

Western Springs Primary School



Behaviour & Anti-Bullying Policy

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September 2019



'Preparing today for our future tomorrow'

At Western Springs Primary School, it is every member of staff's responsibility to promote high standards of behaviour amongst pupils. We believe that positive behaviour in school requires a proactive, whole-school approach to developing children's social, emotional and behavioural skills and abilities, within a learning community that promotes the emotional wellbeing of all its members.

Good manners and behaviour are actively encouraged to enable pupils to become responsible, caring citizens. We believe that praise and encouragement are more effective means of communicating expectations of good behaviour than negative comments. Positive relationships between children and all staff will promote high self-esteem, self-confidence and self-respect. In this way we hope the children will develop a pride in themselves and a sense of belonging to our school.

At Western Springs we aim to provide an environment where:

- All people are treated fairly and shown respect
- Good manners are always demonstrated
- Learners are supported to take control over their behaviour
- Kindness, care, good humour and empathy are encouraged
- Children are encouraged to take pride in themselves, their school and the wider community
- Children are happy, feel good and enjoy each other's company
- Community cohesion is encouraged through improved relationships

Our Core Values

Our school is the heart of our **COMMUNITY**, and within our community we promote 3 core values as follows:

RESPECT

We expect all members of our community to have respect for other's beliefs, belongings and points of view; to treat others how they would like to be treated. We expect everyone to show respect in the way they interact with each other and school environment.

RESPONSIBILITY

We expect all members of our community to accept responsibility for their own actions and achievements. We also believe in the shared responsibility we have to support each other and the aims of our school.

RESILIENCE

We recognise the importance of resilience, of the ability to persevere and try our best to succeed and overcome challenges. We actively promote resilience within our school community and design opportunities within our wider school curriculum to develop this ability.

Positive Behaviour Management

Our approach to behaviour is centred around positive behaviour management. Positive behaviour management is a process by which a child's behaviour is improved through the use of rewards, sanctions and opportunities for reflection. It is the responsibility of all staff and is most effective when supported by the wider school community. Mutual support, consistency and communication are an essential component of this approach. Children will achieve more, be better motivated and behave better when staff commend and reward their successes rather than focus on their failures.

Recognition & Rewards:

Praise: It is essential that praise and reward have great emphasis and are used often. Praise has a reinforcing and motivational role; it helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; be earned for the steady maintenance of good standards as well as for achievements. The use of praise helps to develop a positive atmosphere in the classroom and is key to developing positive relationships, including with those learners who are hardest to reach. It is important that the reason for the praise is specific and shared with pupils, to reinforce positive behaviours in future.

Classroom Display: the positive behaviour of pupils should be rewarded visibly using the display in classrooms (Appendix 1). Pupils can be moved up to 'Role Model' and then to 'Star Student'. When moving pupils up the display, adults should share this with the pupil or the class as appropriate.

Messages home: school staff can send positive messages home in the form of a text message, a written note, a phone call or a [face-to-face](#) chat. Again, messages should mention specifically the behaviour/s which have led to the contact home each time.

Sharing of good work: to celebrate pieces of work which show effort or achievement, adults can send pupils with their work to visit other adults in school, including the Headteacher. It is important that teachers make time for visiting pupils, and that additional praise is given to celebrate these occasions.

Privileges: children who behave consistently well, or have made a special effort to do so, can be given small privileges. The reasons for these privileges should be communicated to the child.

Responsibilities: children who behave consistently well may be rewarded through positions of responsibility. This includes pupils who are chosen to become our 'Golden Ties'.

Special Mentions: At the end of each week, during a celebration assembly, two pupils will be chosen from each class who deserve special notice that week for their efforts of achievements. These pupils will be praised during the assembly, will receive a special sticker and a certificate to take home. These pupils will also be invited to have cake with the Headteacher.

Curriculum and Learning

At Western Springs Primary School we believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

PSHE

PSHE is taught throughout the curriculum so children in our school feel nurtured. This area of learning also puts an emphasis on interacting with others in respectful ways through speech, actions and relationships. Children also learn how to manage their behaviour appropriately, promote their self-esteem and establish a positive learning environment.

