans reinforce the procedure in a more positive way for the children who need it.*

There are periods of time when children need extra support in taking control of their behaviour. This can be because of changes within the school, home and friendship groups. It can also be used for children who regularly get to Stage 3 to support them to improve. The child is placed on the individual plan. The child is given a clear focus on what behaviour needs to change and the child and the teacher fill in a chart. This can be each session or each day. The child and the teacher give a mark out of 10. This is to support the child in evaluating own behaviour. The head-teacher sees the card daily/weekly. The child and teacher decide when the report is no longer necessary. The

report card is sent home daily/weekly for parent's signature. This keeps parents informed on a daily/weekly basis.

If children are regularly getting to Stages 3 and 4 on the behaviour charts they need to be profiled using our special needs policy.

## **10. Behaviour Monitoring**

Each class will have a weekly class list with the stages marked to track the individual behaviour and the overall class behaviour. This will be collected by the head-teacher weekly, so classes that are successful can be publicly praised. Children who are regularly reaching Stage 2 and 3 can also be supported in improving that situation by various strategies.

The head-teacher will record all Stage 4 and this information will be reported to governors.

### **Incentives:**

The incentive policy is a whole school community responsibility. These are incentives and rewards for social achievement. They operate on an individual basis and a class basis and a whole school focus.

1. Termly agreed focus                      School Points                      Extra Playtime
2. Agreed classroom incentives that are published on the class notice board so other teachers can participate.
3. Short notes home to parents.
4. Certificates.
5. Stickers.

At the end of each day at least 5 children should be given evidence that their behaviour/attitude has been acceptable.

## **11. Pastoral Support Plans**

In case of certain children the school may, in consultation with outside agencies, prepare a Pastoral Support Plan to help a child better manage his or her behaviour. The plan identifies precise and realistic behaviour outcomes for the child to work towards. It is agreed with parents, and they are regularly kept informed of their child's progress.

## **12. How the Playground is involved in our Plan**

We believe it is important for staff and children to see that playtime behaviour is part of the school policy. We want to reinforce good behaviour and discourage unacceptable behaviour. This needs to fit into the staged system and there needs to be some continuity of approach by all members of staff.

### **To Reinforce Good Behaviour:**

All staff can give small paper certificates. These are pinned daily on a public notice board and given to individuals to take home at the end of the week. Smiley faces can also be

given out. These can mean class points so it fits into the class reward system and the individual can benefit the whole class. This particularly helps children classrooms difficult places to be. It also supports the idea of good citizenship.

### **Playground Friends:**

Year 5 and 6 children are elected by their peers to act as playground friends. They are identified by their yellow armbands. They organise games with younger children and support the playground supervisors.

## **13. How can children be supported to resolve conflicts?**

Children should be encouraged to take responsibility for sorting out their own conflicts. This means an adult must take responsibility for teaching them and modelling strategies for doing this and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

### **Strategies for Resolving Conflict:**

Agreements:

- all listen without interruptions
- all are encouraged to maintain eye contact
- each has a turn to say:
  - what the other child has done to upset them
  - what they feel about it
  - how they would like them to behave in the future

No one is allowed to interrupt or argue. The adult is there to help the children resolve the conflict if the children cannot resolve the issue the adult takes appropriate action.

*Staff need to be sensitive to children who find eye contact difficult as it may go against their cultural tradition.*

## **14. Serious incidents**

The school keeps records of serious incidents. Both head and Deputy keep records of any investigations, witness statements, and action taken. Copies of any letters to parents are kept on file. If appropriate, other members of staff will make notes of any serious incident that they deal with, and copy these to a senior member of staff, or report their involvement to a senior member of staff who will make notes in their presence.

## **15. Accidents**

Accidents or incidents resulting in any injury to a child or adult are recorded in the school's accident book which is located in the medical room.

Members of staff involved are expected to record the details of the incident, injury, and if appropriate, the senior member of staff to whom the incident was reported.

## **16. Anti-bullying Policy**

Holmleigh School is committed to preventing bullying. We will monitor the incidence of bullying in school and work to prevent it using our Policy.

## **What is bullying?**

### **There are usually three elements to bullying:**

- It is deliberately hurtful behaviour
- It is repeated over a period of time
- It is difficult for those being bullied to defend themselves

### **Sometimes bullying can be difficult to spot because:**

- It can happen when children are not being closely supervised
- It can involve one child telling another child to bully on their behalf
- Children are sometimes reluctant to talk about bullying
- It may involve a number of small actions repeated over a long time

*Everyone needs to be particularly sensitive to identifying bullying when it occurs*

### **There are three main types of bullying:**

- **PHYSICAL** - hitting, kicking, taking belongings
- **VERBAL** – name calling, insults, racist remarks
- **INDIRECT** – spreading nasty stories, making comments about someone's Appearance, malicious and persistent teasing, exclusion from conversation, games etc.

