

**Statutory**

# **Behaviour Policy (including Anti-Bullying Policy)**

## **Purley CE Primary School**

**Date of policy: January 2014**

**Review Cycle: 2 years**

**Reviewed By: Curriculum & Pupil Welfare Committee**

**Approved By: Head Teacher (13/11/18)**

**Last Reviewed: Autumn 2018**

**Next review date: Autumn 2020**



# **Purley Church of England Primary School**

## **Positive Behaviour Policy**

### **January 2014**

'Every good and valuable thing you do in life, makes your world a better place to be.'  
Anon.

#### **Purpose and Aims**

Purley Primary School is committed to creating a safe and secure environment in which children can learn. We want our children to take responsibility for their actions and to show care and concern for themselves, appreciate the needs of others, the school, its contents and the community around them.

#### **The aims of the policy are:**

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive, caring attitudes towards each other and encourage mutual respect.
- To raise and maintain self-esteem.
- To ensure each child's safety by setting clear boundaries with regard to acceptable and appropriate behaviour.
- To encourage parental co-operation and involvement in all aspects of their child's life at school.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour and learning.
- To encourage pupils to treat personal possessions with care, whilst having respect for the property of others.
- To have a consistent approach to behaviour throughout the school.
- To ensure that positive behaviour is recognised and given praise attention.

#### **Roles and responsibilities**

**To ensure the success of the Behaviour Policy, the Headteacher, Senior Management Team and Governors should:**

- Ensure the school has a Behaviour Policy and procedures in place that are in accordance with Government guidance.
- Ensure the Behaviour Policy is available to parents.
- Ensure all staff undertake appropriate behaviour training.
- Monitor the effectiveness of the policy (Questionnaires – **Appendix 1**).
- Monitor the class behaviour folders.

**To ensure the success of the Behaviour Policy, the children should:**

- Work to the best of their abilities and to allow others to do the same.
- Follow the instructions of the school staff.
- Take care of property and the environment in and out of school.
- Form positive relationships with children and adults in the school based on trust and mutual respect.
- Take responsibility for their own actions and behaviour and accept the consequences of their own behaviour.

- The School Council should raise any behaviour concerns and help formulate strategies to solve issues that may arise.

**To ensure the success of the Behaviour and Anti-bullying Policy all staff in school are expected:**

- To treat all children fairly and with respect and as an individual. (Appendix 2a).
- To praise good behaviour both privately and publicly.
- To value and acknowledge pupil achievement.
- To raise children's self-esteem and encourage them to develop their full potential through their interaction with the children.
- To provide a challenging, interesting curriculum appropriate to the needs of the child and encourage high standards.
- To create a safe and pleasant environment, physically and emotionally.
- To agree rules and sanctions and to use them consistently. (**Appendix 2**).
- To be a good role model in line with the Behaviour Policy.
- To take time to form good relationships with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual and to be aware of his or her particular needs. Especially to have awareness of more vulnerable pupils.
- To demonstrate, model and teach social, emotional and behavioural skills.
- To be aware of social relationship between pupils and be alert to problems, whilst actively reinforcing positively socially responsible behaviour.
- To be open and responsive to pupil concerns.
- To avoid labelling pupils.
- To record behaviour incidents in the class behaviour folder (staff witnessing and dealing with the unacceptable behaviour).

**To ensure the success of the Behaviour Policy parents are expected:**

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To attend consultation evenings.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.

**To ensure the success of the Behaviour Policy lunchtime and break time supervisory staff are expected:**

- To use a positive approach of praise and encouragement for good behavior . This may involve their participation in playground games as a role model.
- To discourage children from indulging in unacceptable behaviour by anticipating problems and intervening positively. e.g. inviting the child to walk around with them to calm down.
- To follow the school's behaviour system.

**The Behaviour Policy in practice**

Monitoring by all staff is an essential element in the effectiveness of good behaviour within our school. This is supported in practice by:

- Programmes in Personal Social and Health Education/Circle time
- SEAL (Social and Emotional Aspects of Learning)
- The school's religious/spiritual curriculum/Collective acts of worship

- The development of initiatives related to Citizenship
- Collective Worship
- Verbal praise from all school staff
- Displays of good work
- Rewards, including stickers, pupil of the week certificates, friendship stars, house points, positive written comments
- Positive messages sent home
- Certificates
- Attendance rewards
- Celebration assemblies
- A visit to or from the Senior Management
- School reports, comments to parents and consultation evenings
- Individual support plans
- Outside agencies to help children having difficulties in school
- Class discussions and reminders
- The School Council
- Good to be Green behaviour system ( Appendices 1 and 3)

### **The school rules**

- 1) We try our best in everything we do.
- 2) We respect the school and everyone in it.  
(e.g. honest, helpful, look after property, move sensibly)
- 3) We are kind to everyone and we all feel safe.  
(e.g. polite, caring, appropriate language)
- 4) We enjoy our learning and let others learn too.

### **How the Behaviour System works**

#### Good to be Green

In each classroom there is a visual display to remind children about good behaviour. Whilst all the rules are kept, the child stays **Green** for that session.

