



# PARK PRIMARY SCHOOL

## STATUTORY C



### Park Primary School Behaviour and Anti-Bullying Policy

<b>Park Primary School</b>
<b>Head Teacher: Miss Emma Grant</b>
<b>Approved by staff: October 2016</b>
<b>Approved by governors: October 2016</b>
<b>Reviewed: November 2016</b>
<b>Next review: November 2017</b>
<b>Chair of Governors: Mr Mark Stacpoole</b>

### **School Vision**

Park Primary is a vibrant and nurturing school at the heart of our local community.

Our ambition is that every child will:

- Develop a life- long thirst for knowledge and learning
  - Become independent, confident and resilient
  - Respect others and the environment

We believe that within our culture of celebration these qualities will inspire every child to achieve their goals in life.

Teachers have a statutory duty to discipline pupils whose behaviour is unacceptable, who break the school rules or fail to follow a reasonable instruction (sections 90 and 91 of the Education and Inspections Act 2006)

At Park Primary School we believe that every child and adult has the right to be safe and respected. In order to be successful in school children need to develop trusting relationships with other children and the school adults, and to improve their self-discipline. At Park Primary we seek to ensure that every child develops positive behaviour habits by helping them recognise and choose appropriate behaviours within in a culture of fairness and praise.

### **Objectives:**

All members of the school community have a responsibility to uphold these aims by:



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- Encouraging, praising and positively reinforcing good relationships, behaviour and work
- Respecting the rights, values and beliefs of the individual
- Caring for the environment and other people's property
- We have open communication where children feel safe enough to talk to adults, knowing they will be listened to and the issue will be resolved
- Helping to eliminate unacceptable behaviours and applying strategies consistently
- Expecting high standards from everyone

At Park Primary we understand behaviour and bullying on a continuum rather than as two separate things. Bullying will not be tolerated at this school and it is defined as deliberately hurtful behaviour repeated over time which has an adverse effect on self-esteem and well-being.

The four main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)
- Cyber – texting, emailing, using social networking sites

It is not:

- A one-off incident
- Equal name calling between two people
- Someone losing their temper and hitting someone by accident one time
- When friends fall out
- When you are not allowed a turn

Although it is not acceptable to resolve a conflict by fighting, when this happens between two equal parties this is not bullying. Through Personal, Social and Emotional Education we seek to teach children better ways to resolve conflict.

## Positive Behaviour Management

The school has clear, but simple rules which ensure children know how to behave appropriately in school.

### The Golden Rules

- **Be honest**
- **Respect personal space**
- **Take responsibility for your own actions**
- **Learn from mistakes**
- **Be polite**
- **Have kind hands, kind feet, kind words**
- **Follow instructions from adults in school**

Every class agrees their own charter at the beginning of the year which is built around these rules. This supports the management of behaviour in the class.

Playground and Lunchtime Charters are drawn up by the School Council.

### Behaviours we do not tolerate are:

Bullying, shouting, swearing, answering back, name-calling, rudeness, teasing, punching, stealing, constantly interrupting, disrupting lessons.

### Our commitment to Promoting Positive Behaviour

It is the responsibility of all members of the Park Primary School Community to promote positive behaviour and



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prevent negative behaviour. To do this we will:

- Establish friendly, positive, supportive relationships with pupils in our care
- Prepare and deliver stimulating and appropriately pitched lessons so children can access the lesson
- Celebrate and reward positive behaviour (catch them being good)
- Consistently apply the school rules
- Organise and adhere to consistent classroom routines
- Maintain a calm and quiet atmosphere, always speaking calmly to children
- Treat everyone fairly (although realising that this may mean some children need to be treated differently)
- Allow children a fresh start at the beginning of each lesson
- Be positive e.g. Use “please walk”, rather than “don’t run”
- Avoid using sanctions when support strategies will suffice
- When behaviour problems are likely to arise we try to divert to modify pupil’s behaviour before discipline is needed
- Avoid telling pupils off in public

## Rewards

The best incentives are the intrinsic rewards offered through high self-esteem and confidence. All individuals need to receive regular praise and encouragement and this is fundamental to effective behaviour management. Rewards are awarded for effort! At Park Primary we use the following incentives:

- Written praise e.g. a positive comment on work, report
- Verbal praise e.g. to the child, parent, another adult in school
- Peer group praise e.g. a clap, name read out in class assembly
- House points for good behaviour and star points for working hard and academic achievement
- Smiley faces, Headteacher award on work or as a sticker
- Trophies and Special Awards e.g. Good Sportsmanship Cup in Celebration Assembly
- Placing value on achievements e.g. work shown to another class, name in the Golden Book which is read out in Celebration Assembly
- Special responsibilities e.g. being a monitor/house captain
- Child, group or class; singled out as a role model
- Golden Time (20-40 mins on a Friday afternoon)

## House System and Star Points

The School uses two award systems: House Points and Star Charts. House points are for non-academic achievement and for following the Golden Rules well.

