

# Lea and Garsdon CE Primary School Behaviour Policy (Including Anti- Bullying)

*Healthy trees bearing good fruit - Matthew 7 v 17*



## ***Our Vision***

*To develop children who are healthy in body and mind, enjoy life and fulfil their potential so that they have a positive impact on the world.*

## ***Our Core Values***

- 1. Kindness*
- 2. Wellbeing*
- 3. Gratitude*
- 4. Individuality*
- 5. Community*
- 6. Inspiration*

**Policy adopted by the Governors on \_\_\_\_\_**

**Chair of Governor's Signature: \_\_\_\_\_**

**Headteacher's Signature: \_\_\_\_\_**

**LEA AND GARSDON CE PRIMARY SCHOOL**  
**Behaviour Policy**

At Lea and Garsdon CE School, we aim to promote behaviour that is conducive to learning and is based on Christian Values. We aim to assist children to grow up with a clear view of what is right and wrong and to help them to appreciate the needs of others and of the society they live in. We have a role in supporting good behaviour and challenging poor behaviour in school and also in some circumstances, outside of school.

**Aims of this policy:**

1. To encourage children to take responsibility for their behaviour.
2. To encourage a whole school approach to supporting good learning behaviour.
3. To promote our school values and to encourage everyone to live by them.
4. For children to understand that anti-social behaviour is not acceptable, this is to include race, class and gender issues as well as ability.
5. To encourage children to make positive behaviour choices that supports good learning.
6. To enable all children, parents and staff to know what is expected of them.

The School recognises its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Education Needs.

Each year the Class Teacher in negotiation with the children, will use the values above to draw up a Class Charter using our Jigsaw PSHE scheme. For example Kindness may lead to 'Speak and act kindly to everyone.' These charters will be displayed clearly in the classroom and will be referred back to as necessary.

All children and adults must show respect for one another leading to a positive atmosphere for successful learning. This is shown through:

- Listening carefully to one another
- Speaking to each other in a polite voice
- Valuing the opinions of others, polite challenge at the appropriate time is accepted as good practice
- Caring for property that belongs to the school and others
- Moving around the school in a calm manner

**Rewards**

We will reward children's choice of good behaviour in the following ways:

- Verbal praise by adults and peers
- Good behaviour is recognised in the 'Praise Book' which is read out during an act of worship
- Visit to the Headteacher to celebrate good behaviour or learning
- Each class works towards a class reward, agreed with the class teacher once they have reached a certain number of points

- Individual classes may have their own reward systems in place which may change as the need arises

### **Consequences**

Children are taught to take responsibility for their behaviour. If a child makes a poor behaviour choice they are helped to think about their behaviour in a variety of ways:

- First a verbal warning will be given, providing the child with the opportunity to make a good choice
- If behaviour persists, the child will be asked to move within their classroom
- If the poor behaviour continues, the child will be sent to a different class for 5 minutes to consider the impact that the inappropriate behaviour has had on learning for the individual and their peers
- If, on returning to their class, poor behaviour continues, the child will be sent to the Headteacher or Assistant Head. A behaviour record form (Appendix A) should then be filled in by the adult sending the child. At this point, parents will be contacted via phone or email

### **Incidents**

Some behaviours have a bigger impact on other children and staff (for example physical aggression) and may require:

- Loss of break times
- Loss of lunch time

In some instances, a behaviour may be such that it is escalated through the consequence steps above.

Other behaviours may be considered too extreme to follow this behaviour policy and the following actions may be taken with no previous consequences having taken place:

- Internal exclusion for a period of or part of a whole day
- School exclusion for 1 or more days, notifiable to the Local Authority

Parents will be informed if either of these take/are going to take place.

### **Individual Behaviour Targets**

Some children who have recognised social, emotional or mental health needs will be given behaviour targets, which will be set out on a Support Plan. The rewards and consequences for these children may at times be different to the whole school in order to best support behaviour choices.

### **Lunch Time**

At lunch time the MDSA's, as well as other staff, will use the same rewards set out above. They will also give out stickers and lunch time certificates for good behaviour and manners. Each week a group of children will be chosen to sit at the Top Table for one lunch time as a reward for particularly good manners and behaviour. They will be able to choose a friend to sit with them.