There is an underlying principle that each session is a fresh start. Session length is age appropriate. Children who stay green for a week will receive a Good to be Green Sticker from the class teacher in EYFS and KS1 and a housepoint in KS2.

#### Rewards

#### Celebration assembly – Every Friday

This is a great way to end the week. Teachers nominate children to receive special awards

- ❖ Star of the week ( academic)
- ❖ Friendship Star
- ❖ Woodland Star (if appropriate)
- ❖ Purley Paragon (elected by the children)

A green frog will be awarded to the class with the best Good to be Green percentage for the week.

Every half term the children who have stayed green (no yellow nor red cards) will have their achievement celebrated in assembly and an additional playtime. Every term, a letter will be sent home to parents. A small gift will be presented to the children who have stayed green the whole year.

In KS1, children are given a treasure card on which a stamp or sticker is placed in acknowledgement of trying their best in any area, for random acts of kindness and to collect their Good to be Green stickers. When 30 rewards are collected, children will visit the Headteacher's treasure box to choose a little gift/ treasure and be awarded 5 housepoints.

In KS2, children are rewarded with housepoints.

### Sanctions

What will happen at school if a child decides not to follow the agreed school rules?

1. They will receive a warning from the adult giving them a chance and the time to correct their behaviour, reminding them that they have a **choice** and that for a 'good choice there is a good consequence' and for a 'poor choice a poor consequence.'
2. If further unacceptable behaviour happens in that session, the child will be issued with a **YELLOW** card.
3. If they choose to continue with any unacceptable behaviour the child will be issued with a **RED** card. Their class teacher will inform the parent or carer via a letter home. A behaviour form will be completed and kept in the class behaviour file.
4. If they choose to continue with unacceptable behaviour, and receive **5 RED CARDS** in a full term, then they will receive a **one-day INTERNAL EXCLUSION**. They will miss lunchtime and breaktime and will have to talk about their behaviour. The school may decide if they can attend after school clubs. Any exclusion will be discussed with parents by the head teacher.
5. Depending on the severity of the incident the Headteacher may consider a **fixed term exclusion** at any time. While they are excluded the staff will plan how they will be helped when they come back to school. For further details refer to the school's website.
6. If they choose to continue with unacceptable behaviour and have further fixed term exclusions then we may decide that a **permanent exclusion** is necessary

**If these sanctions are unsuccessful:**

- The matter will be discussed with the headteacher.
- If needed the school will call in the Behaviour Support Team. If applicable the child may be referred to Child Guidance or another outside agency (with the parents' consent).
- The final stage in the process would be to exclude the child from school following the standard LA procedures. This is only undertaken as a last resort when all other options have been exhausted.

**Pupils with Special Educational Needs and/or Disabilities**

Some children with special needs, for example a statement, may follow a different procedure (Individual Support Plan). The School has due regard for the statutory guidance on identifying, assessing and making provision for pupils with SEND, including those with behavioural, social and emotional needs as given in the Special Needs Code of Practice (see Inclusion Policy).

The School understands that under the Disability Discrimination Act 1995, it has a legal duty not to discriminate against disabled pupils because of behaviour related to their disability.

**Race and Gender Relations**

The School has due regard to its general duty to eliminate unlawful racial discrimination, and discrimination between genders. The School promotes equality of opportunity and good relations between people of different racial groups and sexes. The school will ensure that it will not discriminate against pupils on racial grounds when managing pupil behaviour.

**Looked After Children**

The School will proactively support and cooperate with foster carers and the Local Authority as a corporate parent when managing the behaviour of 'Looked After Children

**Behaviour Offsite**

Pupil's behaviour outside school, for example on school trips, or away sporting fixtures, are subject to this policy. Behaviour in such circumstances will be dealt with as if it had taken place in school.

If a child's behaviour falls below the standards set out in this policy, the school's Exclusion Policy details actions and processes that will be applied to promote positive behaviour.

This Policy had been written with due regard to:

- The Disability Discrimination Act 1995
- The Special Needs Code of Practice
- The education of Children and Young people with Behavioural, Emotional and Social Difficulties as a Special Educational Need
- The Duty to Promote Race Equality : A Guide for Schools
- Supporting Looked After Learners : A Practical Guide

This policy is regularly monitored by the Senior Management Team, Staff and the Governors, it will be fully reviewed every two years.

# Purley Church of England Primary School

## Anti-Bullying Policy

### January 2014

This is an area that the school takes very seriously. Children need to have a clear understanding of any unacceptable behaviour and its consequences. They need to be aware of what bullying is.

Bullying is:

Deliberate, targeted, hurtful behaviour repeated frequently over a period of time.

The circle games and activities we use in the PSHE Curriculum are designed to increase pupil's self-esteem, help pupils to challenge bullying behaviour and to develop their own good behaviour. Pupils who are bullying need to learn different ways of behaving

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 and internet chat-room misuse  
Mobile threats by text messaging & calls (internet access at school will be supervised). Misuse of associated technology, i.e. camera and video facilities

Bullying can be reported to any member of school staff who will report it to the Headteacher.