### House Points:

Children are divided into 4 houses – Red, Blue, Green, Yellow

Class House points charts are displayed in classes

When points are awarded they should not be taken away

Year 6 House Captains will total up the points on a weekly basis

At the end of each week the winning House will be celebrated in assembly.

### Stars:

Stars are awarded for effort in learning. This may mean they have achieved a particular target, they may have tried particularly hard or had suddenly achieved something which they have been struggling with. This is likely to be academic work but it could be social skills too.

Children need to collect 25 stars to be awarded the Bronze Certificate and badge, moving on to Silver, Gold and Platinum. At the beginning of the school year everyone starts again with Bronze. The certificates are awarded in Friday assembly and the child’s name is written in the weekly newsletter.

### Golden Time

Golden Time is between twenty minutes and forty minutes on a Friday afternoon. Children are allowed to bring a toy or game from home if they are in Key Stage 1 or choose an activity which is agreed by the teacher in Key



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Stage 2. Children who have been on red during the week will lose some of their Golden Time.

## Sanctions

If a child breaks the golden rules then clear sanctions are applied. The Sanctions are designed to allow children time to reflect and adopt a better behaviour pattern. We believe it is the certainty and consistency of the sanction which is important. We never use put-downs or sarcasm.

Action	Result	Consequence	Parents informed
1	Teacher or Teaching Assistant notices child is starting to go "off task"	Teacher uses diversion tactics to help the child modify their behaviour before sanctions are needed.	No
2	Verbal warning	Reminder of correct behaviour with a minute take up time	No
3	Visual warning – name moved to amber	Child's name is moved to amber with a further minute take- up time	No
4	2 <sup>nd</sup> Visual warning – a tick beside name on amber	Tick/names moved to bottom of amber chart is placed beside name - minute take- up time	No
5	Red – name is moved to red	Child misses a playtime or some golden time, Missed playtime is supervised outside the sunshine room. Reason for missed time is recorded.	Parents are told at the end of the day by the class teacher and will receive a letter outlining incident and consequence
6	Red +	A member of the SLT is asked to come and remove child from the class.	Parents will be informed at the end of the day by the class teacher or member of SLT.
7	Instant Red Card	An instant red card is issued if the child is violent or leaves the classroom without permission, is rude to an adult, swears, answers back, steals, compromises safety or welfare of themselves or others in PE or possibly causes damages to property. The class teacher may request support from the Behaviour Support Assistant, Deputy Head teacher, Head Teacher or Key Stage Manager. It may be appropriate to escort the child from the classroom. If further sanctions are needed the Head Teacher or Deputy Head Teacher may issue a detention. Instant Red Cards are recorded on SIMs by the school admin assistant.	Yes Parents will be informed by the senior leader who responded. If detention is going to happen, parents will be informed.
9	Exclusion	It is the Head Teacher's decision to exclude and it would be the result of a serious disciplinary offence or if the child's behaviour threatened the welfare of children or staff. Reasons include: Physical violence or the threat of violence towards a member of staff or another pupil Damage or threat of damage to school property Repeated incidences of bullying Racial or sexual harassment Refusal to co-operate with the school's behaviour policy Disruptive behaviour in class Use of drugs or the supply of drugs	Yes by the Head Teacher



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	Further details are written in the Exclusion Policy	
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- **Missing Playtime or lunchtime play**

Part of playtime may be missed as a consequence of insufficient effort and a reminder of expectations. They may also lose time if their behaviour has caused other children's learning to be compromised. Children may miss the whole playtime if they are unable to make positive choices in the playground and so compromise the safety and welfare of others.

- **Seclusion**

Spending time in seclusion in the sunshine room. Children will be expected to complete their work during this time. No child will be prevented from missing meals, having a drink or visiting the toilet if they have been asked to sit alone.

- **Lunchtime Debarment**

In exceptional circumstances a child's behaviour may be so challenging during lunchtime that it means that other children and staff are unsafe. If such a situation occurs the school may find it necessary to ask the parents to take the child home for the duration of the lunchtime break. This will be a last resort sanction and would count as a half day exclusion.

- **Behaviour or report chart**

A child will keep a chart to collect stickers or stamps to indicate good behaviour. The teacher may fill in a comment if the child did not achieve their sticker. This chart will be shared with parents at the end of the day.

- **Detention**

Detentions at the end of the school day are decided by the Head Teacher and parents will be notified if their child is being asked to stay in detention, they will be expected to make suitable travel arrangements for their child to go home at the end of the session. Children will not be asked to stay in detention if it compromises their safety or if they have caring responsibilities at home.