### Consequences

MDSAs will use the same consequences as set out above. If a child does not respond to a warning they should be sent to stand by a wall for 5 minutes to consider their behaviour.

### **Behaviour on the School Bus**

We expect children to behave in a sensible, kind, respectful and courteous way at all times, including when they are on their way to or from school. Where incidents of poor behaviour are reported these will be investigated and where necessary appropriate sanctions will be used. These may include contacting parents, missing play times or written warnings being given which could lead to the Transport Authority banning a child from this transport for a period of time. All children and their parents/carers using the bus are asked to sign a Transport Home School Agreement which sets out how we aim to work in partnership with children and parents to ensure that the behaviour on the bus is of the highest standard. **See**

**Appendix B.**

### **Use of Reasonable Force (based on DFE advice July 2013)**

In exceptional circumstances Teachers and Teaching Assistants may need to use reasonable force to prevent pupils committing an offence, injuring themselves and others, or damaging property. Reasonable force should only be used when it is in the best interest of the child to do so, to de-escalate a situation and to prevent the child getting into further trouble. Reasonable adjustments will be made for children with SEND and expectations of each child will take into consideration their age, maturity and ability to understand the rules and instructions.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outburst.

This school will follow the Team Teach method of behaviour intervention and will ensure that key members of staff are trained in these methods regularly. These methods will only be used as a last resort and for the minimum amount of time necessary; they will never be used as a punishment. If force is used it will be recorded in the bound and numbered red incident log within 24 hours of the incident. This log is kept in the Headteacher's office in a locked drawer. Parents will also be informed if 'reasonable force has had to be used on their child.

### **Partnership with Parents:**

Parental co-operation is vital in fostering good behaviour and this school actively promotes all forms of home/school partnerships. Parents are given the opportunity to discuss concerns and to agree, if necessary, a plan of action to reinforce acceptable behaviour. Any approaches, which include exclusions, follow Wiltshire guidance.

## **Behaviour linked to Covid-19**

### Movement around the school

- Children will be working in class bubbles and will remain in these throughout the day.
- It is expected that children will not purposefully enter another bubble without permission.
- If children are required to move around school for any reason (for example to go to the toilet, moving to and from the playground etc.), they will do so promptly and will not deviate from their purpose.
- On arrival at school, children will line up on the playground in their classes until their teacher is ready to take them in.
- At the end of the day, children will line up in their classes until dismissed to a parent
- Within classes, children will remain in their places unless directed by the teacher
- At break time and lunchtime, children will remain in their allocated area

### Good hand hygiene

- Children will wash their hands as directed by their teacher throughout the day.
- Children will wash their hands for at least 20 seconds.
- Children will not touch another person's property

### Respiratory hygiene

- Children will follow the 'Catch it, Kill it, Bin it' rules
- Children will tell a member of staff if they are experiencing symptoms of Covid-19

## **Expectations for pupils at home**

### Remote learning rules

If pupils are not in school, we expect them to follow all of the rules set out below.

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will get in touch with parents and see if there's any issues you can help them address.

The sanctions and rewards detailed above will apply to behaviour linked to Covid-19.

## How we will Deal with and Prevent Bullying

### Introduction

It is the right of every child and young person to work, play and learn in an environment that is free from victimisation and bullying. Our school values make it clear that we value differences and aim to encourage tolerance towards one another. Through this policy we aim to help children and adults understand what bullying is, how to recognise it and what to do to stop it. We aim to celebrate differences, challenge all forms of discrimination and develop a safe environment where bullying does not thrive - including on line.

In line with our Equalities Policy based on the 2010 Equalities Act we will ensure that prejudice against the protected characteristics is not tolerated and is addressed as part of this Anti Bullying Policy. We will challenge any disrespectful language or name calling including sexist, racist homophobic or disablist language and will explain to the children why such language is unacceptable.

We are aware that children with Special Educational Needs or a disability are more vulnerable to bullying behaviour and we will foster a school environment where differences are celebrated and victimisation is not tolerated.

