



# Behaviour and Anti-Bullying Policy

December 2020

Signature .....

**Monitoring and Review**

This policy will be reviewed every two years or before, if necessary.

**DATE OF REVIEW:- December 2022**

## **Purpose of this Policy**

To promote an ethos of calm well-ordered behaviour throughout our school and to ensure the safety and wellbeing of everyone in our school.

## **Rationale**

Where behaviour is good, most pupils show through their actions that they know what constitutes appropriate behaviour, that they understand what is expected of them and that they respond accordingly. They are considerate, courteous and relate well to each other and to adults. Pupils take responsibility for their own actions, appropriate to their age and maturity. They develop self-esteem, self-discipline and adhere to high standards of behaviour which contribute to effective learning. A school-wide understanding of the Bacton Primary School Code of Behaviour will:

- enhance classroom management which will in turn improve the learning environment
- promote positive reinforcement and praise
- help to forge good relationships in and out of the classroom
- present a grounding for acceptable behaviour patterns in later years

## **Our Aims**

At Bacton Primary School we aim to achieve a positive, supportive atmosphere where all members of the school community care for and respect each other and the school environment. We aim to develop this through a positive approach, taking time and thought to praise and encourage each other.

## **Our Objectives:**

1. To build individual self-esteem so all members of the school community feel valued.
2. To encourage on-task learning so that pupils are fully engaged.
3. To provide pupils with strategies to manage their emotions and behaviours.
4. To encourage co-operation in work and play.
5. To encourage honesty and trust.
6. To model and promote respect for property, possessions and all members of our school.

## **How Will We Achieve This?**

### **Building a Positive School Climate**

1. All staff encourage excellent positive behaviour throughout the school.
2. Good work and behaviour are celebrated and rewarded wherever possible.
3. Children are encouraged to reflect on their own conduct and not to police other children's behaviour.
4. If children have a serious disagreement, a dialogue should be encouraged and supported by an adult.
5. Rewards are given and there is a range that can be used:-
  - praise from the teacher quietly or for all to hear
  - tokens as rewards (see Bacton Behaviours)
  - individual reward charts and systems where appropriate
  - visiting the Executive Headteacher/Head of school or subject lead
  - for praise/stickers
  - being presented with a 'Super Learner' certificate in Assembly
  - House tokens may be given at the discretion of any member of staff for good behaviour, attitude, school work, homework etc.

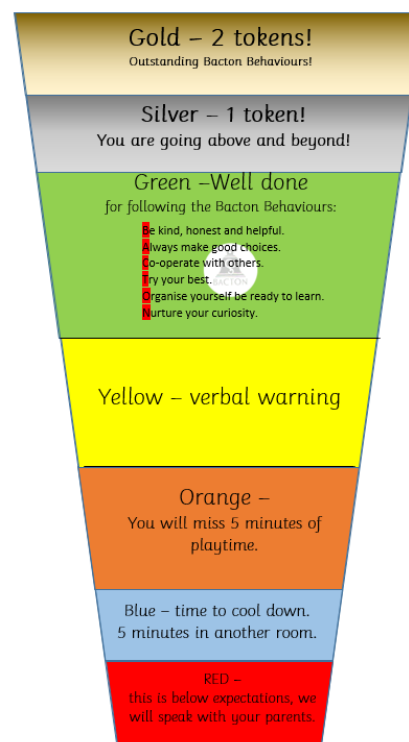
## Creating a positive class climate

- In the first week teachers and children establish expectations, rules and responsibilities within their own class community and the school as a whole. They discuss communication in the classroom; i.e. hands and thumbs up, listen to each other, movement around the room - when/how; how to treat others, safety role, on task learning and present these in a positive way. Bacton Behaviours expectations are to be displayed in the classroom including provision for wet play times.
- Staff encourage pupils with praise and notice all behaviours - promoting the positive ones and discouraging the negative ones.
- All staff will have a positive management style.
- All staff will treat all children with respect at all times.
- All staff will be consistent.
- All staff will be excellent role models.

