

Robin Hood Primary School

Behaviour Policy (including an Anti-Bullying Policy)

This policy is informed by 'Improving Behaviour and Attendance: Guidance on exclusions from schools and pupil referral units', dcsf, 2008.

The Governing Body accepts that good behaviour is a necessary condition for effective teaching to take place and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, we acknowledge that society expects good behaviour as an important outcome of the educational process.

Aims

- To create an environment which encourages and reinforces good behaviour;
- To define acceptable standards of behaviour;
- To encourage consistency of response to both positive and negative behaviour;
- To promote self-esteem, self-discipline 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

We recognise that schools have a central role in children's social and moral development just as in their academic development. As we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

Pupils bring a wide variety of experiences and behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

School Ethos

At Robin Hood, we believe in the use of positive praise as a key motivational tool and as a very effective means to raise pupil self-esteem. Wherever possible, adults look for opportunities to celebrate successes, praise pupils and build a positive culture that emphasises the importance of confidence and high self-esteem.

All adults in school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

At Robin Hood, adults:

- realise the importance of building outstanding relationships with pupils as a key determinant of behaviour in school;

- have consistently high expectations of themselves, each other, and pupils;
- pro-actively model the attitudes. Values and behaviours that they expect to see in pupils;
- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, 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;
- show appreciation of the efforts and contribution of all.

Curriculum and Learning

An appropriately structured curriculum, effective learning and teaching contribute to good behaviour. Careful planning for the needs of individual pupils, the active involvement of pupils in their own learning, exciting and challenging learning, and structured feedback all help to avoid the alienation, disaffection and low self-esteem which can lie at the root of poor behaviour.

Classroom Management

Classroom management and teaching methods have an enormous influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have an important bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage positive feelings, enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour, good work and to build self-esteem and resilience.

School Rules and Procedures

School Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures are:

- inclusive of every member of the school community;
- kept to a necessary minimum in order that they are easily understood by all pupils;
- positively stated, telling the children what to do rather than what not to do;

- actively encouraging;
- clear and explicit;
- consistently applied and enforced.

The Behaviour Policy:

This policy, its principles and beliefs will be implemented throughout Robin Hood Primary School. The classroom is the starting point, but the policy applies equally inside the rest of the building, outside in the playground, during after school activities, on school visits and at any time that our children are representing the school.

The focus of the policy is to encourage children to take responsibility for their own actions and not blame others. Throughout school and the wider world, life is about making the right choices and this is what we want to support the children with.

Rewards:

Children are actively and positively encouraged to co-operate, to behave well, work hard and make a positive contribution to our school. We use a range of positive consequences or rewards, as outlined below:

- Non-verbal praise such as a smile or positive body language.
- Verbal praise (genuine, specific and all children **must** receive some).
- Special mentions by staff to parent.
- Being chosen as monitors for certain jobs.
- Showing praiseworthy work to other teachers or to the head or deputy.
- Sharing work on the school app.
- In class rewards
- Stickers
- Certificates e.g. Lunchtime behaviour etc.
- Rewards for good attendance
- Recognition in assembly for achievements outside school e.g. sport etc.
- Earning Golden Time
- Awarding star stickers leading to rewards through the whole school reward scheme (**see Appendix 1**).

It is essential that **all** children are able to receive positive encouragement and gain the positive consequences.

Each child will have a Sticker book which will be available in class each day. Children will automatically start each session with a star sticker. Children can earn up to five stamps per day and these will be collated at the end of each week and go towards the child receiving a treat at the end of the week.

Below are the steps to follow if a child is not following instructions:

Step 1

Verbal Warning

Step 2

Loss of sticker for one lesson and moved in class to sit alone.

Step 3

Loss of playtime/10 minutes of lunchtime and a text sent home

Step 4

Child works in isolation

Also.....

- If a child loses two stamps per day, a text is send home via the SIMS app.
- If a child receives three texts home in a week, parents will be invited in for a meeting with the class teacher and phase leader. The child will be placed on a Positive Behaviour Plan (PBP) which will be reviewed after two weeks.
- If a child has been in isolation, parents will be invited in for a meeting with the class teacher and phase leader. The child will be placed on a Positive Behaviour Plan (PBP) which will be reviewed after two weeks.
- If a child's behaviour does not improve while on PBP, the Headteacher/Deputy will arrange a meeting with parents. In extreme circumstances where the PBP does not improve behaviour, the senior leadership team will look at an exclusion and seek the involvement of outside agencies.

Straight to Stage 4:

Some incidents of inappropriate behaviour are deemed to be serious enough to move straight to Stage 4. Any of the following behaviours should be referred immediately to the Headteacher or other SLT member, who will deal with the child in line with Stage 4:

- Physical assault, including biting
- Fighting
- Destroying or damaging property.