### What is Bullying Behaviour?

- *Hurtful* (it hurts physically or a person's feelings)
- *Repeated* over time
- Involves an *imbalance of power* – making those being bullied feel powerless to defend themselves
- *Deliberate* – done on purpose

### Types of Bullying

- Emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal (name calling, sarcasm, teasing, mimicking, teasing, spreading rumours)
- Physical (hitting, kicking, punching or any use of violence)
- Extortion (demanding things off people with threats)
- Cyber Bullying- via text messaging, social media or the internet

### Signs of Bullying

Pupils who are being bullied may be frightened, sad or upset. They may not want to go to school. They may show changes in behaviour, such as becoming shy and nervous, feigning illness, being increasingly absent. There may be changes in work pattern including lacking concentration. Staff will be alert to the signs of bullying and will act promptly in accordance with this policy should they suspect bullying.

### What should you do if you or someone you know is being bullied?

- Tell a grown up that you trust (teacher, TA, mum, dad)

### What will school do if they suspect someone is being bullied?

- You will be taken seriously and the problem will be looked into.
- The class teacher or head teacher will speak to the person who is being bullied and the person accused of bullying, as well as any witnesses.

- A clear account will be recorded.
- The head teacher will speak to the parents of anyone involved – those accused of bullying and those who feel they have been bullied where the evidence suggests bullying has taken place.
- Relevant consequences will be put in place, these may include:
  - Warning
  - Missing break time
  - Exclusion from certain parts of the school or certain parts of the day
  - A short term exclusion
  - A longer term exclusion
  - Permanent exclusion

**How will the school support people at this time?**

Pupils who have been bullied will be supported by:

- Being listened to and taken seriously
- Being reassured that they are not at fault
- Being assured that the bully will not be allowed to continue to behave in this way
- Ensuring there is a network of support available to help the person who has been bullied – this will include liaising with the child’s parents or carers.

**Pupils who bully will be supported by:**

- Being given opportunities to talk about why they have bullied.
- Being encouraged to see that their behaviour has had a negative impact on someone else
- Being encouraged to see that there are consequences for their actions.
- Their parents being informed so that they can support them at home

**How will we share this policy with children, parents and staff?**

At least once a year the whole school will have an ‘Anti-Bullying’ week to raise awareness of issues surrounding bullying and how we deal with them. As part of this work we will ensure that children are aware what bullying is and is not and what they should do if they feel they are being bullied in school or on –line. We will update this policy and share it with parents to ensure they know what to do if they are concerned that their child is being bullied.

**Recording Bullying Incidents**

- All incidents of bullying will be recorded in the Behaviour Folder and the number of incidents will be reported to the Governing Body.
- Following an incident the child who has been bullied will be spoken to about 6 weeks following the initial discussion to ensure that the bullying has stopped and has not started up again. Records of this follow up will be kept.

The school will raise the awareness of the nature of bullying through all aspects of the curriculum and particularly through RE, Collective Worship, PSHE+C and Computing.

**Support Agencies**

- Anti Bullying Alliance [www.anti-bullyingalliance.co.uk](http://www.anti-bullyingalliance.co.uk)
- Kidscape [www.kidscape.org.uk](http://www.kidscape.org.uk)
- Childline 0800011111

- Bullying on line [www.bullying.co.uk](http://www.bullying.co.uk)
- Stonewall [www.stonewall.org.uk](http://www.stonewall.org.uk)
- Cyberbullying [www.cyberbullying.org](http://www.cyberbullying.org)

This policy should be read in conjunction with:

- SEN Policy
- Equalities Policy
- Home School Agreement
- Transport Home School Agreement
- Responsible Users of IT Policy
- On Line Safety Policy and all IT related policies
- PSHE Policy
- Attendance Policy
- Separated Parents Policy

This policy was drawn up with reference to:

‘Behaviour and Discipline in schools: Advice for Head Teachers and School Staff’ January 2016 by the DFE.

And

‘Use of Reasonable Force: Advice for headteachers, staff and governing bodies’ July 2013

Wiltshire Children and Young People’s Trust – Respecting Differences – Wiltshire’s Anti Bullying Commissioning Strategy 2012-2015.

This Behaviour Policy has been drawn up following discussion with staff and governors.

It will be reviewed and shared annually with parents and staff.

This policy was last reviewed in January 2019 and was checked against the Behaviour Policy Self Evaluation Check Sheet, which is part of the Violence and Aggression Policy recommended by Wiltshire LA .It was combined with the Anti Bullying Policy.

