



# Harting CofE Primary School

## Behaviour and Anti-Bullying Policy

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Owner: Personnel Committee

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Informed by:

Gore Langton, E and Boy, K *Becoming and Adoption Friendly School*, (p95-107),  
London, Jessica Kingsley Publishers, 2017

Education Endowment Foundation, *Improving Behaviour in Schools*:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF\\_Improving\\_behaviour\\_in\\_schools\\_Summary.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf), 2019

## BEHAVIOUR & ANTI-BULLYING POLICY

### **Statement of Intent**

This policy reflects Harting School's Christian values of love and respect. We aim to provide:

- **high standards** in both education and behaviour;
- a school where we encourage everyone to **care and respect others** and behave with self-control;
- and an atmosphere of mutual respect and cooperation

We endeavour to recognise, reward and praise effort and good behaviour and support children who have behavioural difficulties, in a fair and consistent way with a view to modifying undesirable behaviour.

We aim to carry out the above by:

- ✓ Providing a safe environment for learning;
- ✓ Promoting self-esteem by having a range of rewards and privileges;
- ✓ Carrying out sanctions fairly and consistently;
- ✓ Encouraging partnership with parents;
- ✓ Ensuring that teachers and support staff listen to children;
- ✓ Ensuring that school rules are clearly communicated to all staff, children and parents;
- ✓ Ensuring that all pupils feel valued at school;
- ✓ Having high expectations of achievement in work and behaviour;
- ✓ Recognising achievements positively with praise and encouragement.

This policy should be read with reference to the Child Protection Policy, as appropriate

### **GUIDELINES**

#### **1. STAFF CONSISTENCY**

Staff consistency is crucial in its approach to pupil behaviour.

Teaching and Support Staff will:

1. Promote good relationships between teacher and pupil by using the curriculum and teaching style best suited to the children;
2. Be aware of verbal and non-verbal language; to avoid confrontation or a 'no-win' situation;
3. Try to anticipate problems before they arise;
4. Be consistent;
5. Be aware that poor behaviour may have an underlying cause eg SEN, teaching style, difficult relationships at school or home (including family upheaval/adoption/children who are 'looked after')

## 2. MOTIVATIONAL SYSTEMS

Every child is different and it is important that each child is encouraged to find areas where they can celebrate success and find fulfilment; all pupils should feel valued at school.

Our policy is based on positive reinforcement of good behaviour and mutual respect. We promote self-esteem through a range of reward and privilege systems. We aim, however, that children will develop so that they gain pleasure, for themselves, by working hard, behaving well and achieving.

### Academic Achievement

**Merit Certificates** run across KS2. These are awarded by staff for academic achievement and/or good participation in all curricular areas. Certificates are awarded throughout the year.

An achievement card is marked for each success, as a merit. Totals of merits earn a certificate (see below).

Certificates of Merit are presented, often at assemblies, and the child's name is noted in the gold book.

	<b>Bronze</b>	10 merits
	<b>Silver</b>	20 merits
	<b>Gold</b>	30 merits
	<b>Ruby</b>	40 merits
	<b>Sapphire</b>	60 merits
	<b>Emerald</b>	80 merits
	<b>Diamond</b>	100 merits

### Individual Behaviour and Effort

In each class, behaviour and effort is recognised through a local system specific to the class. We aim for children to develop their own ability to self-regulate their behaviour and improve their own learning. Rewards are fairly immediate for the younger children but, as the child develops a personal work ethic, he/she is encouraged to work to accumulate house points. Research indicates that inconsistent rewards improve progress better than very tight systems, where children do not develop their own motivation, but we do endeavour to be as fair as we can.

In addition, each class is involved in devising a set of rules which are drawn up at the outset of each school year, displayed in the classroom and link to whole school values.

The Cups for kindness are awarded in Worship Assembly each term for children noted to be particularly kind. This is recorded in the Golden Book at the front of the school.

### Teamwork across the School

The **house point** system operates to reward good behaviour and effort. It runs across the school but, as stated, for younger pupils stickers, or more immediate rewards, are used instead as they have more meaning.

This system is monitored and reviewed with pupils, through discussion with the School Council.

### **General School Awareness/Praise**

- ✓ Praise in front of other children can be very powerful, in class
- ✓ Sharing and showing work to another adult – e.g. a former teacher and/or the Headteacher.
- ✓ A specific comment on a child's work (or verbally), in line with the school's marking policy

## **3. SANCTIONS**

### **Whole School Approach**

Examples of undesirable and unacceptable behaviour include:

- talking out of turn;
- refusing to do tasks;
- pushing and barging;
- temper tantrums;
- insults and harassment;
- deliberately hurting others;
- fighting;
- intimidation or bullying;
- any anti-social behaviour – spitting, swearing, stealing.

Wherever possible, the class teacher will deal with problems as they arise and consequences are aimed to match the level of any poor behaviour and the age of the child. Parents are informed in the early stages, **as appropriate**, so that the teacher, parent and child can work to rectify a problem together. Class teachers will liaise with others to ensure children are supported and there is consistency throughout the day, for those having behaviour difficulties. In the more extreme cases of undesirable behaviour, the headteacher will become involved. (This should also apply to pupils who do well and are kind.)

A behaviour log for specific incidents (available in the staffroom) monitors behaviour over a period and can be shared with parents, as appropriate. All staff in the school have a responsibility to manage children's behaviour. They should show respect themselves and use positive verbal and non-verbal language.