## Bacton Behaviours (expectations in the classroom and at social times)

Each classroom has a display to support pupils to understand and follow the expectations of the “Bacton Behaviours”

**B**e kind, helpful and honest  
**A**lways make good choices  
**C**o-operate with others  
**T**ry your best  
**O**rganise yourself and be ready to learn  
**N**urture your curiosity



Each child starts the day in the green zone. If they follow the Bacton behaviours, they can be moved up to the silver then gold zones. If they remain there until the end of the morning or the end of the day, they will receive tokens which are posted into their team tubes in the school entrance. At the end of term, the team with the most tokens wins a day of non-uniform.

Pupils who are not following the Bacton behaviours can be moved down from green to yellow as a first warning. If they subsequently show good behaviour choices they may be moved back up again. Repeated negative behaviour choices result in moving further down the triangle, resulting in lost minutes of play and ultimately a phone call home to parents/carers.

## Appropriate use of Sanctions via our School Consequences System

Verbal warnings

Missing minutes of play/lunch

Time out of the classroom to reflect/work

Phone call home to parents/carers

1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> warning letters to inform parents/carers of child's use of inappropriate/offensive language

Physical action with intent to harm others (including hitting, kicking, tripping on purpose etc) will result in children being moved directly to red with a phone call to parents/carers.

### **Emergency procedure**

If a pupil's behaviour is very disruptive or endangers themselves or others, the emergency system may be used. Another child in the class goes to a senior leader with the teacher's name badge. The senior leader then comes to collect the child. If appropriate, this is done quietly and calmly and the offending child goes to the Headteacher's office with them.

After an emergency procedure, the opportunity will be taken to talk to the child about their behaviour and any possible causes/reasons for their actions will be discussed.

As soon as is manageable, the Senior Leader will discuss the incident with the child's parents.

### **Individual programme**

Where a child's behaviour is causing considerable disruption, whether or not the emergency procedure has been used, an individual programme may need to be devised. This may need to be discussed with other staff (both teaching and support) to ensure consistency of approach. Agencies including CISS, family support practitioners, well-being hub, school nursing team etc may be engaged along with parents/carers.

### **Exclusion**

Exclusions in our school are rare. In the event that a child is consistently not responding to the classroom behaviour expectations and refuses to take direction from a school adult an exclusion may result.

Internal Exclusion – this is the preferred option, meaning that a child would still attend school and be learning, but would not come into contact with other children throughout their exclusion (including learning and social times). They would work with a school adult in a suitably calm environment. Their work may include regular school work, restorative justice (apology letter/cards where appropriate) and work on feelings and emotions in order to support their future behavioural success in the classroom.

Fixed term Exclusion – In the event that a child will not comply with an internal exclusion or if the behaviour is considered severe, a fixed term (off site) exclusion may occur. All Fixed Term Exclusions (FTEs) will be conducted in line with statutory guidelines. Any student who receives a FTE will have breached the school's behaviour policy or will not have responded to previous strategies (including Internal Exclusions). The length of a fixed-term exclusion will depend on the context, the misdemeanour in question and any previous sanctions applied. Please see the JMAT policy on exclusion for details.

Permanent Exclusion – Will only occur if all other options to secure improvements in behaviour have failed and will be conducted in line with statutory guidance. Please see the JMAT policy on exclusions for details.

Behaviours which could lead to internal/fixed term/permanent exclusion (list not exhaustive):

- Wilfully hurting an adult or child
- Repeated damage of school property

- Putting self and others at risk of harm
- Serious actual or threatened violence
- Carrying an offensive weapon
- Significant Peer on Peer Abuse
- Sexual abuse or assault / Sexual harassment or violence
- Repeated disruption of the learning of others

The school can, and will, permanently exclude for a first infringement should the nature of the incident warrant this. The school will be influenced by DfE guidelines and conduct the exclusion in line with statutory guidelines.

### **Restraint**

When behaviour is challenging, staff should employ de-escalation strategies. Physical restraint may be used only in extreme circumstances and by named, qualified staff (except in an emergency situation to keep a child safe).

Sometimes, when children behave in an unsafe manner we will stop them by holding them or moving them to a safe place. We do this when children damage or destroy property or hurt or threaten to harm others or themselves.

Staff work to a clear policy about physically handling children and only staff members who are trained may physically restrain a pupil. All incidents are recorded and parents are notified.

### **Confiscation**

Where a child has in their possession an item that is causing disruption to either their own learning or to that of those around them, teachers may take the item away. The child will be told where that item will be kept and when it will be returned to them. Where possible the item should be returned to the child, or the parent, as soon as possible so that it can be taken home and the family reminded that personal possessions are not permitted in school without prior arrangement for special occasions.