**Appendix A**  
**Lea and Garsdon CE Primary School**  
**Behaviour Incident Reporting Form**

This form should be used to report significant behaviour incidents that need to be dealt with beyond the class behaviour systems in place, including violence, swearing, bullying, racism or for repeated or ongoing low level incidents that need to be brought to the attention of the headteacher.

Child's Name: \_\_\_\_\_ Year Group \_\_\_\_\_

Date of Incident	Staff Completing this form:
Time of Incident	Staff Involved
<b>Antecedent</b> (What happened before the behaviour? This could be at home or school, immediately before the behaviour or some time before)	
<b>Behaviour</b> (describe the behaviour and the incident)	
<b>Consequences</b> (for the child- eg response by adult to the situation)	
<b>Communication-</b> What could the child be trying to communicate?	

Once completed please pass to the head teacher

## Appendix B

### Lea and Garsdon CE Primary School Transport Home/School Agreement

#### **Our Vision**

*Is of a school community made up of happy, confident, competent learners who play a valuable role in improving the world. The Christian ethos of the school is central to all that we do in developing a nurturing, friendly, safe and stimulating environment, where everyone strives for their best, has tolerance and empathy for others and aspires to excellence.*

*We aim to live according to the following values to enable us to meet our vision:*

1. *Friendship*
2. *Respect*
3. *Honesty*
4. *Inclusion*
5. *Excellence*

#### **The Aim of this Transport Home School Agreement**

The aim of our Transport Home School Agreement is to set out the roles and responsibilities of the school, parents/carers and children to help us to reach our vision for the school; to ensure that the children are kept safe and free from harm during the journey to and from school and that they arrive ready to learn.

#### **Behaviour on the School Bus (extract from Behaviour Policy)**

We expect children to behave in a sensible, respectful and courteous way at all times; including when they are on their way to or from school. Where incidents of poor behaviour are reported these will be investigated and where necessary appropriate sanctions will be used. These may include contacting parents to agree sanctions at home, missing play times within school or written warnings being given which could lead to the Local Authority Transport Department banning a child from this transport for a period of time. We work closely with the Local Authority Transport Department to ensure the good behaviour and safety of students on the bus and they have confirmed that they are prepared to write to families warning to, and where necessary, actually banning children from using the bus for a period of time. This would in no way take away from parent's their responsibility to ensure that their child attend school.

All children and their parents/carers using the bus are asked to sign this Transport Home/School Agreement which sets out how we aim to work in partnership with children and parents to ensure that the behaviour on the bus is of the highest standard.

#### **Bus Rules**

1. Be polite at all times.
2. Speak quietly (No singing or calling across the bus).
3. Be kind to others at all times.
4. Thank the bus driver when you get off.
5. Keep your seat belt on until the bus has stopped at your destination.
6. Stay sitting down until the bus has stopped at your destination.
7. Keep your feet on the floor (not on the seats or seat backs).

8. Eating and drinking are not allowed on the bus.
9. Do not ring the bell unless the bus has passed your stop.

**The School Will:**

1. Check that the correct children are on the bus each evening – using the most up to date information from the parents.
2. Meet the children off the bus and escort them onto the school grounds in the morning.
3. Check that all children are wearing their seat belts before the bus leaves school.
4. Investigate any reported incidents of poor behaviour on the bus and apply appropriate sanctions as necessary.
5. Inform parents if their child has been involved in any poor behaviour on the bus. Serious or repeated incidents will lead to a written warning being issued from school.
6. Inform The Local Authority of any written warnings given to children about their behaviour.
7. Inform the Local Authority of any serious incidents that occur on the bus.

**The Family Will:**

1. Inform school of the usual home time arrangements for my child including which days they will be using the school bus.
2. Contact school to let them know if these usual arrangements are to be changed.
3. Ensure that my child/ren reach the bus stop at the specified time.
4. Be at the bus stop to meet my child/ren or let the school know that my child has permission to walk home alone from the bus stop.
5. Encourage my child/ren to follow the Bus Rules as set out above.
6. Support the school in its efforts to ensure good behaviour from its pupils at all times.

**The Child will:**

1. Follow the rules as set out above.
2. Make sure that my actions do not in any way distract the driver.
3. Behave in a safe way at all times.
4. Act as a good role model for those around me.
5. Look after younger children on the bus.

