



Repton Manor Primary School

Behaviour & Anti-Bullying Policy November 2016

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Date approved by Governing Body		
Reviewed	Outcome	

Repton Manor Primary School Discipline and Anti-Bullying Policy

What we believe about Behaviour Management

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 children, governors, parents and carers and others in the community.

Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within school
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To raise children's self-esteem
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- To help children, staff and parents have a sense of direction and a feeling of common purpose.
- Staff will be treated with respect and courtesy and feel valued and appreciated.
- Ensure appropriate behaviour and language throughout the school.
- Encourage and praise greater effort in both work and behaviour.
- Ensure that parents are informed and involved in decisions and conversations regarding their child where appropriate.
- Prevent bullying.

Staff Responsibilities

- To treat all children fairly and with respect
- To help all children to develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment both physically and emotionally
- To use positive and negative consequences clearly and consistently
- To be a good role-model
- To recognise and value the strengths of all children
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpins the school's behaviour policy.
- Fostering and promoting good relationships within children and parents, encouraging a sense of belonging within the school and wider community.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Rejecting all bullying or harassment in any form.

- Caring for, and taking pride in, the physical environment of the school.
- Working as a team, supporting and encouraging each other.

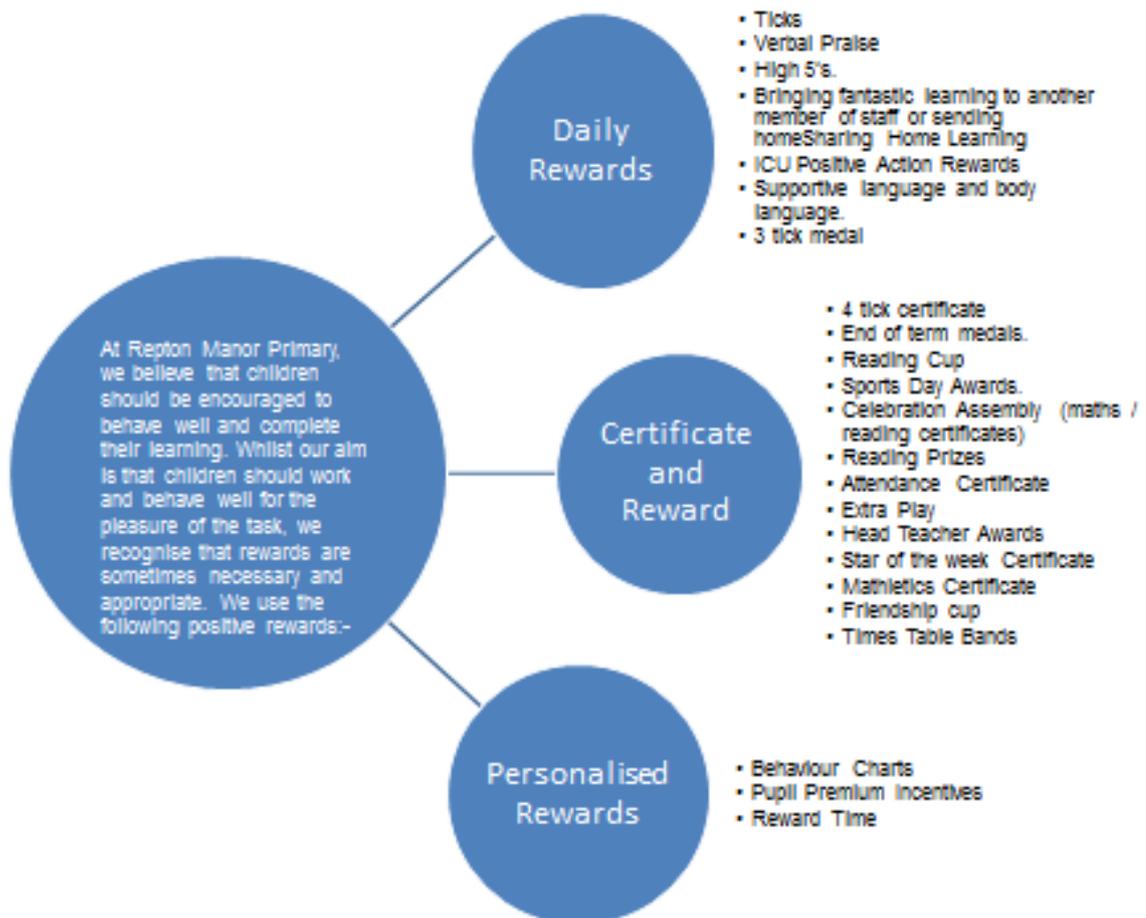
Parents' Responsibilities

- To make children aware of appropriate behaviour
- To encourage independence and self-discipline
- To show an interest in all their child does in school
- To support the school in implementing this policy
- To be aware of the school rules.
- Caring for, and taking pride in, the physical environment of the school.