### **Bullying does not usually involve:**

- Disputes
- Isolated playground quarrels
- Friends squabbling or temporarily falling out
- An isolated hit or dispute

### **If a member of staff thinks a child is being bullied:**

- Report your concerns to a teacher, Head-teacher or Deputy

### **If as a pupil at the school you feel are being bullied:**

- Tell somebody
- It is best to speak to an adult you feel comfortable with, a teacher, or your parents who should tell a teacher
- A teacher will do something about it and they will explain to you that they intend to do and why
- If the bullying continues tell the teacher again or another adult, for example another teacher, deputy teacher or head-teacher.
- Adults will take what you say seriously and try to sort it out

### **If as a parent you are worried that your child is being bullied:**

- Tell your child's teacher. The school has a procedure to deal with bullying, which will be followed, and you will be kept informed

- Let the school know quickly and always speak to the school first rather than trying to sort the problem out yourself. Usually more than one family is involved and the school can act in the best interest of everyone.
- Try to stay calm
- If you feel that the situation is not resolved speak to head-teacher

The school has further information on supporting a child who is being bullied or who bullies others, which is available for you from the Head-teacher or Deputy Head.

If you think your child is bullying others, please raise the matter with the Head-teacher or Deputy Head, who will be able to support and advise you.

**The school is committed to:**

- Opening up the issue of bullying through whole school and classroom discussion. The school council will also be involved in this.
- Awareness raising and monitoring of bullying.
- Involving parents in supporting the school in dealing with bullying.
- Supporting bullies in changing their behaviour
- Supporting and believing the victim

**Through this commitment we will:**

- Monitor and reduce the incidence of bullying
- When bullying occurs take measures to ensure it is resolved

**17. What to do – Teachers, Members of Staff, pupils and parents.**

Bullying is not always easy to resolve. It is important that all reports of bullying are taken seriously and responded to quickly and appropriately according to the following procedures.

**If a teacher thinks a child is being bullied:**

- Talk to the child
- Note their concerns
- Discuss with the child the actions you are proposing to take. This could be:
  - Meet with the victim and the bully together
  - Speak to the bully on their own
  - Agree to record what has happened to this stage, monitor the situation and agree a further meeting with child
  - Speak to one or both parents

Be clear with the child at all times about what will happen and the resolution you expect. Monitor the situation.

If in your view the bullying is continuing:

- Speak to the deputy head-teacher
- Agree a course of action. This will usually involve meeting parents
- Agree with all parties a resolution and a follow up meeting.

## **18. Responsibilities**

### **Parents'/Carers' Responsibilities:**

- Bring children to school every day on time ready to learn (having had enough sleep and having had breakfast). Collect them on time.
- Ensure homework done
- Encourage good behaviour at home and at school
- Work in partnership with teachers and school staff (i.e. ensure homework is completed)
- To help our children to realise the importance of education and praise their efforts and achievements.
- To encourage our children to respect other people and not discriminate

### **Children's Responsibilities are:**

- To follow the school rules
- To behave in an orderly calm manner
- To work hard and allow others to do the same
- To treat others with respect
- To be honest and truthful

### **Teachers' and Support Staff Responsibilities are:**

- To ensure all children are safe
- To treat all children fairly with respect
- To provide a challenging and interesting curriculum
- To recognise that each child is an individual
- To help each child achieve their best
- To work in partnership with parents

## **19. Code of Conduct**

Holmleigh School welcomes parents/visitors who wish to join in school events, talk to the head-teacher, deputy or staff, and otherwise be involved in school life. Requests by parents and other adults to visit the school are usually agreed to, but are at the discretion of the head-teacher. All visitors must adhere to the code of conduct to ensure the safety and smooth running of the school community.

- Visitors must make an appointment to be on the school site.
- Visitors must always report to the school office on arrival at the school.
- Visitors, including regular visitors, must record their name in the visitor's logbook and wear a visitor's badge.
- Visitors must always treat school premises with respect
- Abusive language, physical violence, racist comments and insults will not be tolerated. Any instances must be reported immediately to the head-teacher, deputy head-teacher or a member of the school staff. Offenders will be required to leave the site at once.
- In unusual circumstances disputes about access to the school will follow the school's complaints procedure.
- No smoking, drugs or alcohol are allowed on school premises.
- Visitors should not walk into classes uninvited and disrupt children's learning.
- Parents must not confront other parents or teacher or children on the school site (and preferably not on the way to or from school). Any disputes should be referred to the head-teacher or deputy head-teacher.

**Remember our school is a workplace – the work is learning**