- **Exclusion**

Children may be excluded for a fixed term or permanently for physical, extreme verbal or racial abuse, sexual or drug related abuse, vandalism, theft or persistent disruptive behaviour. In these cases DfE and Hampshire exclusion guidelines will be followed. Please refer to the Exclusion Policy.

## Screening or searching Pupils

On rare occasions teachers may need to confiscate items in order to maintain good discipline. Confiscated items will be returned to children at the end of the day or if appropriate returned to the parents. Some items are not allowed in school and will be confiscated. Staff have the authority to search children if they think they are carrying any of the following items:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property



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## Using reasonable force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force **cannot** be used to search for items banned under the school rules.

## Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts

## Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

At Park Primary School we try to avoid the use of force. If a child refuses to leave the classroom then a member of the Senior Leadership Team is called for to help remove the child. Parents are notified if a child has had to be restrained and a record is kept of the incident.

We recognise that we have a legal duty to make reasonable adjustments for children with disabilities or special educational needs when using reasonable force.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder, no further action will be taken. In all other cases, the school's disciplinary policy will be followed exactly.

The school recognises its duty of care towards its employees. Appropriate pastoral care and advice will be given to any member of staff who is subject to a formal allegation following a 'use of force' incident.

## Responsibilities beyond the School Gate

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

The teacher will refer the pupil to the Head Teacher or Deputy Head Teacher who may discipline a pupil for any misbehavior when the child is:

- taking part in any school-organised or school-related activity, or
- travelling to or from school, or
- wearing school uniform, or
- in some other way identifiable as a pupil at the school,

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school, or



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- poses a threat to another pupil or member of the public, or
- could adversely affect the reputation of the school.

## Responsibilities to promote positive behaviour

### Leadership Team

- Implement the Behaviour Policy consistently through the school
- Actively promote and model strategies for positive behaviour
- Report to Governors, when requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all the children in the school
- Ensure all serious disciplinary incidents are recorded promptly and effectively
- Be available if there is an incident in any class

Only the Head Teacher can authorize an exclusion

### Staff

- Model the behaviour they expect from the children
- Follow and apply the behaviour policy
- Be fair and consistent
- Develop an effective working atmosphere
- Provide opportunities for children to work at their own level in order to achieve success
- Help children gain confidence in their own ability
- Motivate children to improve their performance
- Encourage children to take pride in their achievements, sharing their ideas and skills with others

### Pupils

- To be polite, considerate and caring
- To show respect for people and property
- To demonstrate appropriate levels of concentration and self-discipline
- To take responsibility for their own actions
- To move in an orderly manner around school
- To co-operate with, and respond to the schools golden rules
- To learn from mistakes

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school.

We aim to encourage the children to exercise self-discipline and develop the ability to:

- Control their feelings
- Take turns and share
- Learn to interrupt only if, and when, appropriate
- Listen and respond immediately to the teacher's voice
- Work independently and co-operatively
- Work without disturbing others
- Work consistently, always giving their best

### Governors

Section 88(2) of the EIA requires the Governing Body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.



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## Parents

- By ensuring regular attendance at school and avoiding unnecessary pupil absence
- By ensuring that pupils arrive punctually for the start of the school day
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment
- By taking an active interest in their child's learning, supporting the children through listening to reading and completing homework, attending parent meetings held in school
- By being willing to work in partnership with the school if their child has behaviour difficulties
- Notify the school promptly if there is a concern
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers

## Record Keeping

- The Behaviour Support Assistant keeps paper records
- Any incident which requires a red card or disclosure of bullying is recorded on SIMS
- Paper records are completed for violent incidents, racial incidents, use of restraint
- There may be records from outside agencies such as Primary Behaviour Service

## Procedures to ensure community involvement

- Behaviour is a regular item in SLT meetings, LSA meetings, teacher meetings, lunchtime supervisor meetings
- Behaviour Policy is discussed with new staff as part of the Induction Programme
- The behaviour policy is discussed and updated at least annually
- Bullying disclosures are discussed with the SLT as and when they arise
- Bullying disclosures are reported to the governors
- Behaviour, including bullying is reported to the governors in the thrice yearly Head Teacher's Report
- Information about behaviour is a regular item in the weekly newsletter
- Behaviour Management is discussed with new parents as part of the transition meetings
- The Behaviour Policy is posted on the School Website

This policy needs to be read in conjunction with the following policies and documents:

Exclusion Policy

Special Educational Needs Policy

Equal Opportunities Policy and Statement

Teaching and Learning Policy

Child Protection and Safeguarding Policies

Home-School Agreement