**To ensure the success of the anti-bullying policy, staff are expected to:**

- Follow the guidance from the behaviour policy.
- Remain calm. Reacting emotionally may add to the bully's fun and give the bully control of the situation.
- Take the incident seriously, take action as quickly as possible.
- Reassure the victim(s) - don't make them feel inadequate or foolish, offer to help the victims.
- Make it plain to the bully that you disapprove and their behaviour is unacceptable.
- Encourage the bully to see the victim's point of view.
- Record the incident on the purple bullying form and pass to the Headteacher.

**To ensure the success of the anti-bullying policy, the Headteacher will:**

- Speak to all children involved separately or if appropriate in a group.
- Identify the problem and suggest possible solutions.
- Take appropriate action to end the bullying behaviour. (See behaviour policy)

- Ensure that support is given to both the bullies and the victims. Take care not to react aggressively or punitively as it gives the message that it is ok to bully if you have the power.
- Invite the parents into school if the bullying continues or in more serious cases.
- Use mediating meetings if necessary with both parents and pupils present to resolve the issues.
- Incidents will be recorded and kept on file
- In repeated or serious cases the school may follow the following sanctions; lunch time exclusion, fixed term exclusion, permanent exclusion.
- Make staff aware of any child causing concern either as a victim or as a bully.
- Report incidents to the Governing Body.

**To ensure the success of the anti-bullying policy, parents should:**

- Follow the behaviour policy and report concerns to the school.
- Be vigilant of signs that may indicate their child is being bullied:
  - Being frightened or unwilling to come to school
  - Decline in standard of work
  - Possessions damaged without explanation
  - Not sleeping or eating properly
  - Generally depressed and withdrawn
  - Displaying 'out of character' behaviour
- Give the child an opportunity to talk and see if he or she will open up about a problem.

**To ensure the success of the anti-bullying policy, children should:**

- Treat other people kindly and fairly.
- Report if they think that they are being bullied.
- Report if they see others that they think are being bullied.

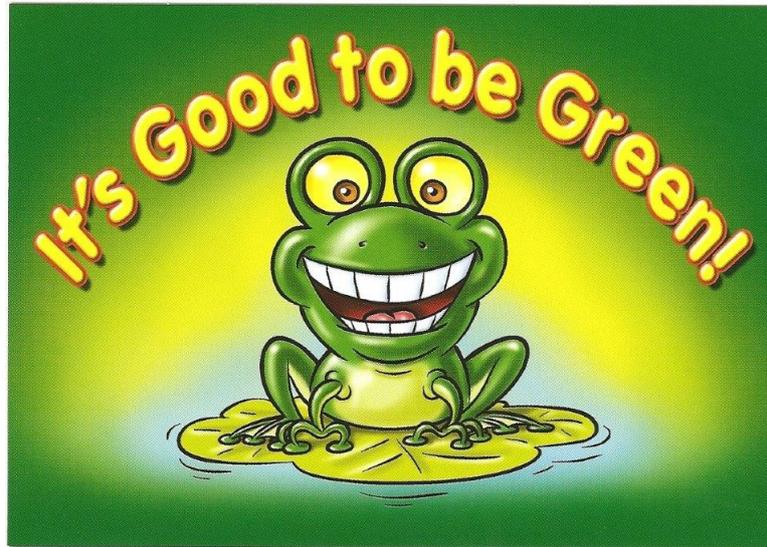
**To ensure the success of the anti-bullying policy, governors should:**

- Monitor incidents of bullying.

**Date Agreed: Autumn 2018 Date of review: Autumn 2019**

**Purley Church of England School Chair of Governors**

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If you **STAY GREEN** all half term (no yellows nor reds) you will be **REWARDED** with an extra playtime and a letter home!



Before a yellow card is awarded you will be given a warning. If you choose to carry on behaving inappropriately, a yellow card will be issued.



If you choose to continue with any unacceptable behaviour in a session a red card will be issued. Each red card will be recorded and your parents will be notified. A direct red card can be issued for: deliberate damage to property, racism, bullying, spitting, direct swearing, aggressive behaviour and stealing and other serious offences.

Child's Name:

Victim's Name:

Year group:



## Purley CE Primary School

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(e.g. honest, helpful, look after property, move sensibly)
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(e.g. polite, caring, appropriate language)
- 4) We enjoy our learning and let others learn too.

**School Rule Broken:** Number.....

Additional Comments:

Signature:

Date:

**Appendix**

## **Support for staff**

### **Possible actions to support good behaviour**

- eye contact
- your presence – standing near them, sitting by them
- reminders
- explanation of what they are doing wrong and what they should be doing – corrective strategies
- make children aware that they have a choice- if they choose good behaviour , there are good consequences.
- change of seating
- Time out/ thinking time
- separation from distractions
- a withdrawal of privileges,
- write a letter of apology/say an apology

Some children with special needs, for example a statement, may follow a different procedure.

### **Behaviour folder**

A behaviour folder is kept in each classroom.

All incidences of bad behaviour need to be recorded in the behaviour folder by the member of staff responsible for dealing with the incident.

Class teachers need to be aware of all entries.

The Head teacher will monitor the behaviour folders termly.

There is advice for Lunchtime Assistants in the Lunchtime Assistants Handbook.