



# **Greenfield Primary School OVERARCHING BEHAVIOUR POLICY**

**Approved by Governors (date) .....**

**Signed on behalf of the Governing Body .....**

**Chair of Governors**



# **GREENFIELD PRIMARY SCHOOL**

## **OVERARCHING BEHAVIOUR POLICY**

### **1. Rationale**

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly, with the aim:

- To ensure a safe, caring and happy school
- To promote self discipline and consideration of others
- To ensure appropriate behaviour and language throughout the school
- To encourage and praise greater effort in both work and behaviour
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school – teaching and non-teaching staff
- To provide a system of rewards to encourage good behaviour
- To try and reverse continuous and habitual offenders by using assertive discipline techniques
- To promote good citizenship
- To prevent bullying
- To ensure that parents are informed and are aware of the disciplinary procedures

### **2. School Behaviour Principles Statement**

At Greenfield Primary School we expect children to be polite, cooperative and considerate of others. Members of staff are committed to creating a school environment where these qualities are seen to be important and are positively encouraged. Everyone has the right to be safe at school. Every child has the right to learn but no child has the right to disrupt the learning of others.

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work and the school welcomes and encourages the involvement of the LA, governors, parents and carers and others in the community.

### **3. Responsibilities**

All members of the school community – teaching and non teaching staff, parents, pupils and governors, work towards the school aims by:

- Working as a team, supporting and encouraging each other
- Providing a well ordered environment in which all are fully aware of behavioral expectations
- Treating all children and adults as individuals and respecting their rights, values and beliefs,
- Fostering and promoting good relationships and a sense of belonging to the school community
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviours and work,
- Rejecting all bullying or harassment in any form
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- Caring for, and taking pride in, the physical environment of the school

#### **4. Implementation**

Implementation of this overarching behaviour framework is delivered through the following key policies and work programmes that supports children to understand the expectation from the school in terms of their behaviour and its impact on others:

- Anti Bullying Policy (including charter and information for pupils and staff) within this policy document
- Behaviour for Learning Policy, within this policy document
- Safeguarding policy
- E-Safety policy
- Healthy Schools and Personal Social Health Education curriculum
- Supporting materials / guidance (see also links to websites)

# ANTI-BULLYING POLICY

## 1. Statement of Intent

We at Greenfield Primary School are very aware of the possible consequences of bullying and through this policy and practice we strive to address the negative effect that such experiences may have on both pupils and staff within the school.

Bullying is a form of behaviour that impacts on the emotional health and well-being of all involved.

Through this policy we strive to ensure that the principles of the DfE Bullying Charter are lived so that we build a school community where bullying is not tolerated.

## 2. What is bullying?

Bullying is present to a greater or lesser extent in all institutions. **All** members of the school community deserve the right to feel valued, equal and respected and be able to come to school without fear. Bullying has a serious effect on a person's self esteem, emotional and mental health, which in turn prevents them from developing their full potential and can seriously affect their life chances. Our school's definition of bullying is:

Bullying can be defined as an abuse of power by one or more people through repeated intimidating or aggressive behaviour with the intention to cause emotional or physical harm to another person.

It can be:

**Physical** – hitting, kicking, stealing or hiding belongings

**Verbal** – name calling, insults, offensive remarks, threatening language

**Indirect** – spreading rumours or stories, graffiti. It can include offensive or abusive text or Internet messages (cyber-bullying)

**Bullying**, in any form, will not be tolerated at our school. As a *listening and telling* school we are committed to the creation of positive and safe learning environments for all.

In particular, children should expect to:

- be able to grow and develop in safety and free from prejudice and discrimination
- be listened to and have their views taken into account

- be treated with respect
- belong to and be valued in their community
- see their needs and interests at the heart of everything we all do.

### **3. Aim and Purpose**

- To promote the school's aims and values.
- To develop a positive and safe learning environment in which bullying will not be tolerated.
- To promote inclusion, mutual respect, self-esteem and self worth in order to meet the physical, emotional and mental health needs of all members of the school community.
- To raise the standards of behaviour and levels of achievement of all.

### **4. Roles and Responsibilities**

- It is recognised that anyone can be a bully or a victim and that bullying can take many forms.
- It is recognised that the Head teacher and Governing Body have a statutory responsibility for school behaviour and discipline, but that all members of the school community accept collective responsibility for the successful implementation of this policy.
- Pupils and parents are encouraged to report all incidents of bullying, whether they are victims or bystanders.
- All staff will respond to pupil, staff or parental concerns and support the agreed procedures.

### **5. Preventing Bullying**

The strategies employed must impact upon the lasting behaviour of all children within the school. Through the following preventative strategies and planned curricular opportunities we hope to lay the foundations of positive behaviour and to eliminate bullying before it becomes an issue.

