

# BEHAVIOUR & ANTI-BULLYING



## POLICY

**Consultation that has taken place:** This draft policy has been developed by the LMT, staff, pupils, School Council and Governors

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## ***"Good Behaviour is a necessary condition for effective teaching to take place"***

The Governing Body accepts these principles and seeks to create an environment at Kea School which encourages and reinforces good behaviour. The maintenance of good discipline is essential for the growth, welfare and development of pupils. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process. It is with this in mind that Kea School has the following aims:

- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To develop an understanding of personal responsibility
- To educate to eliminate bullying, racism, sexism and other forms of prejudice
- To promote an effective learning environment
- To encourage consistency of response to both positive and negative behaviour
- To encourage consistency of reporting of behaviour / bullying incidents
- To promote self-esteem, self discipline, high levels of resilience and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

## **Standards of Behaviour**

Kea School has a central role in the children's social and moral development just as it has in their academic development. Just as we measure academic progress and development over time towards

academic goals, so we measure standards of behaviour in terms of meeting behavioural goals. Our children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At Kea School we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility.

Knowledge of the expectations we have of pupil behaviour together with a system of rewards and sanctions encourages children to behave appropriately. All members of staff (teaching and non-teaching) aim to apply the system we have fairly and consistently. We aim for all children to come to know and understand the school rules and behaviour expected of them together with the consequences to be applied for not following them.

Members of staff are also aware that when establishing a pupil's reason for misbehaviour, focusing solely on the behaviour and not the reason behind it may treat the symptom and not the cause. Therefore staff always aim to treat incidents individually whilst maintaining the inherent structure of the rewards and sanctions systems.

Adults in school are responsible for modelling high standards of behaviour in their dealings with children, parents and other members of staff.

All staff aim to:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within a group or class
- Promote 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, race, religion, ability and disability
- Show appreciation of the efforts and contribution made by all

### **Supervision and Responsibility**

It is the responsibility of every member of staff and authorised visitors to promote and manage children's behaviour to ensure safety and learning. Unchallenged poor behaviour breeds further poor behaviour.

Playground rotas aim to ensure that all areas of the playground are supervised. It is essential that staff actively supervise children to promote good behaviour and deal with poor behaviour.

**Staff must be on time for duties. Substitutes should be arranged when necessary.**

**Pupils must be supervised by a member of staff at all times.** There should be a minimum ratio of 1 member of staff to 50 pupils in the playground. Teachers will supervise pupils in the classrooms from 8.45am when there is wet play. Pupils delivering registers and lost property should work in pairs.

**It is negligent and unsafe for pupils to be in the playground or buildings without supervision or careful monitoring.**

Groups of pupils must be **led** by a member of staff when moving between different areas of the school. Movement must be quiet and orderly.

**Staff must insist that pupils line up and enter the buildings calmly and quietly at the end of playtimes.**

## **The Curriculum**

At Kea School, through our curriculum, we teach pupils the above mentioned principles. PSHE and citizenship, taught using a variety of methodologies addresses our ethos and expectations directly.

The Social and Emotional Aspects of Learning (SEAL) framework provides the foundation for the schools PSHE and citizenship curriculum. Lessons in the classroom and assemblies reflect the half term themes.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives which are understood by the pupils and differentiated to meet the needs of a range of abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and progress matters.

## **School Systems**

Our **Golden Rules** rules convey the school's values and refer equally to pupils, staff and parents. They cover all aspects of school life including lunchtimes. They are clearly displayed in each classroom and around the school, through the use of posters. All staff, children and parents are made aware of them.

- Do be gentle, don't hurt anyone.
- Do be kind and helpful, don't hurt others' feelings.
- Do be honest, don't cover up the truth.
- Do look after property, don't waste or damage things.
- Do work hard and play co-operatively, don't spoil people's fun.
- Do listen to people, don't interrupt.