It is helpful if parents share significant family or home events with staff so that children can be better supported.

### **Disruptive Classroom Behaviour**

If a child is misbehaving the cause is considered by teaching staff who will use a range of strategies to support them. This may include using praise as a tool to encourage positive behaviours; seating positions; predicting triggers; or using other de-escalation methods.

If poor behaviour persists, teachers will involve the Head/SENCO to plan a programme of support, as needed. Parents are generally informed before such a pattern of behaviour has become established.

As a guide, procedures are:

1. Look for and model appropriate behaviour, praising it.
2. Give child/children warning and/or help to avoid the situation by suggesting an activity which will direct attention.

3. Write name on board as a reminder or move name down on class behaviour barometer eg 'rocket'
4. Ask the child to move from the situation, e.g. to a different part of the class or to another teacher and/or provide planned consequence
5. Involve Headteacher as appropriate

### **Aggressive Behaviour & Interference with Other Pupils' Learning**

Children displaying such behaviours may have other underlying difficulties eg social issues or learning difficulties (especially relating to language), which may require additional support. The class teacher and SENCO/Headteacher will share these concerns to plan the best way forward.

If need be, a child may be removed from the situation to a 'calm zone', especially if endangering themselves or others. A behaviour log or positive praise book may be established to support persistent behaviours and identify triggers and strategies which best help the child.

Staff at Harting School avoid shouting and arguing with children.

### **Playtime Behaviour**

Children should be encouraged to walk out to play. Contact play is discouraged (especially during the COVID pandemic). Children are deterred from play, which is considered to be dangerous.

When on duty, staff are on the playground with children. Pupils are sent out once areas are manned. Children in Year R play as part of their normal curriculum so will not have an additional playtime, except at lunch times when their year 6 buddies join them in September (except when COVID restrictions apply).

## **4. BULLYING, RACIST/'HATE' INCIDENTS**

Bullying is persistent unwelcome behaviour. It can mean many different things. These are some ways children and young people have described bullying:

- being called names;
- being teased;
- having rumours spread about you;
- being ignored and left out;
- being abused on social websites using any of the above;
- receiving unpleasant e-mails or text messages;
- being forced to hand over possessions or having them thrown around;
- being pushed or pulled about;
- being hit or attacked;
- being attacked or teased or called names because of your religion or colour;
- being attacked or teased or called names because of your sexuality.

Under no circumstances is bullying tolerated.

It is important, in such situations, that the class teacher is informed either by the children and/or parents of what is happening so behaviours can be monitored.

The following steps are suggested:

1. Support both the child who is affected by bullying and the other child/ren to change the undesirable behaviour

2. Ask children to report incidents to adults and encourage parents/staff to communicate them so that behaviours can be monitored by the school. Class teacher to liaise with other staff and Headteacher, to aid this.
3. Incidents to be logged as appropriate
4. Parents to be informed, at a suitable stage, so that on-going dialogue between adults supports the children

Support may be through class circle times; individual work with play therapist or ELSA; or rewards/sanctions systems

To create a whole school approach we try to ensure consistency. Staff should focus on praising good role-models and provide this model themselves.

This policy is in line with Policies for Child Protection. 'Team Teach' training of teaching staff ensures de-escalation, including 'positive handling', to safeguard children displaying challenging behaviour.

The school has a zero tolerance policy to racism and homophobia (or any behaviour which isolates or is intolerant of minority groups). Any incidents are reported to the Head teacher. As well as dealing with such incidents, if they occur, we try to promote harmony through avoiding stereotyping, using positive reinforcement and teaching about differences in the PSHE curriculum (reflecting the school's Christian values of love and respect).

## **5. PUPILS WITH SPECIAL EDUCATIONAL NEEDS (SEN)**

We endeavour to establish the degree to which a pupil's SEN impinges on his/her ability to manage his/her behaviour and share this information with all staff.

Where appropriate, we consult with other professionals so it is clear if a pupil's behaviour is related to a 'special educational need' or not. We try to ensure that staff respond appropriately to such needs.

Some pupils, who have experienced adverse childhood experiences (ACEs) will need approaches different to others. Due to the trauma that they have experienced, they are often less able to articulate their feelings and, through their learned experiences, behave in different ways. In light of this, alternative strategies are more likely to be effective for such pupils, using a trauma informed approach. This may mean that sanctions appear significantly different for these children, to avoid shaming; further traumatising them; and ultimately improving behaviour.

## **6 EXCLUSION**

The following types of behaviour are felt to be those that might reasonably lead to permanent exclusion from school:

- Physical violence to staff and/or pupils;
- Threats of physical violence to staff and/or pupils, or in some other way risking the safety of staff or pupils;
- Serious or persistent bullying or racial/sexual intimidation;
- Serious damage to school property;

- Serious and persistent disruption to pupils' learning, including rudeness and disobedience;
- Dealing in and/or supplying drugs or other dangerous substances within school.

When exclusion is being considered, we will consider the effectiveness and purpose of such a decision and question whether there are other means of obtaining the same result. We will do all that we can to avoid exclusion, working with outside agencies and families as closely as possible.

## **7. MONITORING**

The Policy will be reviewed annually. The Headteacher will monitor the behaviour log, accident book and achievement awards. 'Hate' incidents are reported to governors termly and the policy is evaluated annually.