For families who do not return a signed copy of this Home School Agreement; any incidents of poor behaviour relating to their child will be passed immediately to the Local Authority Transport Department.

Headteacher's Signature: \_\_\_\_\_

Child's Signature: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

**Appendix C**  
**Lea and Garsdon CE Primary School**  
**HOME SCHOOL AGREEMENT**

***Our Vision***

*Is of a school community made up of happy, confident, learners.*

*The Christian ethos of the school is central to all that we do in developing a stimulating learning environment, where everyone works hard, shows consideration and empathy for others and aspires to excellence.*

***We aim to live according to the following values to enable us to meet our vision:***

- 1. Friendship*
- 2. Respect*
- 3. Honesty*
- 4. Inclusion*
- 5. Excellence*

***Learning - Excelling – Achieving***

The aim of our Home School Agreement is to set out the roles and responsibilities of the school, parents and children to help us to reach our vision for the school.

1. The School will:
  - ◆ Put the interests of the child at the forefront of all that we do.
  - ◆ Work closely with parents/carers and the child to ensure that each child makes the best possible progress in all areas of school life.
  - ◆ Contact parents if there is a problem with punctuality or attendance.
  - ◆ Keep parents informed of how their child is getting on through Parent Teacher meetings, the Annual Report and other forms of communication as necessary.
  - ◆ Provide regular opportunities for homework in line with our Homework Policy.
  - ◆ Keep parents up to date on what is happening at school through our regular newsletter
  - ◆ Ensure that school is an inclusive place where any acts of bullying are dealt with quickly and effectively and tolerance is promoted in all that we do. Parents will be contacted if we have concerns about their child's behaviour, or if we feel they have been 'bullied' while at school.
  
2. The Family - I/We will:
  - ◆ Work closely with the school to ensure that my child makes the best possible progress in all areas of school life.
  - ◆ Notify the school by 9am if my child is unable to attend and ensure our child(ren) go to school regularly and are ready to start promptly at 8.50am.
  - ◆ Let the school know about any concerns or problems that might affect my child(ren)'s

work or behaviour.

- ◆ Support the school's guidelines in all areas, including behaviour and discipline.
- ◆ Support my child in homework, particularly reading, and other opportunities for home learning.
- ◆ Attend Parent Teacher meetings and discussions about my child(ren)'s progress.
- ◆ Support the school's Vision and policy of promoting Equality and Inclusion.

3. For each child:

- ◆ I will make sure I get to school on time and am ready to learn.
- ◆ Bring everything I need, ie., P.E. Kit, Homework/Book Bag etc.
- ◆ Do all of my work at school and at home as best as I can.
- ◆ Follow the school's behaviour policy and remember to use good manners at all times.
- ◆ Look after my school and playground and all the school equipment.
- ◆ Try to live by the school's values.
- ◆ Try to be kind, considerate, be tolerant of people's differences and to include people when ever possible in all that we do.

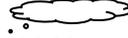
Child's Signature: \_\_\_\_\_

Parent's Signed: \_\_\_\_\_

Headteacher's Signed: \_\_\_\_\_

## Restorative Questions Appendix D

We encourage all adults investigating an incident of poor behaviour to use these questions. Children often do not know 'why' they have done something, especially if they have lost their temper. Rather than asking them why we aim to find out what was happening by using these questions.

<p>What happened? <input type="text"/></p> <p>What were you thinking? </p> <p>What were you feeling? </p> <p>Who else has been affected by what's happened? </p> <p>What do you need to do to make things better? </p> <p>What do you need to do to stop this happening again? </p>	<p>What happened? <input type="text"/></p> <p>What were you thinking? </p> <p>What were you feeling? </p> <p>Who else has been affected by what's happened? </p> <p>What do you need to do to make things better? </p> <p>What do you need to do to stop this happening again? </p>
<p>What happened? <input type="text"/></p> <p>What were you thinking? </p> <p>What were you feeling? </p> <p>Who else has been affected by what's happened? </p> <p>What do you need to do to make things better? </p> <p>What do you need to do to stop this happening again? </p>	<p>What happened? <input type="text"/></p> <p>What were you thinking? </p> <p>What were you feeling? </p> <p>Who else has been affected by what's happened? </p> <p>What do you need to do to make things better? </p> <p>What do you need to do to stop this happening again? </p>