

Milton Road Primary School

Behaviour, Anti-Bullying, and Positive Handling Policy

Behaviour

INTRODUCTION

Positive behaviour and attitudes enable children to make the most of school experiences and aid success in learning. In the context of a school, we would define positive behaviour as conduct that assists the school to fulfil its function which is to develop, as fully as possible, the abilities and social skills of all its pupils and to promote feelings of happiness and security for all.

AIMS and OBJECTIVES

We aim to:

- Provide a calm, safe environment in which all pupils can achieve their very best
- Raise children's self esteem and help them to have confidence in themselves
- Recognise that each child is an individual with their own needs
- Help children to become aware of the needs of others
- Promote respectful and thoughtful behaviour between all members of the school community
- Promote independent self-discipline in our pupils and encourage them to accept responsibility for their own behaviour
- Teach children the skills and attitudes needed to achieve and maintain positive behaviour
- Encourage everyone to contribute to our codes of conduct
- Develop an understanding of the important role everyone has to play in the smooth running of the school
- Employ a consistent approach to behaviour throughout the school
- Involve parents in the good behaviour of their children and encourage them to support our code of conduct
- Develop an understanding of the importance of codes of conduct in our lives and why they need adhering to
- Positively involve pupils, staff and parents in a common purpose and direction

THE SCHOOL'S APPROACH

In the belief that our school should be a happy, secure place for all, we pursue a positive approach to good behaviour, encouraging children to conduct themselves in a responsible, self-disciplined manner and to care about the needs and rights of others. Intrinsic to this approach is the additional belief that parents, children and staff are all involved in a home/school partnership.

Codes of Conduct

At the beginning of each year, classes negotiate a class code of conduct. The children, with the help of their teacher, decide on positive ground rules that they believe will make for a happy, hardworking environment in their classroom. Once this code of conduct has been agreed, it is displayed in the classroom as a reminder and the children are expected to abide by them. If a child contravenes this code of conduct, they are reminded of the part they played in its creation and the commitment they made to it.

There is a general code of conduct for the whole school community, which is reviewed from time to time by the children and staff. This code is displayed prominently in the school.

Milton Road Primary School Code of Conduct

- ✓ Show generosity to others - being kind, helpful and polite
- ✓ Be respectful of others; their opinions, feelings and property
- ✓ Respect everyone's right to speak and to be heard
- ✓ Care for the school environment and those in it by being tidy, clean and organised
- ✓ Move around the school and grounds safely and sensibly
- ✓ Work quietly to avoid disturbing others
- ✓ Use materials and equipment wisely and safely
- ✓ Try to do your best at all times

Governors' Responsibilities

The legal responsibility for the discipline of the school lies with the governors who have delegated the day to day management to the headteacher. Parents of an excluded child have a right to make a written representation to the Discipline Committee of the Governing Body. The Governing Body will take steps to consider any such representation.

Staff's Responsibilities

Class teachers have day-to-day responsibility for the discipline of the children in their classes. A caring classroom atmosphere helps to reinforce good behaviour and teachers themselves are expected to be good role models for the children in their classes. Teaching staff share the responsibility for the sensible behaviour of the children in and around the school.

The Deputy Headteacher has overall responsibility for discipline during the lunchtime period. Responsibility for managing behaviour during the lunch break, both in the canteen and at play, has been delegated to the senior midday supervisors and the other lunchtime supervisors. The senior supervisors liaise closely with the Deputy Head over the lunch break.

Parents' Responsibilities

A Home-School Agreement will be provided for all incoming pupils on their arrival at the school and both parents and children are encouraged to read it and sign a declaration that they agree to it. We encourage parents to be aware of the school codes of conduct and expectations and to support the implementation of this behaviour policy.

We look to our parents to make their children aware of appropriate behaviour in all situations and to encourage in them independence and self-discipline. Above all we regard it as the responsibility of

the parents to foster good relations with the school and to show an interest in what their child does there.

Children's Responsibilities

Children are expected to follow the codes of conduct in the school and classroom and show respect for the rights and needs of everybody in the school community both adult and child. Good behaviour, politeness and good manners are insisted upon, especially when dealing with teaching staff, all support staff and other adults who may be in the school.