#### **These include:**

- We are a *listening and telling* school. This is the message that will be promoted at all times and with all audiences. There is an agreed collective responsibility to address any incidents of bullying observed.
- We are an *attachment aware* school and key staff are trained in autism, with a Pastoral Support Assistant (PSA) and Emotional Literacy support assistant (ELSA) who work throughout the school.
- The issue of bullying will be raised annually in order to maintain awareness of the issue through school assemblies and class discussions, with particular reference to Anti-bullying week. A copy of the school policy is given to all new parents at the school and is available for all parents on the school website. This will be discussed in class with all pupils so they understand the school's policy of zero tolerance of

bullying and their role in making it a success. A pupils' version will be available in the classrooms.

- Every opportunity to promote whole school initiatives such as an anti-bullying day, theatre productions and external speakers will be taken.
- The School Council will include bullying as an agenda item regularly.
- Peer support systems for students will be promoted and training provided for both staff and students.
- The policy and procedures governing sub-committee and senior leadership team (SLT) will monitor bullying via questionnaires on bullying through pupil consultation (school and class).
- Bullying will be addressed within the PSHE and Citizenship Curriculum.
- All staff will receive training on the identification, prevention and management of bullying. Procedures for dealing with a bullying incident will be included in the staff handbook. Positive role models will be reflected through staff behaviour.
- National Healthy Schools Status.
- Dinner ladies award system.
- Anti-bullying award.
- Reward system for positive behaviour.
- Bullying Charter prominently displayed.
- Circle time – opportunities for children to discuss sensitive issues.
- A safe environment.
- Worry box – placed in an agreed place within the school that all children can access in a discreet way.
- Buddy system
- Social and Emotional Aspects of Learning – a National Strategy programme delivered throughout the school which focuses on fostering positive relationships, dealing with difficult decisions, feeling good about yourself etc.
- Play Leaders – older pupils supporting the younger pupils at play time.
- Ethos of the school.

## **6. Responding to bullying**

- In the event of a bullying incident the same procedures will be followed as for all other incidents of poor behaviour (see School Behaviour policy).
- In all cases, details of the incident and action taken will be recorded. Parents of both the victim and bully will be kept fully involved.
- If it is a serious incident fixed term or permanent exclusion will be considered after a full review of the facts.
- Bullying incidents will be logged and monitored on a termly basis by the Head. This information will be given to the Governing body each term as part of the Head's Report.
- Apply the key areas of anti-bullying intervention including proactive, peer support and reactive measures.

- The school will also respond to bullying incidents that occur away from the school premises

## **7. Monitoring Compliance**

Overall monitoring of this policy and the associated work programmes will be overseen by the Learning Committee where it will be reviewed annually.

Routine monitoring and evaluation will include:

1. An annual governor review including :
  - How safe children feel?
  - How well children feel supported?
  - A review of concerns expressed by parents, carers, staff and pupils about behaviour.
  - A review of attendance records.
2. Ongoing review of attendance records, racism reports and behaviour reports as part of the Head Teachers termly report.
3. Ongoing review of **all** instances of bullying including cyber bullying and prejudice based bullying related to special education need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.
4. Each key stage manager to monitor behaviour with a termly review with the Head teacher.
5. Annual refresher training to include bullying for all staff.
6. Anti bullying information sheet for staff including temporary and contracted staff.
7. Termly standing agenda items on Learning and Wellbeing Committee.

This policy will be reviewed on annual basis by the Learning and Wellbeing Committee.





## GREENFIELD PRIMARY SCHOOL

### ANTI-BULLYING CHARTER

**We are working with staff, pupils and parents to create a school where bullying is not tolerated.**

Our School:

- Discusses, monitors and reviews our Anti-bullying policy each year.
- Supports our staff to promote positive relationships and identify and tackle bullying behaviour appropriately.
- Ensures that our pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn and that all pupils abide by the Anti-bullying policy.
- Reports back quickly to parents/carers regarding their concerns and deals promptly with complaints. Parents/carers in turn will work with the school to uphold the Anti-bullying policy.
- Seeks to learn from good practice area and utilise the support of the Local Authority and relevant organisations as appropriate.

..... Head Teacher

..... Chair of Governors

..... Pupil representative  
School Council

..... Date

## **BEHAVIOUR FOR LEARNING POLICY**

We aim to encourage children to demonstrate appropriate behaviour in accordance to the school rules. We do this by creating a secure environment where pupils can learn and play free from emotional threat. Clear limits are set and maintained, rewards and sanctions are used to assist children in making the right choices. Through example we set standards of behaviour and encourage children to take responsibility for theirs.

Using positive reinforcement children are taught appropriate behaviour using both variable reward systems although we place the emphasis on praise rather than every reward being a material one. Examples of good practice are:

Aims:

- To ensure the safety of all
- To create a secure, stable, caring environment in which effective learning can take place
- To have mutual respect for all
- To set acceptable standards of behaviour, using positive ways maintaining high levels of behaviour
- To ensure that all standards are meaningful, attainable, discussed and adhered to by all
- To encourage independence and self-discipline so that each child learns to accept responsibility for their behaviour

### **Rights, Rules and Responsibilities**

Every single member of the school community has rights, these are as follows:

- To be safe
- To be able to teach and learn without any unnecessary interruption
- To be treated with respect
- To be heard
- To be treated fairly

The establishment of core school rules:

- Is it safe?
- Is it caring?
- Is it your best?