ICT

We ensure that all pupils receive e-safety lessons throughout the computing curriculum. Pupils are made aware of cyber-bullying and its effects.

Sanctions

By using positive behaviour management strategies consistently over time, positive behaviour will be reinforced. There will however still be occasions when negative behaviour is displayed, and adults should deal with these incidents in a consistent, supportive way. Adults should remember that pupils display negative behaviours for a reason and that attempting to identify the root cause will enable staff to better support pupils to correct their behaviours.

When dealing negative behaviour, adults should:

- Avoid giving attention to negative behaviour wherever possible and encourage pupils to correct their behaviour by highlighting the desired behaviour in others
- Reprimand in private wherever possible to avoid potential embarrassment/ feelings of shame
- Avoid any form of humiliation or sarcasm
- Always give pupils the chance to consider their behaviour and correct it; this includes giving pupils 'take up time' before challenging their behaviour repeatedly
- Give pupils time to calm down; pupils are not able to correct/reflect on their behaviours when they are in an emotional state; adults should facilitate a safe space for pupils to calm down before beginning dialogue with pupils
- Encourage pupils to make apologies to those they have offended, to take responsibility for their actions
- Always remain calm and demonstrate the behaviours we expect from pupils
- Ensure that all decisions regarding consequences are considered, reasonable and not made on impulse
- Ensure that consequences for negative behaviour should not lead to children being denied access to the curriculum by, for example, being sent out of the classroom, preventing them from attending swimming sessions or taking part in PE, unless there is a clear risk to the safety of themselves or others
- Respond immediately with negative behaviour of any pupil in school – staff are responsible for the behaviour of all pupils, not just those in their own class
- Deal with behaviour without delegating (except when dealing with serious incidents)

Staff will use the following steps when dealing with negative behaviour. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Steps	Actions
1) Redirection / Reminder	Gentle encouragement, a 'nudge' in the right direction. A reminder of our three core values is delivered privately wherever possible: Respect; Responsibility; Resilience. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take

	the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2) Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. “stop, think,make the right choice” “think carefully about your next step”
3) Last Chance	Speak to the pupil privately and give them a final opportunity to engage. Move pupils visually on the classroom display to ‘Make Good Choices’. I have noticed that you are...(having trouble getting started, wandering around etc.) right now. At Western Springs, we... (refer to the 3 school rules – respect; responsibility; resilience) Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) See me for 5 minutes after class/during break Do you remember yesterday/last week when you... (refer to previous positive behaviour)? That is who I need to see today... Thank you for listening... then give the child some ‘take up’ time.
4) Consequence	If the warning is not heeded and the behaviour continues, the pupil’s icon must be moved visually on the classroom display. At this point the learner will be informed of the consequence of their behaviour: <ul style="list-style-type: none"> • A change in seating arrangement • Loss of free time • Loss of privilege/ responsibility The child’s behaviour will be recorded on CPOMs (Behaviour Log – Alert sent to Headteacher) and the class teacher will share it with parents at the end of the day. Children will need to given time for reflection/ restoration following a Stage 4.
5) Repair	Reflection/Restorative Conversation is essential following a Stage 4. Pupils need time and support to consider their earlier actions and to support their behaviour in future. Adults should encourage pupils to consider such questions as: What happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected? How have they been affected? What should we do to put things right? How can we do things differently in the future?

If a pupil is on Stage 4 and the negative behaviour continues, the Headteacher should be informed so that additional support and intervention can be provided to the adult who is attempting to address the behaviour.

If a pupil moves to Stage 4 on three occasions in one week, the Headteacher will arrange to meet with the child and their parents. At this time, the Headteacher will ensure that parents are well informed of the negative behaviours which are being displayed, consideration can be given to the reasons for the behaviour and an agreement can be reached as to the next steps of home and school to prevent the continuation of the negative behaviours. A record of this meeting will be made on CPOMs.