How We Encourage Good Behaviour

- Clear expectations of good behaviour are laid out and discussed eg. in classroom codes of conduct.
- Anti-social behaviour is actively discouraged and mutual respect promoted.
- Social awareness and understanding the needs and rights of others is taught as part of the curriculum, particularly in personal, social, health and citizenship education (PSCHE), religious education and collective worship.
- Social and Emotional Aspects of Learning (SEAL) are taught as an integral part of the PSCHE curriculum
- Sometimes self esteem is promoted through special groups eg. social skills groups.
- Children are encouraged to take responsibility for their own actions and to make amends for any disruption or unhappiness they might have caused.
- Where appropriate, good behaviour is praised either privately or publicly.
- High standards of behaviour are set through the example of the adults and children in the school.
- Children are encouraged to help each other to behave correctly and to support those who have difficulty in doing so.
- In certain circumstances, behaviour modification programmes may be set in place for specific children.

How We Deal with Unacceptable Behaviour

- We talk calmly to the child who misbehaves, insisting that good behaviour is expected at all times. We reason with them and remind them of the school or class code of conduct.
- In the case of aggressive behaviour, we make it clear that behaviour that hurts either physically or mentally or behaviour that irritates or offends to a marked degree is not acceptable.
- If necessary, we reassure the other child or children by making it clear to them that action is being taken to stop the aggressive behaviour.

Depending on the severity of the offence differing courses of action or sanctions may be applied. There is no corporal punishment, no after school detention and no setting of lines. Unacceptable behaviour can be divided into five progressive stages as follows:

	Example of Behaviour	Possible Responses	Possible Sanctions
S T A G E 1	<ul style="list-style-type: none"> • Wandering about • Calling out • Interrupting the teacher • Talking at inappropriate times • Pushing and shoving in the line • Irritating other children • Interrupting other children 	<ul style="list-style-type: none"> • Speak to child • Eye contact • Reminders • Give child choices <p>e.g. Either stop talking or sit somewhere else</p>	<ul style="list-style-type: none"> • None or • Minimal <p>e.g.</p> <ul style="list-style-type: none"> • Change seating arrangement • Sent to play elsewhere or with someone else • Asked to apologise for behaviour
S T A G E 2	<ul style="list-style-type: none"> • Not responding to teacher • Disruptive behaviour • Deliberately causing a disturbance • General refusal to do anything • Accidental damage through carelessness • Dawdling • Cheeky, off-hand comments • Minor challenges to authority • Annoying other people • Silly or irritating name calling • Mild, one-off swearing 	<ul style="list-style-type: none"> • Talk to child • Discuss consequences of behaviour • Separate child from scene or other children involved <p>In repeated cases:</p> <ul style="list-style-type: none"> • Key Stage Leader or Deputy Head involvement • Child sent to office with an explanatory note or office phoned and asked to locate an appropriate member of staff. Office logs the event. • Informal contact with the parents by class teacher 	<ul style="list-style-type: none"> • Separate from class or group for a while • Send to Key Stage Leader's classroom • Write a letter of apology or apologise verbally • Complete unfinished work in own time e.g. playtime • Possible temporary withdrawal of a privilege
S T A G E 3	<ul style="list-style-type: none"> • Repeated referral at Stage 2 • Deliberately throwing objects with the intention of breaking them • Harming someone • Deliberately damaging school or personal property • Leaving class without permission • Repeated refusal to do set tasks • Continued and serious cheeky responses • Serious challenges to authority • Harmful or offensive name calling, including racial remarks • More serious or repeated swearing • Verbal abuse of a child • One-off bullying or manipulative behaviour 	<ul style="list-style-type: none"> • Referral to Key Stage Leader, Deputy Head or Headteacher • Formal letter to or contact with the parents • Head or Deputy begins to keep a record of incidents • Possible involvement of CAISTS (Behaviour Support) • In the case of a racial incident, the appropriate racial incident form will be completed and submitted to the Local Authority 	<ul style="list-style-type: none"> • Possible exclusion from classroom for a period of time • Possibility of parent involvement in school e.g. working with their child • Possible lunchtime exclusion for a specified period of time • Possible placing on SEN register at School Action or School Action Plus for emotional and behavioural difficulties • Consider putting in place an Individual Behaviour Plan