Classes will draw up their own set of rules at the beginning of the school year. These should be positive statements and should promote shared ownership and responsibility. Behaviour of children can be regularly evaluated against the rules.

### **Examples of class rules:**

- To carry out my responsibilities well
- To be properly equipped for all lessons and activities.
- To hand my homework in on time
- To help to keep the classroom tidy
- To resolve problems in a non-confrontational manner.
- To be polite and treat others with equal respect etc

**The House System** promotes good work, behaviour and teamwork by encouraging children to earn house points and take part in house events.

Pupils will know that they have earned House Points by seeing their names appear at the top of the Behaviour Charts or as indicated in marking on work. House Points should be sent to the school office every Friday morning. A running total of points will be shared in assemblies.

The school is divided into four houses, **Tintagel, Pendennis, St. Mawes and Restormel.**

A cup will be presented each half term to the house earning the most points. The House will earn additional playtime, games and refreshments.

House events (particularly for children in Key Stage 2) provide opportunities for representing a team in appropriately competitive events. Events vary from year to year and include activities such as athletics (Sports Day) and curriculum Entry Point days.

In each classroom, there is a **behaviour chart** which has a mid point large enough for all the children's names to be placed on it at the start of each day. The form of the display is not important and could be the choice of the class or fit in with a topic. The chart needs a mid-point, spaces below for consequences and spaces above for praise. It could take the form of a pathway through a scene, or some sort of journey. Each stage explains the reward or consequence in word, symbols or both as appropriate to the age of the children.

Three house points will be the maximum possible on the behaviour chart.

The chart needs to have a prominent place, preferably handy to the teaching position. The display is the focus of all behaviour instructions: an instruction is given, the teacher or TA moves to the chart and starts moving names up and down, saying why.

At break points in the day, e.g. break time, lining up for assembly, choosing time, the children at the top of the chart are reinforced by being chosen first.

Children in YF and Y1 are chosen daily and weekly (based on good behaviour) to be "Special Person".

Consequences happen as soon as possible. At the end of the day, points are transferred to individual cards, in the form of stickers or a class chart.

Children who reach the bottom of the Behaviour Chart will receive a detention. In Foundation the children are required to speak with the headteacher if they reach the bottom of the chart

Staff on duty pass on information about injuries or behaviour to the relevant class teacher.

Children who get over-excited and upset others will have 5 minutes time out standing against the wall next to the Pirate Ship. Children should not normally be sent to sit outside the staff room for poor behaviour.

Children whose behaviour is dangerous to themselves or others will be sent to the headteacher or deputy headteacher immediately.

Year 5 pupils are appointed as **Playground Buddies**. They wear special caps. Their job is to assist children in the playground if they are distressed or injured. They offer reassurance and take the child to staff for help. If a child is alone and unhappy they can help to find activity and company for him or her. Pupils who need help from a playground buddy can sit on the Buddy Bench.

## **Rewards**

Kea School rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote and acknowledge good behaviour rather than merely to

deter anti-social behaviour. Incentive schemes are in place to recognise attendance and achievements. We praise and reward pupils for good behaviour, social skills and work throughout the school day in a variety of ways:

- Verbal praise.
- Class reward systems e.g. extra play for marbles in a jar
- Stickers, house points, lunchtime stickers, certificates
- Special privileges.
- End of week/term/annual rewards.
- Visits to the Head Teacher or Senior management.
- Inform parents

Pupils earn **silver and gold certificates, a medal** and a badge when they achieve 50, 100, 150 and 200 House Points. We ask the children to target these at the end of each term. These will be given out at Friday's Celebration Assembly.

The House that earns the most points each half term will win the House Cup. The pupils in the House will earn a period of 'Golden Time' or extra play with games and refreshments.

For whole class behaviour (e.g. listening well, good organization, teamwork etc.) marbles are placed into the **class marble jar**. A full marble jar will result in a whole class treat. Examples of treats include: additional playtime or time in class playing with games/toys. Typically, it takes several weeks (approximately half a term) for the jar to be filled.