Lunchtimes

At lunchtime children are expected to abide by all the school rules and it is the role of the lunchtime supervisors to oversee this. The role of staff is to ensure that children are safe and protected at all times. Any behaviour issues are dealt with straight away by using similar steps that are expected within the classroom, e.g. verbal warning and a time out period. Incidences should be shared with class teachers discretely at the end of lunchtime. For those children that are consistently displaying unacceptable behaviour at lunchtimes, it may be appropriate to introduce Nurture Support at Lunchtime – this decision will be made as a result of discussion with the Headteacher. A member of Senior Staff will be on duty at lunchtimes to support Lunchtime staff to follow the behaviour policy and to deal with any more serious incidents which may occur.

Pupils who are 'Golden Ties' will be on duty during lunchtime to ensure children are happy and playing together in an appropriate manner. Golden Ties are not there to discipline children but to encourage positive play. If they are aware of children that are not following school rules or displaying behaviour that may cause concern, they are to report this to Lunchtime staff.

Serious incidents

However, there may be times when children's behaviour causes particular concern, e.g. violent behaviour or hurting others, deliberate offensive language (including racial abuse), bullying, sexual harassment, carrying a weapon. Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher, or in her absence the Deputy Headteacher.

Bullying

Bullying is deliberate hurtful behaviour, repeated over a period of time. It should not be confused with one off arguments or personality clashes between two particular pupils. Bullying will not be tolerated at Western Springs Primary School. All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.

All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse.

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff in school know that any incidents of the above should be reported immediately to the Headteacher.

Pupils who have been bullied will be supported by

- A one to one session with a member of staff (usually their class teacher)
- The establishment and delivery of a programme of support
- Reassurance and continued support from all staff
- Efforts made to restore the child's self-esteem and confidence
- Continual communication with parents

Pupils who have been doing the bullying will be helped by

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong-doing and the need to change
- Working with parents and carers to change the attitude of the pupil.

Behaviour Support Plans

Occurrence of Serious Behaviour incidents may result in the need for a Behaviour Support Plan. In this case, a formal meeting will be arranged by the headteacher, to include parents and others when appropriate, to create the Behaviour Support Plan and to consider the best ways forward in these cases. The child's parents may be asked to contribute active support to the plan. Following this meeting, it is essential that there is regular discussion with the child's parents to keep them apprised of their child's behaviour difficulties. This may also take the form of a behaviour log which is sent home daily and in which the parents can also comment on behaviour at home and build up a support network between home and school in managing the child's behaviour.

Fixed Term Exclusions

A serious breach may lead to a fixed term exclusion. Western Springs Primary School believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents will meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

Permanent exclusion will be a last resort at Western Springs Primary School and we will ensure that all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion will only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Reasonable Force

Staff will only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. When reasonable force has been used, a record will be kept on CPOMs and parents or carers will be informed.

SEND/ Inclusion

There are some children for whom this policy is inappropriate. These children may be recorded on the schools SEN register as having Behavioural, Social and Emotional difficulties (BSED). Individual behavioural programmes incorporating short-term targets will be written for these pupils, in consultation with parents/carers and the children themselves (where possible). These should be shared with all staff involved with the child. It may be that, as well as, or instead of, disciplining a child, one of the following courses of action will be taken: Consultation between staff, including the Headteacher and SENCO to look at interventions or the use of a modified timetable; accessing advice from external support such as referral to the Behavioural Support Team or other external agencies (e.g. LSAT or EP).

Equal Opportunities

Western Springs Primary School is committed to ensuring equality of opportunities. Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

Pupils' conduct outside the school gates

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'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour 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
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day.