	Example of Behaviour	Possible Responses	Possible Sanctions
STAGE 4	<ul style="list-style-type: none"> • Repeatedly leaving the classroom without permission • Fighting and intentional physical harm to other children • Throwing large, dangerous objects • Serious challenges to authority • Leaving school grounds (or attempting to) without permission • Verbal abuse of any staff • Vandalism • Stealing • Persistent bullying, including racial harassment 	<ul style="list-style-type: none"> • Immediate removal of offender from scene • Immediate involvement of Headteacher (or Deputy if Head is not available) • Headteacher keeps a record of incidents • Involvement of CAISTS (Behaviour Support) 	<ul style="list-style-type: none"> • Telephone parents and meet with them as soon as possible • Possible lunchtime exclusion for behaviour during lunch break • Possible fixed term exclusion • Pastoral support programme considered.
STAGE 5	<ul style="list-style-type: none"> • Extremely dangerous or violent behaviour • Very serious challenges to authority • Repeatedly leaving school grounds (or attempting to) without permission • Physical abuse of any staff member 	<ul style="list-style-type: none"> • Immediate removal of offender from scene • Immediate involvement of Headteacher (or Deputy if Head is not available) • Headteacher keeps a record of incidents • Involvement of CAISTS (Behaviour Support) 	<ul style="list-style-type: none"> • Fixed term exclusion • For repeated Stage 5 behaviour, permanent exclusion may be considered • Pastoral support programme set up after several fixed term exclusions or rapidly deteriorating behaviour and where there is a risk of permanent exclusion.
Parallel procedures to the above apply for official out of school activities			

Confiscation

In the case of a pupil bringing an inappropriate item to school, that item will be kept safe for the child during the school day and given back to them to take home at the end of the day, with the instruction that it should be left at home in the future. If the item is particularly inappropriate, valuable or might present a danger to the pupil or others, the pupil's parent is contacted and the item is returned into their hands.

Out of School Behaviour

Pupils are expected to behave in an appropriate way when off school premises during the school day (eg. on school trips) and before and after the school day when in school (eg. before and after school clubs). The school undertakes to support an outside provider who is experiencing unacceptable behaviour from a pupil during a club. Our Travel Plan also encourages pupils and their families to behave in a safe and socially acceptable way on their way to and from school.

How We Support Staff in the Application of this Policy

All staff members have a communal responsibility for behaviour and discipline within the school and are expected to help and support each other, when needed, without reservation. We try to ensure that no member of staff is, or feels, isolated at any time.

If a child's behaviour in class is such that the teacher wishes them to be excluded from the classroom for a time, the parallel teacher may receive the child in the first instance. If the behaviour is repeated, then help from the appropriate Key Stage Leader will be sought. In the case of the behaviour becoming more serious or continuing to be repeated, the child will spend time with the Deputy Head. The Deputy may ask the Headteacher to become involved if she feels it appropriate or if the nature of the behaviour is very serious.

The senior midday supervisors use walkie-talkies to communicate between the playground and the dining hall during lunchtime and staff taking children to the upper field always have a mobile phone with them for rapid contact with school.

Special Needs

Some children's behaviour is beyond normal incentives and sanctions. These are usually children with emotional or physical needs who may have a condition, sometimes diagnosed, which affects their ability to respond in the expected way. Their needs may sometimes make them unhappy, angry or suffer from low self-esteem. It is often necessary to create for these children special, tailor-made programmes to include personal, achievable targets and a system of rewards. In extreme cases of difficulty, special curriculum programmes and timetables may need to be set up for the child.

Areas of behaviour that need improvement are identified and targeted in the child's individual programme. Parents, Headteacher, Deputy Head, Inclusion Managers, Teaching Assistants and outside agencies may be included in the programme if deemed necessary or helpful.

