

KINGSMOOR PRIMARY SCHOOL



BEHAVIOUR and DISCIPLINE POLICY (INCLUDING ANTI BULLYING POLICY)

THE PURPOSE OF THE POLICY

To provide guidelines to help promote good behaviour and to help manage inappropriate behaviour.

MAIN AIM

To help each child achieve successful personal development.

THE KINGSMOOR CODE

We look after each other, our school and everything in it.

We try our best in everything we do.

We are friendly and polite towards others.

The code of conduct at the school is intended to encourage pupils to develop respect for others around them, for equipment and for the school as a whole.

The school expects pupils to work and behave in a way that leads to their own successful development.

At the beginning of each school year the Kingsmoor Code is discussed with the children. An understanding of the need for rules is developed and from this the expectations for each classroom are identified with the class teacher. In addition, throughout the year, children are made aware of our expectations for behaviour outside the classroom.

RECOGNISING “GOOD” BEHAVIOUR

Examples of good behaviour and appropriate attitudes are rewarded through private and public recognition for the child. This may mean verbal praise, stickers, certificates and trophies.

We aim to highlight and praise positive elements of school life with much greater frequency than we draw attention to negative aspects of school life.

However these negative issues need to be managed. Outlined below are some of the steps that may be taken.

MANAGING INAPPROPRIATE BEHAVIOUR

Our management of inappropriate or unacceptable behaviour is dependant upon consistency and clear understanding of what is expected by “appropriate behaviour”.

Within class, the consistency comes from the class teacher and school support staff. Beyond the classroom the general overall statements of the Kingsmoor Code apply with the inclusion of some specific rules for safety and supervision. (eg we **walk** inside the school building. Children travelling on school bus trips **must** remain seated and belted).

When children report the poor behaviour of others, staff always investigate the incident to try and verify the facts.

DISINCENTIVES AND SANCTIONS

Low level concerns: When children exhibit inappropriate behaviour the adults in the school will make the appropriate response. All pupils are made aware that such behaviour will lead to negative response/consequences for them, such as temporary loss of playtime.

Higher level concern:

Child to work in another class
Longer term loss of playtimes or alternative playtime arrangements
Loss of privilege eg membership of extra curricular clubs
Monitoring via Behaviour logs and charts
Contact with parents to exchange information about actions taken.

INAPPROPRIATE BEHAVIOUR REQUIRING SAME DAY PARENTAL CONTACT BY HEADTEACHER OR MOST SENIOR TEACHER AVAILABLE

Serious fighting
Overt bullying behaviour (See Anti-Bullying Policy)
Abusive or aggressive verbal behaviour
Defiant or other inappropriate behaviour towards school staff
Damaging or stealing school or others' property
Seriously endangering themselves or others

EXTREME CASES

Where it is agreed between the Head teacher, staff and parents that a child's behaviour is so serious or persistent that further measures are warranted, then the child will be placed on a Pastoral Support Plan agreed with staff, parents and as appropriate, the child. If all appropriate strategies and involvement of support agencies fail to address the negative behaviour, then exclusion, as directed by the procedures laid down by Somerset Education Services will be considered.

EXPLANATIONS FOR BEHAVIOUR

We would always seek to discover the reasons why a child may be behaving in a particular way. Sometimes, if there are explanations linked to a child's additional needs, for instance a child affected by early childhood trauma or suffering from mental health problems, then these issues are taken into consideration when deciding on the most appropriate course of action.

CONTACT WITH PARENTS

In the case of younger children, parental contact for low level concern behaviour may occur earlier than for older children to establish expectations and develop the parent/teacher partnership. When necessary, parents will be telephoned to convey information about a child's behaviour. Sometimes it may be necessary to investigate incidents at length and on these occasions parents will be informed verbally or via a 'holding letter' that the outcome of the investigation will be discussed with them. Any letters sent home about behavioural incidents should be individually addressed solely to the parents of the child(ren) involved and when appropriate posted. This letter will give parents the opportunity to contact class teachers and discuss concerns with these sanctions. We aim to 'feedback' to parents when necessary following behavioural incidents as a means of completing the communication loop between home and school.

MONITORING, REVIEW AND EVALUATION

Throughout the year all staff monitor the effectiveness of the policy. When they feel it necessary, verbal reports are given to the Headteacher referring to both the positive and negative examples of behaviour.

When persistent or exceptional behaviour is identified it is noted by the class teacher in their class records and by the Headteacher in a school record.

When changes to the policy become necessary they are discussed, agreed and circulated to all involved.

KINGSMOOR PRIMARY SCHOOL



Anti-bullying policy

(Bullying - also referred to as 'Peer on Peer' abuse)

As a school we promote equal opportunities and diversity.

The aim of this anti-bullying policy is to ensure that all pupils can learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour that can affect individuals and groups. It is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

physical (eg hitting, kicking, theft)

verbal (eg intimidation, malicious remarks and reference to individual differences)

indirect (eg spreading rumours, excluding someone from social groups).

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in our school.

Kingsmoor School's teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Implementation

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A written account of the incident will be given to the headteacher
- The headteacher will interview all concerned and will record the incident
- Parents will be kept informed
- Class teaching and support staff will be kept informed
- Disciplinary measures will be used as appropriate

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence.

Pupils who have been found to be bullying will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil.

The following disciplinary steps may be taken to punish the “wrongdoer”:

- work in another class
- longer term loss of playtimes or alternative playtime arrangements
- loss of privilege eg membership of extra curricular clubs
- fixed-term exclusion
- permanent exclusion.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Monitoring, evaluation and review

The school will review this policy bi-annually, alongside the Behaviour Policy and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Reviewed by staff October 2016

Reviewed at committee **Date: 06/10/2016**

Approved at committee **Date: 06/10/2016**

Adopted by Governing Body Date: 3rd November 2016

Signed (Chair of Governors)