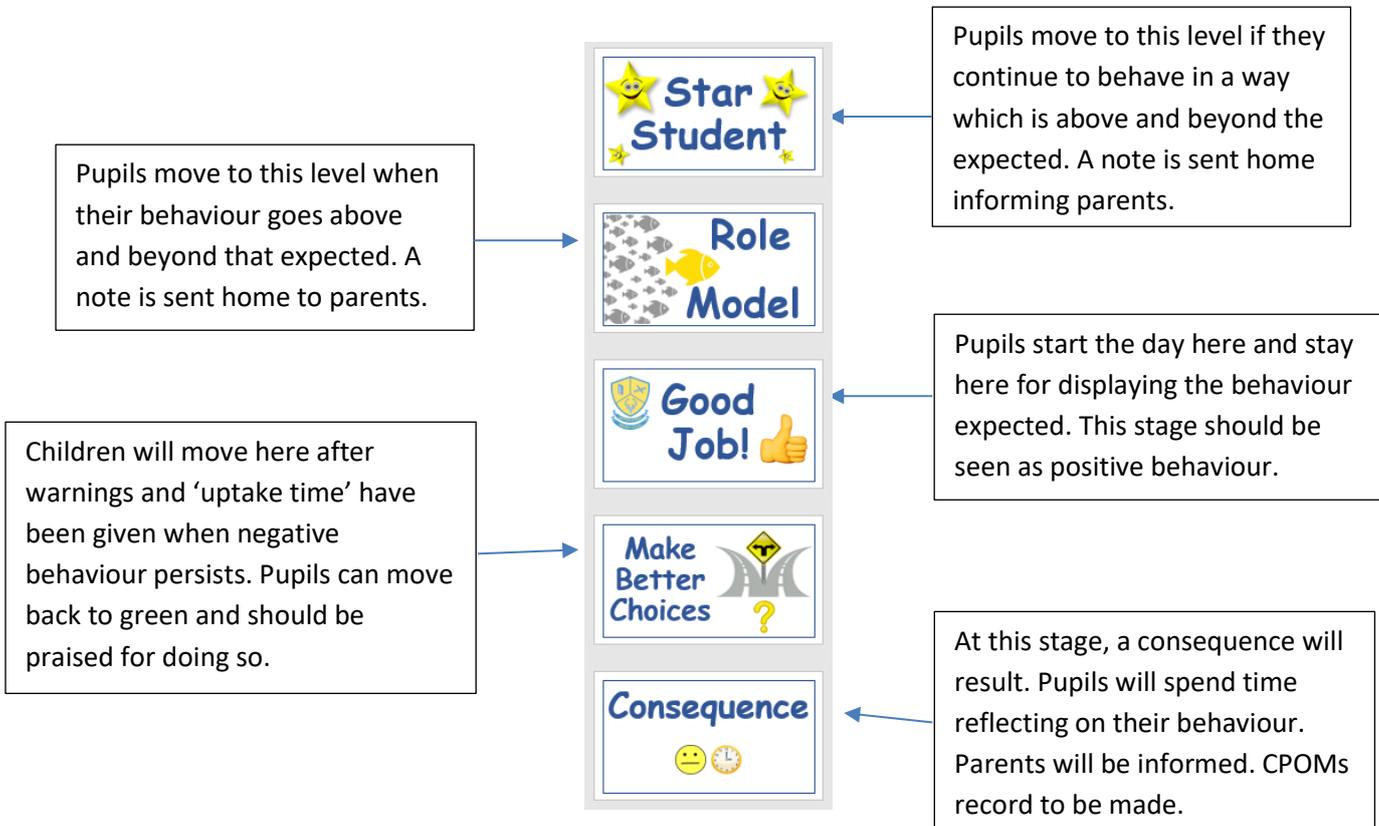
Following any incident, the Headteacher will consider whether it is appropriate to notify the police or Community Support Officers in Rugeley of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

Searching and confiscation

Senior school staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

Appendix 1: Classroom Behaviour System

The following chart will be displayed in classrooms consistently around school. Pupils will have an individual icon which will be moved to varying stages of the chart in line with this policy. The Word 'Community' will be displayed with the 'Three R's' underneath.



Notes to accompany the classroom chart:



Role Model!

Child: _____

Has been a 'Role Model' today because...

Signed: _____



Star Pupil!

Child: _____

Has been a 'Star Pupil' today because...

Signed: _____