Children's Responsibilities

- To do their best
- To contribute to their own learning
- To treat others, their belongings and the environment with respect
- To show consideration for others
- To consider the effects of their actions on others

Rewards for Positive Behaviour



Approaches and Consequences for negative behaviour.

The behaviour approach used within the school will allow for children to reflect upon negative behaviour but also learn from their experiences. The school universal sanctions are listed in appendix 1 and 2.

Yellow card – Child has broken one of the three school rules e.g. child has shown disrespectful behaviour towards peers or staff; child has refused to complete a set learning task; child has sworn; child has refused to follow instructions from an adult; child has deliberately damaged school property; child has disrupted the learning of others; pushed another child whilst arguing; running in the corridor. Yellow cards will be recorded on SIMS by the member of staff who issued it.

Red Card – If a child has received more than one yellow card in the same session for the same behaviour this will result in a red card as they have not modified their behaviour in line with the adults instructions; if a child has deliberately hurt another child by punching, kicking, scratching etc; if children have been physically fighting or caused harm to an adult; rough play resulting in injury to children. Red cards will be recorded on SIMS by the member of staff who issued it, they will then make Senior Leadership Team aware who will contact parents.

Whilst the above lists are examples of the types of behaviour which could constitute each sanction, we recognise that as a school we have a large range of ages and expectations of children so each negative behaviour would have to be considered in line with the child's developmental understanding and specific needs.

We believe that each child should have the chance to 'start again' and therefore after every break and lunch time the child will come in on a 'clean slate' with an opportunity to demonstrate positive behaviours.

We recognise that not all children will be able to access and learn from these sanctions and in these cases a Child Support Plan is devised with the Teaching Team, a member of Senior Leadership Team and the Parents. The aim of the Support Plan is to draw upon all experiences and look at the strengths of the child, the areas of need and the next steps. These support methods could include individual reward charts, restructured school timetable, resources to support learning, mentors identified as a specific member of staff or individualised sanctions. All support Plans are regularly reviewed with children, staff and parents.

Internal Seclusion

Internal seclusion is the isolation of a child from their usual class setting alongside a member of the senior leadership team. They will be set learning by their class teacher and will have appropriate rest breaks during the seclusion.

If a child has demonstrated behaviours that the senior leadership team deem as unsafe and presented a risk to safeguarding of children, staff or visitors to

the school, then we may internally seclude. The length of the seclusion needs to be considered in each individual case and parents will be informed and the school will seek their support in this decision. All internal seclusions will be recorded on the child's file and may be communicated with other agencies involved with the child or the family.

Exclusion

Exclusion is seen as a last resort when all other sanctions have failed. Only the headteacher may exclude a child and this is always carried out in consultation with the parents. The Chair of Governors is informed and parents have the right of appeal. The exclusion period is at the discretion of the headteacher and may be from 1 day upwards, but will rarely exceed 5 days. The length of exclusion will be related to the misdemeanour and any previous exclusions.

Lunchtime rules and procedures

Lunchtimes are the least structured time in the school day and therefore we are aware this may increase the chances of negative behaviours for vulnerable children. We recognise this and have taken the following steps to provide the best possible provision:

- Provided Teaching Assistants for each playground for break and lunch times, to support children with difficult behaviour in particular.
- Our Rainbow Room is accessible every lunchtime (under adult supervision) and is open to all children for arts, crafts, construction, reading and computing extra-curricular learning.
- Provided lunchtime games for the children to play in outside areas.
- 'Employed' Sports Leaders to play with younger children and structure games.
- Use staff well known to the children throughout the day for consistency of experience.
- 'Break and Lunch Club' – This is an additional provision targeted at vulnerable children run by the pastoral support team. A range of social games and activities are used to model and teach social skills specific to the children's needs.

Anti-Bullying Policy

Our Beliefs

Bullying, both verbal and physical, will not be tolerated in our school. It is everyone's responsibility to prevent it from happening and this policy contains guidelines for all members of the school community.

In our school children have the right to feel welcome, safe and happy. In our school we will not tolerate any unkind actions or remarks, even if these were not intended to hurt. Bullying is deliberately hurtful behaviour that is repeated often over a period of time, making it difficult for the person concerned to defend themselves.

Bullying can take many forms. The 3 main types are:

- Physical - hitting, kicking, taking belongings.
- Verbal - name calling, insulting or racist remarks.
- Indirect - spreading unpleasant stories about someone, excluding someone from social groups.

Although resolving conflict by resorting to fighting is not acceptable, it is not bullying if two pupils of equal power and strength fight or quarrel.

