

Bawdsey CEVC Primary School

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Revised by	K Butler
Date	January 2021
Address	Headteacher/school/curriculum/policies

1.1 Introduction

We are an inclusive school and will make reasonable adjustments to meet the needs of specific individuals. The promotion of positive attitudes towards behaviour, other members of the school community and the school itself, are seen as being crucial,

as such attitudes underpin effective learning and the development of all individuals who are part of our community.

Our approach to attitude and behaviour aims to:

- Promote self-respect, consideration and respect for others (children and adults), and for our learning environment
- Develop an attitude of trust and fairness
- Foster self-discipline
- Develop social skills and awareness.

1.2 The Golden rules for behaviour we expect to see from our children

These, or class rules developed through discussion with children, are displayed in each classroom and discussed regularly with the children.

1. I will be polite, friendly and helpful to others.
2. I will do my best in my work and behaviour.
3. I will take care of the school property and that of others.
4. I will talk quietly and listen when others are talking.
5. I will walk inside the building.
6. I will not hurt other people, either physically or their feelings, as a result of my actions.

2.1 Promoting and rewarding good behaviour

We will strive to:

- develop an ethos of celebrating children's work and behaviour, through regular praise and reinforcement, team points, stickers and class rewards as appropriate;
- be positive in building children's self-esteem;
- celebrate achievements publicly;
- Regularly inform parents about their children's progress and successes.

2.2 Strategies to promote positive attitudes, self-esteem and good behaviour

1. Be consistent. Never ignore bad behaviour. If you cannot follow up an incident when it happens, let the child know you are aware of it and will be following it up soon.
2. Aim to explain your expectations clearly, and expect the children to respond immediately.
3. Diffuse a situation, perhaps through humour or delay, rather than by being confrontational.
4. Discuss the school rules regularly with the children, and be prepared to amend or extend them for your class as a result of discussion.
5. Use circle time to develop self-esteem - in some classes when necessary
 1. Be calm, cheerful and friendly, using humour (never sarcasm) and spending time on the playground to build positive relationships with children. Smile and use praise whenever you can, especially for children who are insecure or you know to be having problems either inside or outside school.
 1. Listen to the fears and concerns of the children in your care.
 2. Consider the timing of quiet and noisy sessions in your day. Children need to settle down after coming in from the playground, and before going to an act of worship.
 3. Names can be written on boards to publicly praise or warn children during the day. Children who have been placed on the board for inappropriate behaviour can be given a small punishment, whereas those for good behaviour may receive team points or other rewards.
 4. Always liaise with supply teachers, and other teachers when children move classes, to share expertise and knowledge.
 5. Each class has a set of class rules agreed by the children at the start of the year.
 6. Praise honesty, reward children for telling the truth.

3.1 Inappropriate behaviour

This can take several forms, including:

- Bullying (see paragraph below)
- Lack of respect for the feelings of others
- Lack of respect for adults within the school
- Aggressive behaviour, both physical and verbal
- Defiance, either overtly or by insidious undermining of an adult's authority
- Persistent anti-social behaviour
- Destructive behaviour towards the property of others
- Inappropriate language
- Racist behaviour
- Distracting others in lessons.

3.2 Strategies for dealing with inappropriate behaviour

1. Staff should support and communicate with each other, and use the chain of referral as appropriate. This means that children are expected to be sent to the Headteacher when ordinary classroom sanctions are ineffective.
2. Move children within class.
3. Withdraw a privilege. e.g. keeping in for all or part of break in the hall, taking away a 'free choice' or other popular activity.
4. Time out from the class, either for a short period on their own (whilst still supervised), within another classroom or another appropriate location such as on the chairs outside the classroom. During this time they should reflect upon their misbehaviour, and look for how they will put it right. They must catch up work missed if at all possible, perhaps at home or during a lunch break.
5. For any serious behaviour incident, or a serious escalation, a county incident form should be completed and sent off.
6. As an inclusive school, it is acknowledged that some children may occasionally require a different approach appropriate to their needs, involving a reasonable adjustment of the school behaviour policy. Where this is the case, this will be planned for and known by adults who work with that child. It will be kept safely out of sight of other children, but accessible to appropriate staff.

In all instances, the emphasis must be upon the children understanding what they have done wrong. The teacher needs to look for quick ways to reintroduce the child to the class, to repair the damage done to relationships, and to find something to praise the child for in the near future (however difficult this might be sometimes).

3.3 Persistent inappropriate behaviour

For persistent inappropriate behaviour, keep a log of incidents, and inform the headteacher and/or senior teacher as appropriate. Parents should normally also be informed, either informally or by asking them to come into school.

