

# Behaviour and Bullying and Harassment Policy

Reviewed : September 2019 - Tamara McCarthy

## 1. Rationale

Our behaviour management policy is simple, consistent and creates an atmosphere where children and adults feel safe, valued and are able to learn. It is based on the shared Vision of our school which are embodied in our behaviour expectations.

## 2. Principle

- All members of the school community will be clear about the expected standard of pupils' behaviour
- Staff will model the behaviour they expect to see from children
- The school vision- BEST will be displayed clearly in classrooms and around school. Staff and children will know this well and work to its philosophy.
- School rules will be displayed clearly in classrooms. Staff and children will know them well and adhere to them.
- Sanctions and rewards will be displayed clearly in each classroom and children will know them well.
- All staff have a responsibility to make sure that sanctions and rewards are applied consistently and fairly.
- All staff will follow the principles and practice of Assertive Discipline (outlined below)
- Outside providers e.g. music teachers should also be aware of our behaviour system and follow the principles and practice of this. This is so that all pupils have a consistent approach to the school's behaviour management.

## 3. Responsibilities

### Senior Leadership Team

- Be around at the beginning and end of day and lunchtime
- Check movement around the school and coming in from playground
- Note behaviour outside school – educational visits and out of school hours
- Ensure building and classroom organisation contributes to good behaviour
- Praise good performance of staff and support staff to implement behaviour policy
- Take action to deal with staff who fail to follow behaviour policy
- Praise children for good behaviour and celebrate success and reward if appropriate with BEST points
- Monitor behaviour around school regularly, checking that praise, rewards and punishments are used effectively in line with Assertive Discipline and BEST
- Support staff to develop individual behaviour plans for pupils likely to misbehave and ensure that there is suitable support
- Build positive relationships with all parents

## **Teachers Behaviour Checklist**

### **Classroom**

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the school vision- BEST in the class
- Have a system in place to follow through with all sanctions.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.
- Display the Behaviour Triangle and ensure all understand and follow

### **Pupils**

- Know the names of children.
- Have a plan for children who have more difficulty on concentrating and therefore following the school's vision and rules
- Ensure other adults in the class know the plan.
- Understand pupils' individual needs.

### **Teaching**

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing rather than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

### **Outside providers**

- Inform any outside providers about the school behaviour management system.
- Ensure providers know about pupils with special needs to enable pupils to achieve in lessons.

### **Parents**

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

## Assertive Discipline

At Holbrook Primary we follow Assertive Discipline. This is a structured, systematic approach to discipline in the classroom. It allows teachers to run an organised learning environment in the classroom. It is a system that rewards good behaviour and gives sanctions for poor behaviour.

Holbrook has a set of school rules that are taught at the start of each academic year.

### EYFS & Year 1

Always do as you are asked

Always use good manners

Always keep your hands and feet to yourself

Always take care of everything in the classroom

### Year 2 & Keystage 2

Follow instructions straight away

Show good manners at all times

Keep hands and feet to yourself

Respect everyone's property

Do not leave the teaching area without permission

Every day a pupil starts on a green card. Should the school rules be broken, the following stages are followed

#### Stage 1 - Warning

If a child is behaving in an inappropriate manner, the following procedure occurs:

- They are reminded of the school rules.
- The child is asked which school rule they have broken.
- The child is reminded how they should behave
- The pupil is given a warning.

#### Stage 2 - Orange

If the child continues to behave in an inappropriate manner and a school rule is broken they are reminded of the school rules for the 2<sup>nd</sup> time, the procedure outlined in stage 1 is followed. The pupil is given their second warning. They change their card from green to orange. This will be recorded on the SIMS behaviour package by the class teacher or teacher sanctioning action.

### Stage 3 – Red

If another school rule is broken they are reminded of the school rules for the 3<sup>rd</sup> time, the procedure outlined in stage 1 is followed. The pupil changes their card from orange to red and they miss their play time or if after play time, go to lunch time detention. **The pupil should complete a behaviour reflection sheet and this should be filed.** This will be recorded on the SIMS behaviour package by the class teacher or teacher sanctioning action or member of the year group team.

**If a child persistently displays low level disruptive behaviour and consistently is given orange or red cards, parents should be made aware by either the class teacher, Learning Mentor or Deputy Head Teacher and a meeting organised. A behaviour chart should be put in place to support and reinforce expected behaviour at Holbrook if it is deemed necessary. This should be monitored closely and continued until improvements are made. This will be recorded on the SIMS behaviour package by the class teacher or teacher sanctioning action or a member of the year group team.**

### Stage 4 – Red Plus

If another school rule is broken they are reminded of the school rules for the 4<sup>th</sup> time, the procedure outlined in stage 1 is followed. **Their card remains red and they go to their partner class for 15 minutes “time out.”**

1B	4H
1M	4P
1F	4D
2S	5F
2C	5S
2K	5C
3R	6M
3D	6W
3S	6H

**Parents should be informed that their child has reached this stage by speaking to the parent face to face or phone call by the class teacher, the teacher sanctioning, the Learning Mentor or the Deputy Head Teacher. This should then be recorded on sims.**

### Stage 5 – Red Plus Plus

If another school rule is broken they are reminded of the school rules for the 5<sup>th</sup> time. The procedure outlined in stage 1 is followed.