Our Aims

- We aim to prevent bullying at Repton Manor Primary School.
- We aim to raise pupils awareness of bullying behaviour and the school's anti-bullying policy.
- We aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help to build an anti-bullying ethos in the school.
- We aim to improve the play facilities available for our children so that we provide an interesting and stimulating environment, alongside quiet seating areas that can be easily supervised.

Reasons for being a victim may be:

- Race / sex / background.
- New child in school.
- Child with family crisis.
- Child with disability.
- Timid children who may be on the edge of, or outside, a group.

Reasons for being a bully may be:

- Victim of violence.
- Bullied at home.
- Enjoyment of power / creating fear.
- Not allowed to show feelings.
- Copying behaviour at home or on TV.
- Unhappy.
- Insecure (coward at heart).

- Self-hating.

Bullying occurs in children from all backgrounds, cultures, races, sexes; from Nursery to 6th Form and adults.

General statements about bullying:

- Some victims are also bullies.
- Some victims are treated as culprits.
- Onlookers are condoning bullying and becoming part of bullying.

Early signs of distress:

- Children who are withdrawn.
- Deterioration of work.
- Spurious illness.
- Isolation from peers.
- Desire to remain with adults.
- Erratic attendance.
- General unhappiness / anxiety / fear.
- Late arrivals.
- Bed wetting.
- Children who cry themselves to sleep.
- Unexplained cuts, scratches, bruises.
- Unexplained missing possessions.

Our Anti-Bullying Campaign

Prevention is better than cure, so at Repton Manor Primary School we will:

- Be vigilant for signs of bullying.
- Always take reports of bullying seriously and investigate them thoroughly.

Children will be encouraged to report all incidents of bullying to an adult. These will then be referred to the class teacher.

Each class teacher should:

Use the curriculum to increase children's awareness of bullying and help them to develop strategies to combat it. Teachers should use discussion and role play to explore issues related to bullying and to give individual children the confidence to deal with 'bullying'.

Initially, a 'problem solving' approach may help. The adult tries to remain neutral and deliberately avoids direct, closed questions which might be perceived as accusatory or interrogational in style. He or she makes sure each pupil has an opportunity to talk and keeps the discussion focused on finding a solution and stopping the bullying from recurring. The teacher can aim to help the pupils to find their own solution to the personal disagreement, and also to discuss with them how their proposals will be put into action. A follow-up meeting with the pupils can find out whether their solution has been effective or not.

A record of the incident must be kept on the children's behaviour files, including date, time, place, names of children involved and their accounts of what happened. All incidents must be reported to the headteacher or to a member of the Senior Leadership Team.

Persistent bullies may have an internal seclusion and in very serious cases a fixed term exclusion imposed. Parents of children directly involved will be kept informed.

Adults supervising playtimes should:

- Ensure all pupils are supervised at playtimes and lunchtimes.
- Ensure children behave appropriately in secluded areas such as toilets or corridors.
- Observe pupils' play patterns and relationships, note children who appear isolated or unhappy and inform the class teacher.
- Investigate every allegation of bullying.
- Encourage children to use the play equipment and quiet areas around the school.
- Model games and positive play for all children.

Parents

If an incident of bullying occurs, the parents of both the victim and the bully will be informed and staff will give feedback to parents on the steps taken. The impact of the steps taken will be reviewed and shared with parents to ensure the children feel safe in school

If the issue is repeated, the problems will be further analysed with the possibility of outside agency involvement. Parents will be kept informed at all stages.

It will be reviewed regularly and where necessary in the light of any changing circumstances.

November 2016

Rewards and Sanctions



Rewards for good behaviour, effort or achievement

- ✓ next to name
- ✓✓ next to name
- ✓✓✓ medal for the day
- ✓✓✓✓ 'The Special Book' and certificate

Star of the week certificate and contact parent



Sanctions for negative behaviour

- Verbal warning – White card
- Timeout (length of timeout dependant on age of child)
- Yellow card (miss 5 minutes of play with their class teacher)
- Red card (miss whole playtime or 15 minutes of lunchtime and sent to SLT member, contact parent)
- Internal Seclusion
- Exclusion

Rewards and Sanctions in the EYFS



Rewards for good behaviour, effort or achievement

- ✓ next to name
- ✓✓ next to name
- ✓✓✓ medal for the day
- ✓✓✓✓ 'The Special Book' and certificate



Sanctions for negative behaviour

Sanctioning for negative behaviour follows the school card system. In each EYFS class there are traffic lights with children's photographs on the green light.

- Verbal warning
- Blue Card (time out from 'Busy Bee')
- Yellow Card (5 minutes of Playtime/Lunchtime with teacher)
- Red Card (15minutes with SLT Playtime/Lunchtime – parents contacted)