### **Management of Poor Behaviour and Sanctions**

Staff should aim to prevent, minimize and manage poor behaviour by being vigilant, carefully supervising pupils, being alert to triggers and aware of individuals' characteristics and by using de-escalation strategies

Positive strategies include:

- Find a quieter place
- Remove the audience
- Offer limited choices with guided help
- Restructure the classroom
- Build in routines
- Structure before freedom
- Engineer success
- Begin and finish with a word of praise
- Offer planned extension and filler activities
- Empathise don't patronise
- Rules-rights-responsibilities
- Fairness and firmness
- Stick to the most important issue and deal with one issue at a time

### **The sequence of sanctions:**

1. Pointing out the expected positive behaviour. Refer to the Golden Rules. Apologies if required.
2. Close monitoring

3. Dropping places on the behaviour chart
4. Moving place (within the classroom)
5. Time out (another classroom)
6. Play time detention
7. Conversation or letter to parents (after two play time detentions)
8. Behaviour Support Plan – involving the Head Teacher, class teacher, SENCo, parents and pupil. Review meetings agreed.
9. Involvement of the Behaviour Support Manager. Review of strategies. Update the Behaviour Support Plan. Regular review meetings.
10. Involvement of The Educational Psychologist
11. Consideration of Short Term Exclusion
12. Permanent Exclusion

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as this breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.

If a child is in detention, he or she will report to the Head Teacher at the next playtime and will miss their play (20 minutes). Teachers should let the head know the child is in detention. The Head Teacher or Deputy will supervise the child while they complete a detention self-reflection sheet. The child will not speak to other children during this time.

**Exclusion** is solely the responsibility of the Head Teacher or, in her long term absence, the Deputy Head. The decision will be taken with the agreement of the Chair of Governors where possible. Staff should not discuss or threaten exclusion with a pupil or parent.

### **Pupil Restraint**

We are committed to a positive behaviour policy, which encourages children to make positive behaviour choices. We do however recognise that children sometimes do make the negative choices. On rare occasions this may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:-

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Key legal words when using force are 'reasonable, proportionate and necessary'.
- Incidents must be recorded and reported to the headteacher as soon as possible
- Parents will be informed of incidents.

The Legal Framework – Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:-

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself); or

- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

Examples of possible situations and further information are given in the document 'The use of force to control or restrain pupils'.

Physical restraint is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property. The proper use of physical restraint requires skill and judgement, as well as knowledge of non-harmful methods of restraining.

Physical restraint should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm himself/herself or others. Physical restraint skillfully applied may be eased by degrees as the child calms down in response to the physical contact. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

Staff will receive regular **Team Teach** training which provide the understanding and skills to prevent and de-escalate challenging behaviour. Staff should work within the guidance using the Team Teach positive handling strategies. Wherever possible **two staff** at least should carry them out. In addition a witness (need not be Team Teach trained) can ensure that the pupil and staff are acting safely and other pupils are managed.

As part of a pupil's Behaviour Support Plan we will complete a **risk analysis** and put in place strategies to minimise the risks in identified locations. If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, it is our intention to plan how to respond if the situation arises. Such planning needs to address:

- Managing the pupil (e.g. reactive strategies to de-escalate a conflict, specific holds to be used if necessary, staff to be involved);
- Involving the parents to ensure that they are clear about the specific action the school might need to take; they should sign their agreement of the plan
- Briefing staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance);
- Ensuring that additional support can be summoned if appropriate.

Staff should **record** all incidents of restraint in the Team Teach Record Log and report these to the headteacher. Parents/carers should be contacted as soon as possible and the incident explained to them. This action should also be recorded.

Staff involved in pupil restraint incidents should be supported by the headteacher / deputy headteacher to enable them to reflect on and review the incident. Governors should be informed of incidents involving physical restraint.