Anti-Bullying

Definitions

- Bullying can be defined as a persistent, deliberate attempt to hurt or humiliate another person physically, psychologically or through interference with their property.
- Bullying is repetitive over a period of time. Individual, one-off incidents are not considered to be cases of bullying
- Racism is a specific type of bullying aimed at people because of their skin colour, their ethnic or national grouping or because of their language.
- The effects of bullying can involve either an individual or a whole community but there is usually an imbalance of power, which makes it hard for those being bullied to defend themselves.

Anti-Bullying Statement

At Milton Road Primary School, bullying is not seen as acceptable in any way and we seek to eradicate it wherever possible in the following ways:

- By providing a caring overview of the pupils at all times and in all places
- By listening to and responding to allegations of bullying promptly
- By involving parents and any other relevant bodies in order that we can investigate as soon as possible and so help find a happy solution to any case that may arise
- By keeping a record of any such incidences

Aims

- To provide a safe, caring and listening environment where pupils do not feel threatened
- To provide a system of support for any pupil who feels they are being bullied
- To provide a system of support for those who bully by helping them to address and modify their own behaviour
- To provide preventative action through the appropriate units of work from within the PSHCE Scheme of Work (see PSHCE documents)

Incidents of Bullying

Overt encouragement is given to all pupils to confide in someone they trust should they feel that bullying is taking place. (e.g. parent, friend, class teacher or another member of the staff working within the school.) We encourage pupils to follow these precepts through the means of regular discussions between teacher and pupils on the subject of good relationships, through the medium of school assemblies and in PSHCE lessons, through the SEAL curriculum.

Understood procedures for reporting unusual occurrences of any sort should bring any incident of bullying to the notice of a member of staff. Unless the incidence warrants further involvement, the class teacher will deal with the situation at the time. Where necessary, the class teacher will then inform the appropriate Key Stage Manager. Should the problem be particularly urgent, violent or persistent then the Deputy Head or Headteacher would be informed immediately.

We endeavour to eradicate any instances of cyber bullying by adhering to our ICT Policy and ICT Codes of Conduct. Any instances that are discovered will be dealt with in accordance with the ICT Policy. Pupils are not allowed access to mobile phones in school. If a mobile is brought in to school by a pupil, it will be kept safe for the pupil during the school day and then either sent home with them at the end of the day or delivered into the hands of the parent, as stated in the Behaviour Section of this policy.

Racial bullying, gender related bullying, and homophobic bullying (including name calling) are not tolerated by the school and will be dealt with in line with this policy.

Procedures

- The incident will be investigated without apportioning any blame at the time.
- If the situation continues or recurs, the class teacher will involve a member of the Leadership Team who will complete a report after further investigation.
- The pupil involved will be informed as to what immediate action is being taken.
- If incidents continue the Deputy Head or Headteacher will be involved.
- Where a report is completed it is to be kept in the Deputy Head's office.
- Information will be collated and patterns of behaviour will be monitored.

Modes of Inquiry

(Where the words **victim** or **perpetrator** are used it should be understood that, in this document, the words refer to the **alleged** victim or perpetrator.)

- Where possible, the victim and perpetrator(s) will be seen separately.
- No blame will be apportioned during the initial stages of the investigation
e.g. "**Child A seems upset. Can you think of any reason why?**"
- If the perpetrator(s) admit to upsetting a pupil they should be asked how the victim might be feeling as a consequence of their action. They should also be asked how the perpetrator(s) could make the victim feel better about it.
- If the perpetrator(s) do not admit to anything being wrong they can be asked to help suggest ideas as to how to deal with the situation so the victim can feel safe and happy at school.
- If the victim agrees to it, a joint meeting might be arranged in which all parties can express their views and a positive way forward agreed.
- The situation will be monitored by the staff concerned.
- In serious or persistent cases, parents of all pupils involved will be informed.
- If a parent of a victim has brought the initial allegation of bullying to the attention of the school, that parent will be kept informed of developments.