In discussion, positive strategies should be found for all partners to use, short-term targets should be agreed upon and prioritised. A record of the meeting and outcomes will be kept.

If there is no noticeable improvement, the headteacher will convene a more formal meeting involving the parents/carers, teacher and himself to agree further action.

Sanctions

Sanctions will be given for behaviour that disrupts the learning of any child in the school, including the pupil in question, or causes damage to property or to the self-esteem of others.

Confiscation

The school reserves the right to ban certain items which may from time to time appear and threaten the orderly running of the school and the enjoyment and education of the children within it. These will most frequently involve 'fads' and swapping, but may be any personal possessions. If after reasonable warnings a child still insists on bringing such items into school, then the teachers have the right to confiscate them until the end of the school day. In this case they must ensure that they put the item confiscated in a safe place - in the teacher's desk if it fits. Dangerous and large items are taken to the office by a responsible adult.

3.4 Use of reasonable force to restrain pupils

Teachers and other approved staff have a legal right to use **reasonable** force to prevent a pupil from:

Injuring themselves

Injuring others

Damaging property or committing an offence.

It is expected that such situations will be extremely rare.

The headteacher will always be informed of the circumstances for such actions. He will normally interview the child concerned and inform the child's parents.

This policy authorises all teachers, teaching assistants, mid-day supervisors and Breakfast Club staff to use reasonable force in the above circumstances, provided they tell the Headteacher and provide a written account of the incident as soon as possible afterwards, and hand it to the Head for filing and action as appropriate.

3.5 Exclusion

In extreme cases a child may be excluded. It is expected that should this be necessary many other attempts will have been tried to correct the inappropriate behaviour, and that dated and signed documentation will exist to show that this has happened. The headteacher should give a formal warning to a child and their parents that such an action is being considered, and will consult with the child's parents and class teacher beforehand.

In very extreme circumstances a child may need to be excluded without going through the above process, if there was an obvious threat to other pupils and adults.

An exclusion is usually for a fixed term (usually one to three days). Subsequent exclusions would be for five and fifteen days, and then permanently.

In all cases of exclusion the headteacher would follow the current county advice and procedures, and would consult the Link Advisor and Chair of Governors.

3.6 Bullying

Bullying is usually defined as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

Bullying is an emotive and frequently misused word by parents and children. Children need to be educated to understand that bullying can take many forms, both physical and emotional. It involves one or more children picking on another child, or a group of children, making life uncomfortable or frightening for them. It frequently also involves events happening repeatedly. The most effective ways of dealing with bullying involve bringing the problem out into the open, and the greatest dangers are always when the problem is kept secret, or a child who seeks to communicate is ignored or given bad advice.

Bawdsey School does not tolerate bullying. All incidents of bullying will be dealt with by the member of staff concerned promptly, and the headteacher or senior teacher informed so that a record can be kept in the 'Bullying Folder' in the Head's office, in case of future instances.

We have found the following actions to be effective:

- Listening to the child and their parents, and looking for possible causes.
- Investigating complaints to ensure fairness. Sometimes the simple fact that staff are aware and monitoring relationships is enough to prevent further instances. Always record findings and inform the headteacher or senior teacher.
- Inform all staff who may look after a child, so they can also monitor and be prepared for possible bullying.
- Mentor the person being bullied, suggesting strategies (e.g. associating with different people or walking home with a friend) which are within the school's accepted code of behaviour.
- Monitor by talking to Bully and Victim every day so that they know it is being addressed. Reduce to weekly when appropriate.
- Establish a contact person with whom the person being bullied can discuss the issue.

- Establishing an anonymous 'I need to let you know...' system (perhaps a box or agreement with your class that they can leave such a note in your top drawer).
- Running circle time lessons with a bullying focus.
- Using drama to explore the feelings of people being bullied.
- Recording and looking for trends and places when such incidents occur.
- Discussion with parents of all involved.

Fortunately, bullying happens rarely, but when it does it has a very serious effect upon those involved. For this reason the staff will always act promptly and conscientiously when they find out about a possible instance.

4.1 Training and implementation

For this policy to be effective, all staff need to be aware of it, children and their parents need to understand and broadly agree with it, and training needs to be provided as appropriate. It also needs to be flexible, so that steps can be by-passed or added as are necessary in individual circumstances and to meet the needs of individual children. Staff should have Schoolsafe training, and if appropriate, training in physical de-escalation and handling techniques.

This policy and further information, is part of a file on behaviour kept in the headteacher's office and on the school website. It is dynamic and will change as circumstances and advice do, but always seeks to meet the needs of the children in our school community at that time. It is specifically based upon the Education and Inspections Act of 2006, common law, and the provisions of Health and Safety legislation and is to be reviewed annually.

K Butler

January 2020