We all have a duty of care to the young people in our school and cannot escape our legal responsibilities by avoiding taking appropriate and necessary action. Involving parents when an incident occurs with their child, together with a clear policy adhered to by the staff, should help to avoid complaints from parents. It will not prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures.

Staff, subjected to physical violence or assault, have the right to be supported in making a formal complaint to the police and, if necessary, taking private action against an assailant. It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

**Disclaimer.** The Team Teach skills and techniques used by staff result from legal and medical considerations in an effort to safeguard everyone involved in a violent incident. Whilst some physical injury potential can be reduced there always remains some risk when two or more people engage and force is used to protect, release or restrain. It is also recognised that staff may choose to respond with a technique that is outside the Team Teach framework. This does not automatically render the use of this technique necessarily improper, unacceptable or unlawful. Its use must be judged on whether or not it was reasonable and proportionate in those particular circumstances.

### **Dealing with Bullying**

Unfortunately, from time to time, people are the victims of bullying. It happens in the home and workplace as well as in the playground. The aim of the bully is to exert power and to abuse. It leaves the victim feeling hurt, anxious, afraid or excluded. Typically children feel reluctant to come to school and may become withdrawn or uncharacteristically aggressive. Kea School does not tolerate bullying. Such behaviour by any member of the school community is unacceptable. No person has the right to make another feel uncomfortable or unhappy.

Bullying is **defined** as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The main types of bullying are:

- Physical (hitting or pushing)
- Verbal (saying things about people)
- Emotional (doing things to make people feel bad like leaving people out)
- Prejudice-related (because someone has a different skin colour, or background or is lesbian or gay, or has a disability)
- Sexual (touching someone in a way they don't like, or saying things)
- Written (sending notes or graffiti)
- Cyber (bullying that happens on the internet or on a mobile phone).

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

The following steps will usually be taken when dealing with incidents:

- All incidents where a pupil reports that they have been bullied will be investigated and followed up;
- If bullying is suspected or reported, the incident will be dealt with as soon as possible by the member of staff who has been approached;
- Class staff will interview all concerned and record all discussions clearly on a behaviour log or 'notes to file' form;
- Parents and other staff will be kept informed;
- A plan will be agreed which could involve an apology; sanctions; a managed meeting between victim and bully; a monitoring programme and review meetings;
- Those involved will be monitored until the incidents end;
- Sanctions will be applied where appropriate.

How we prevent bullying:

- A consistently applied behaviour policy
- Effective PSHE programmes to develop understanding of the problem and the skills to deal with it. Pupils are told to tell someone immediately they think they are being bullied. Staff and parents will listen and act.



- If intimidated by another child, we encourage the victim to firmly say, 'No! Stop! I don't like that.' If the bully does it again a member of staff should be asked for help. The child is encouraged to tell an adult about it as soon as possible
- All children to be encouraged (supported during PSHE lessons) to challenge behaviour they disagree with – e.g. watching a child bully another child – by telling them to 'Stop it,' and reporting it to an adult.
- Effective teaching of internet safety (including the report button)
- Sharing information about internet safety/filters/setting security on social media sites/parental filters etc. with parents.
- Effective supervision of pupils
- Safe and stimulating grounds to promote co-operative play
- Clear communication of this policy to pupils and adults
- Consistently followed procedures to deal with bullying
- Regular circle time for pupils to raise issues of concern

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or carers to help change the attitude of the pupil.
- a monitored plan to improve behaviour

### **Racist Incidents**

Kea school has a deep commitment to providing a safe, secure and happy learning environment in which all children feel valued and respected. A respect and understanding of the cultural diversity within the school and its community is actively promoted. The school takes racism very seriously and will take appropriate action to combat any incidents deemed to be racist in nature.

The Governing Body has a legal obligation to ensure that the school fulfils its duties with reference to anti-racism policies and procedures. The governors will also ensure that these are effective and monitored regularly.