**CLEAR** – children need to know what is expected of them, where, when and why.

**CALM** – to guide effectively we need to understand and consider children’s emotions and viewpoint and to achieve this effectively we need to remain calm and focused.

**CARING** - we care enough to be firm and / or compassionate as required. We also know that a child who feels loved, appreciated and respected is more likely to behave better than one whose self-esteem is low.

**CONSISTENT** – however we want our children to behave all children require the predictability of expectation and response.

**CHEERFUL** – all individuals respond more effectively when approached positively, and therefore, when supporting our children, we will endeavor to approach their behaviour in a positive way.

### **Lunchtime**

Staff will be encouraged to use appropriate strategies linked to our school ethos, encouraging pupils to do the right thing by using specific praise rather than negative feedback. Rewards may be used to help develop appropriate social behaviour at lunchtime.

### **Undesirable behaviour**

If some children are seen to break rules without incurring any consequences, then the message we give is that the moral values of our school are unimportant. It is therefore essential to have a clear system of sanctions which are fairly and consistently implemented.

It is of great importance however that children are different and may be responded to slightly differently than other children. It is key to teach our children that they are all treated **fairly** but not necessarily **equally**.

It is important when dealing with situations that the behaviour is targeted and not the child. Therefore, the initial behaviour is focused upon rather than secondary behaviours.

Sanctions follow a hierarchical structure; they should be wherever possible immediate and discreet and as low level a response as possible. However, a child may be entered into this at any point depending on the context, age and severity. The sanctions provide a range of increasingly serious responses to persistent misbehavior.

Wherever possible, the sanction will 'match' the offence e.g. tidying up when having thrown things on the floor. The amount of significance given to the sanction is clearly important, if missed playtimes are overused they will lose their effect and will not appear serious. However, if staying in for a couple of minutes is made to appear serious, then 15 minutes will seem extremely severe.

If behaviour is a 'major' incident, initially the SLT should be informed, but the class teacher remains responsible for the sanctions. If the misbehavior continues and is persistent or is a single serious occurrence, then the SLT will play the major role in applying the sanctions in partnership with the class teacher.

### **Minor Behaviours**

Behaviours that are incidental and unplanned. Adult response:

- Distraction
- The look
- Verbal request for what you want them to do (trying to avoid 'don't')
- Saying thank you at the end of the request, to emphasis expected compliance
- Praise another child
- Forced compliance (requesting child to do a minor thing, then asking for what is really wanted e.g. Will you pick that up and then...)
- Getting a child to visualize what they should be doing, by asking 'Are you alright (name)?' 'What should you be doing?' 'Where should you be?'

### **Moderate Behaviours**

This will be dealt with by the classroom teacher, using time out or thinking time, whereby a child is withdrawn to a quiet place for a period of time. 'Time out' will often work particularly well with children on an individual plan for behaviour / SEN.

### **Deliberate Behaviour**

This may be to place a child in a specific place within the classroom, If a child refuses to move, the teacher may say '...I see that you are aware of what you have done, I would like you to stay there and think about your behaviour'. The objective to the time out is to allow thinking time. Allowing the child to reflect and calm down, thinking about their actions rather than a punishment. Therefore, it may be deemed appropriate to talk about the child's behaviour at a later stage, for example at break time.

### **Major Behaviours**

Deliberate and vicious behaviour that is intentionally used to hurt and harm. This will be dealt with by the classteacher in partnership with the SLT.

## **Exclusions**

The Head teacher and governing body are also able to consider the following measures: fixed term or permanent exclusion from school

## **Extreme behaviour**

Any act of extreme physical or verbal aggression will not be tolerated during any time of the school day. An extreme attack on another child, whether provoked or unprovoked, will always result in a red card being given and parents informed. Any act of aggression towards a member of staff will result in an instant red card, a phone call to parents and the child removed from the class for the rest of the day. Extreme behaviour may also result in an exclusion (in-school/fixed term or permanent).

## **Children with Special needs**

Children with special needs who exhibit behavioural outbursts will have an Individual Education Plan (IEP) which will include targets to support behaviour. Where there are outbursts of extreme behaviour, which affects the learning of other children or puts anyone in danger of being harmed, two members of staff will escort the child to a safe, quiet area and hold until calm. Holding will be used as a last resort and where possible handled by staff who are trained in the Team Teach method of physical restraint. All such incidents will be clearly recorded. Parents would then be informed. Where extreme behaviour persists, specialist input will be sought from outside agencies for advice on additional measures.

However, the continued safety and well being of pupils and staff will always be of paramount importance and this behaviour may result in exclusion (in-school/fixed term or permanent).

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