Fights:

Fights must be reported to the class teacher and a member of the SLT, who will deal with the situation at Stage 4 i.e. restorative discussions with the children; lunchtime spent in the reflection zone; informing parents and consequences for the child,

Other serious incidents:

Other serious incidents such as acts of violence, hate incidents, bullying, stealing, carrying weapons, abuse to teachers or adults connected to school etc. must be referred straight to the learning

mentor, head teacher or other member of the SLT. Action will be taken at Stage 4. (See also Anti-Bullying Policy)

Misbehaviour at Lunchtime/Break-time:

Lunchtime and break-time should be an enjoyable time for all. It's a chance to develop friendships, socialise and to learn and practise all the skills associated with play and interaction. However, there are occasions when some children choose to behave inappropriately. Children will have a stamp given at the start of every playtime and lunchtime and the steps will work in the same way.

Minor incidents are dealt with restoratively by whichever Lunchtime Care Assistant has received the complaint or noticed the inappropriate behaviour. It is hoped that most incidents can be dealt with at the time, however, if a child fails to engage in the discussion/answering back, sanctions include 'timeout' or temporary bans from football games etc.

Fights are dealt with as outlined above. In extreme cases, a lunchtime exclusion will be considered.

Communication and Partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head teacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with parents.

Robin Hood Code: - we

Respect – respect each other and our environment

Honesty – we always tell the truth

Pride – take pride in our work and be proud of our achievements

Safety – we always keep ourselves and other safe

Respect

- I can be respectful to others and have good manners (saying 'please', 'thank you', 'excuse me')
- I can use all equipment appropriately
- When I have finished using something I can put it away
- I can follow instructions
- I can sit and listen to others speak without interrupting
- I can take turns at talking or sharing equipment

Honesty

- I can always tell the truth
- I can ask for help from others
- I can tell an adult if I have accidentally done something

Pride

- I can take pride in the presentation of my learning
- I can take pride in my appearance
- I can be proud of my learning and explain what I have done when asked
- I can show awareness of other people's efforts and achievements
- I can always do my best
- I can be proud of our school and look after our environment

Safety

- I can walk calmly and sensibly around school
- I can line up straight away when the bell rings at playtime or lunchtime
- I can dress appropriately for school
- I can bring in my PE kit
- I can be aware of other people who may be around me
- If I accidentally drop something (food or water), I can ask an adult for help
- I can use the lunchtime play equipment carefully and purposefully
- I can enter the classroom on time in the morning, after break and lunchtime
- I can keep my hands to myself

Anti-Bullying Policy

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. 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.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

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

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

All schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

- Bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Procedures

1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be recorded by staff
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- 2) In serious cases, suspension or even exclusion will be considered
- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

We will use the following methods to prevent all forms of bullying:

- Regular PSHCE lessons, which focus on the negative impact of bullying.
- Regular assemblies which highlight the dangers of bullying and issues surrounding friendship groups.
- E- Safety is an embedded taught unit, which is part of our ICT Curriculum.
- Mrs Comstive (Learning mentor) holds a “worry clinic” daily at lunchtimes between 12:45 and 1:10
- A worry box is available outside the HT office which allows children to discreetly express their worries and concerns
- A culture of respect and tolerance is embedded across school

Date Agreed

Written By

Review date

Appendix 1

Whole School Reward Scheme

- Children are given stamps on their sticker booklet.
- Every child will be given a **star** stamp if they have 'done the right thing' in lessons, worked hard and behaved well, ie. Followed the 'I can' statements. Every child can earn one star sticker each session, play time and lunch time . In this way all children should earn 25 red stamps in a week – this is intended to reward our 'always' children. There are potentially 175+ stickers until the end of the half-term. A target of 95% is set to gain the Goldeen Time reward at the end of the week and a target of 95% is set to gain the prize at the end of the term...Pantomime, Bowling and seaside visit. There will, however, need to be consideration if children are off for extended periods due to illness though their behaviour in school is always as expected.
- For 100% each term a medal will be given out (bronze for one, silver for two terms and gold for three terms).
- Star stickers will be in booklets – in this way teachers will be able to monitor behaviour and feed back to parents.
- Rewards will be given every 50+ stickers, eg., stickers from the deputy and headteacher, stationary, pens, pencils, notebooks, book, toys, RHPS football, sunglasses, water bottle, painting by numbers, beaker... and these can be banked for a bigger prize.
- The reward for 100% of stickers will be given in assembly and parents invited to watch. The scheme will be reviewed by staff and school council throughout the year and altered as necessary.

This is meant to recognise achievement, reward effort and improve behaviour without being too difficult to implement. It is in addition to anything else staff have set up in their own classes.

Appendix 2

Restorative Practice

Incidents will be dealt with using the restorative questions:-

- What happened?
- How were you feeling at the time?
- How do you feel now?
- Who has been affected and how?
- What needs to happen now to make things right?

If an apology is necessary we use a set format:-

- I'm sorry for..
- It was wrong because...
- In future I will.....
- Will you forgive me?