### **Definitions:**

- 'A racist incident' is any incident which is perceived to be racist by the victim or any other person' - Stephen Lawrence Inquiry
- Behaviour or language that makes a pupil feel unwelcome or marginalised because of their colour, ethnicity, culture, religion or national origin.
- 'Racism' is something someone does or says that offends someone else in connection with their colour, background, culture or religion.
- It is:
  - when a person is teased or called names because of their culture or the colour of their skin, their religion, the country they come from, their language and the way they talk, the food they eat, clothes they wear or their background

- when people are stereotyped by their colour or religion
- when a person is rejected or excluded from a group because of their colour or religion
- when people make fun of a person's family
- when a person is treated unfairly because of their way of life.

All staff have a responsibility to deal with any incident of bullying or harassment if they come across it around the school. In dealing with such incidents it is essential that the member of staff challenges beliefs and views of the child or group who have carried them out. In this way the education and understanding that another person has the right to equality and freedom from harassment will be effective.

The child's behaviour should then be dealt with according to the behaviour policy. The Headteacher or senior member of staff should be informed immediately and a form completed. These forms are kept in the Behaviour Records File. The Headteacher or senior teacher will also decide whether to inform the parents of the children involved. When using Tootoot, the online reporting site, details of how the situation is followed up and any outcomes also need to be recorded.

A sensitive approach in dealing with such incidents should leave the child who has been bullied or harassed feeling that the incident has been dealt with fairly and that they feel supported by that adult. The child should be reassured that in the unlikely event of a repetition of such an incident they can feel confident to report it to any member of staff and know that it will be dealt with properly.

If discussions between the Headteacher and parents regarding an alleged racist incident cannot be resolved, the school has a formal complaints procedure which can be taken up with the governing body.

The curriculum will also be used by staff as an effective means of promoting an understanding of cultural diversity and equal opportunities. It is important to consider during the planning stage of work, the implication for equality of opportunity and taking advice on resources available. Our religious education takes account of the teaching practices of other principle religions through stories and the celebration of a variety of festivals during the year through the assemblies. Use should be made of discussion times (formal or informal) for children to raise concerns about their feelings (Circle Time is an ideal opportunity as well as PSHE, citizenship, religious and moral education).

### **Support Systems for Pupils**

If there is a persistent problem, the Head Teacher and class teacher draw up a **Behaviour Support Plan** to support the pupil in partnership with parents. Consideration will be given to placing the child on the Record of Need. All staff working with the pupil will be informed of this, including midday supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers. (i.e. Thrive support, positive play, circle of friends, peer buddies/mentors etc)

### **Support Systems for Staff**

School will support all adults working with persistently challenging pupils. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. Staff having difficulties with an individual, class or group should speak to senior staff for assistance.

### **Support Systems for Parents/Carers**

Regular meetings will be organized to de-brief and update parents of pupils showing challenging behaviour. Teachers should only inform parents of **significant** poor behaviour on the day of the incident. Teachers should not provide parents with daily reports of poor behaviour. A weekly or fortnightly meeting enables teachers to report and discuss progress in a more measured way. Discussion should be around progress against agreed plans.

If not already in place through TAC (Team Around the Child) meetings, the school will arrange an annual workshop and surgery each year for parents who require guidance on child behaviour.

### **Recording Incidents**

Staff should keep appropriate records of incidents, including detention reflection sheets in the green pastoral file

The Head Teacher will keep of more serious incidents and Behaviour Support Plans in the Behaviour File. A consistent format will be used.

### **Exclusions**

The school will carry out a risk assessment and liaise with the governing body and LA prior to making a temporary or permanent exclusion. All notifications to the governing board and LA include the reasons for exclusion and the duration of any fixed-period exclusion.

### **Monitoring and Review**

Behaviour management will be under constant review informally and formally throughout the school on a class and individual basis. This policy will be evaluated and updated annually with involvement by staff, pupils, parents and governors. Staff will be briefed about Behaviour Policy at the start of the autumn term each year.