Their card remains red and the pupil should go to the Deputy Head for appropriate “time out”. The incident must also be recorded on C-POMs by the Deputy Head.

**Deputy Heads will inform parents their child has reached this stage by speaking to them at the end of the school day or by phone call.**

### **Stage 6 – Internal Exclusion.**

If another school rule is broken they go to the Deputy Head teacher who can escalate to the Head teacher or if appropriate. The pupil should remain with the senior member of staff for what is deemed an appropriate amount of time dependent on the persistent disruptive behaviour and is classed as an internal exclusion. If appropriate, this may be extended to the following day or part of. This will be recorded on the SIMS behaviour package and if the child is on the vulnerable list, the incident must also be recorded on C-POMs.

**Parents are informed that their child has reached this stage and an appointment is made to see a member of SLT. Possible behaviour intervention may be implemented.**

### **Extreme Behaviour**

Any incidents of extreme behaviour should be treated on an individual basis. Children who have particular needs such as ADHD or ASD will have their own behaviour plan. It may be appropriate to call for help from LMs or SLT. Children who need positive handling or restraint should be dealt with using the Team Teach approach and only by staff who have had the appropriate training.

### **Bullying - Procedures**

- The incident is recorded in the Racist Incidents and Bullying File along with action taken in line with school policy.
- For the first incident of this nature, the pupil is given a warning.
- If a second incident occurs, it is recorded and parents / carers are informed of this behaviour.
- If a third incident occurs, parents are informed and invited into school to discuss next steps.
- Continued serious misbehaviour at this level will result in external exclusion from school. If the behaviour is at lunch times, then after the third serious incident, lunchtime exclusion will occur.
- If a child is excluded from school, they will be set work which should be completed during the exclusion. On return to school, a re-admittance interview will be held with pupil and parents where clear expectations of behaviour are set.

### **Recording**

**Staff** will record Orange cards upwards on the Behaviour Log located in the SIMS system. SLT with the learning mentors, will review the Behaviour Log weekly and where concerns arise, parents will be asked to visit the school and discuss ways of improving the behaviour of the pupil in line with our Home School Agreement. The number of card changes will be part of the Headteacher's half termly review to consider behaviour and movement towards independence from all pupils and therefore outstanding discipline across the school.

## Rewards - BEST

The children are rewarded using a system called BEST. BEST points should be recorded individually on the pupil's BEST card which is kept in the classroom. When the pupil achieves 30 BEST points, so completes that card, this must be recorded on SIMS and they should be rewarded by receiving that colour badge in the Awards assembly. The aim is to gain all the badges (seven) related to the colours of the rainbow within that school year. Each year, each pupil will begin again at red and work their way through with the possibility of gaining seven rainbows by the end of the primary phase.

BEST points can be collected by showing a positive attitude to school through behaviour and learning, following the school rules and the school vision. Any member of staff can give a BEST point at any point in the day.

For BEST work, the 'BEST stamp' can also be awarded in children's books.

The Headteacher will also have BEST stamps and will reward children if they see them aiming for their BEST.

Awards assembly will be held every week, alternating each week between the odd and the even year groups. In this assembly, children will be recognised for their hard work and determination to succeed through BEST certificates, (two per class). Classes will also celebrate the number of green cards maintained cumulatively across the class and the class with the highest number of maintained green cards will receive a reward to celebrate their success to have until the next assembly.

Parents will be invited to celebrate their child's achievement at the awards assembly. A letter should be sent out on Monday in preparation for the Tuesday afternoon assembly. This will be to parents of children receiving the BEST certificate and recognition of sustained contribution to BEST by achieving milestone badges. If parents are unable to make the assembly, children should have their photo taken with their certificate so that they can show that at home. The awards should also be placed on the school blog, reported in the newsletter and recorded on the SIMS behaviour system.

The number of points gained will be part of the Headteacher's half termly review to ensure that rewards are achievable and are taking place.

## Success Criteria

The following are indicators that our behaviour policy is effective.

- Calm and orderly atmosphere
- Children are engaged in their lessons
- Children speak with good manners and respect for all
- All listen to each other
- All look after the school environment and have pride in their place of learning.
- Children showing their BEST
- Children achieving well