Implications for Parents / Staff / Pupils / Governors

- Through INSET, all members of staff, including part-timer staff such as Midday Supervisors, will regularly receive updated training in behaviour management.
- On first entering Milton Road Primary School each pupil and their parents will be encouraged to sign the Home / School Agreement document.
- Governors will be kept informed as to any serious case of bullying that might arise.
- A review of the effectiveness of this policy will be made annually.
- A copy of this policy will be available to all parents.

Positive Handling

Introduction

Although the emphasis within this policy is about good practice in relation to physical intervention the school recognises that the approaches described will generally only be appropriate in rare circumstances and they are not a substitute for the full range of professional approaches to behaviour management and techniques which minimise or avoid confrontation.

Principles

Maintaining the personal safety of staff, pupils and visitors may, on occasion, require the use of some form of physical intervention when other approaches have been tried without success. Staff should adopt one or more of the approaches described below in order to control a situation involving risk to the safety of staff or pupils.

The judgement over which approach to adopt in any circumstances will be based on the professional experience and expertise of the member of staff concerned, taking account of:

- the duties and responsibilities relating to the approach of a reasonable parent
- action which is reasonable in relation to the circumstances
- an approach which is appropriate for the purpose
- the need to ensure that physical intervention is as minimal as possible

Recommended approaches

In fulfilling this policy, the following recommended approaches are adhered to:

Talk and warn

Whenever and wherever possible, situations involving potential conflict or confrontation should be talked through. Pupils obviously have to be in a receptive state for this approach to be successful. Staff present will form a judgement about the suitability of this approach.

Holding for security and to reduce anxiety where there is a potential risk of injury to him/herself or others

There may be situations when holding defuses or pre-empts an escalation to a more violent confrontation.

Intervention when a pupil presents an immediate risk of injury to him/herself or others

It will sometimes be necessary to intervene if a pupil is out of control and his/her behaviour poses a real risk to him/herself or others. In some circumstances this may involve the combined efforts of more than one member of staff. Training in positive handling is provided to members of staff who may be in a situation where they need to restrain a pupil. There are no circumstances in which physical intervention will include striking a pupil, slapping or hitting.

Audience Control

It will generally be helpful to remove the audience or, if this is not possible, to remove the pupil in question from the audience. It is against the policy of the school for a pupil to be taken into a closed room by a single member of staff. Another member of staff will be present or a door left open so that others are aware of the situation.

Additional advice for employees

In fulfilling this policy the following advice below is adhered to:

In determining which approach or combination of approaches from those listed above should be followed, staff are expected to apply professional judgement to determine the level of risk to the pupil or to others, including themselves.

Physical intervention, when applied, should be passive in intent. Its purpose must only be to limit the pupil's ability to hurt him/herself or others with minimum application of force and through the limitation of movement rather than by physical blows. As soon as it is safe to do so the intervention should be gradually eased to allow the pupil to regain his/her self-control.

Whenever circumstances allow, assistance should be sought from other members of staff at an early stage. All staff aware of another member of staff in difficulty have a responsibility to provide assistance, support and a presence provided that this does not compromise other pupils' safety or their own safety.

All incidents which result in physical intervention must be recorded by the member(s) of staff present. It may also be appropriate to ask any pupils who were witnesses to provide a statement which might be noted and should also be signed and dated. It is recommended that the normal care programme for pupils with particular physical or learning disabilities, who routinely require control or physical intervention, should be discussed in advance with parents or carers

None of these approaches prevent a member of staff defending him/herself if assaulted. However, all staff should understand the legal limits to self-defence, which require that only a response which is reasonable in the circumstances will be recognised as justified in any subsequent legal action.

In Conclusion

We seek to provide a safe and happy environment in which children can learn. By following this policy, we expect to promote in children an understanding of the effect their behaviour has on other people and the importance of codes of conduct in our society.

Other Relevant Documents and Policies

Equality and Community Cohesion Policy

Special Educational Needs Policy

Code of Practice for Special Educational Needs

Guidelines on Exclusion from School (Cambridgeshire County Council, September 2001)

Pastoral Care Policy

Personal, Social, Health and Citizenship Education Policy

Summer 2008