### **Behaviour when travelling to and from school**

Children should always behave responsibly and safely when travelling to and from school. Those using school buses/taxis should follow the guidance issued by Suffolk County Transport and instructions from their drivers. Children whose behaviour causes concern, especially with regard to their safety and the safety of others can be banned from using the County Transport system and such action will be supported by the school. In addition to any action taken by County Transport, school sanctions can, and will, be imposed as appropriate, for behaviour which is in breach of the standards expected.

### **Behaviour on Trips and Visits**

Children are required to behave in such a manner as to enable everyone to gain maximum benefit from the trip or visit. On such occasions, children are ambassadors for the school and will continue to follow the Bacton Behaviours. The importance of behaviour will be stressed in the visit documentation. It should be stressed that we receive frequent compliments on the conduct of our children on school visits.

### **Equality and Diversity**

It is our policy that all children will be treated equally irrelevant of race, gender or disability in the implementation of our behaviour policy.

### **SEN**

No child with SEND will be discriminated against either for or against in the implementation of the behaviour policy. Where a child's particular need requires specific care then this will be planned carefully and parents will be consulted in order to provide the best possible outcomes for the child.

### **Anti-bullying**

Anti-bullying (In accordance with Race Relations Amendment Act 2000)

**Definition** Bullying is the prolonged physical or mental harassment of one or more children by another individual or group.

**Curriculum** Anti-bullying is taught as part of our PSHE curriculum and we take every opportunity in other areas to reinforce this message eg assemblies. We teach children self-esteem, the importance of equality and how to deal with difficult peer situations.

**Reporting** Children are taught how to verbalise their own needs, feelings and anxieties so that they have the confidence to approach members of staff for support for themselves or others. If a comment or action is deemed by the victim to be racist, homophobic or offensive to people with disabilities, schools are obliged to log it and report back to the Local Authority in an annual return. The concern will be dealt with in school as detailed below. We encourage parents and pupils to approach the school staff with any concerns. Members of staff are extremely vigilant in their observations of children both in and out of the classroom and take reports of harassment from children or parents very seriously. Any alleged reporting of bullying will be logged and investigated. A copy of these investigations (whether founded in outcome or not) will be kept in the bullying log file for future reference and to aid staff to identify any patterns of behaviour.

**Further Action** In the event of an observation or a report of possible bullying the school will...

- Inform all members of staff.
- Raise awareness of bullying in classes.
- Make informal observations in the class and playground of the children concerned.
- If harassment is observed, inform all parents of children involved.
- Make formal observations and keep records (as stated above).
- The Headteacher and another member of staff or independent advisor will have a meeting with the children concerned, either together or separately to try to resolve the situation.
- Meet with the parents of the children involved if necessary or requested.
- Continue to observe to ensure that the problem does not continue.

If the bullying continues, the school will work with the parents and child to try to uncover the underlying reasons why they have bullied. Rewards and sanctions will be agreed to deal with any further incidents and targets for behavioural improvement will be set in line with the policy above. The child(ren) who has been harassed will be offered a named adult supporter of their choice from amongst the staff (an advocate) and will be encouraged to talk to the advocate about their feelings. The advocate will work with the child to raise their self-esteem and, where appropriate, to teach them strategies to deal with peer relationships more effectively. The advocate will work in conjunction with a senior member of staff. If the school is unable to deal with a case of bullying internally, the Headteacher and Governors will take advice from outside agencies.

Gold – 2 tokens!

Outstanding Bacton Behaviours!

Silver – 1 token!

You are going above and beyond!

Green – Well done

for following the Bacton Behaviours:

- Be kind, honest and helpful.
- Always make good choices.
- Co-operate with others.
- Try your best.
- Organise yourself be ready to learn.
- Nurture your curiosity.

Yellow – verbal warning

Orange –

You will miss 5 minutes of  
playtime.

Blue – time to cool down.  
5 minutes in another room.

RED –

this is below expectations, we  
will speak with your parents.

# Our Bacton Behaviours

**B**e kind, helpful and honest

**A**lways make good choices

**C**o-operate with others

**T**ry your best

**O**rganise yourself and be ready to learn

**N**urture your curiosity