



Our school vision is to embrace the spiritual, physical, intellectual, emotional and social development of all.  
We strive for educational excellence by supporting and developing the following values:

**Wisdom**

**Hope**

**Community**

**Dignity**

**Love**

## Policy for Promoting Positive Behaviour

### (Including Anti-bullying Strategy)

At Swimbridge CE Primary School we firmly believe that every child is entitled to high quality teaching and learning within a safe and secure environment. All staff are aware that the good behaviour of pupils is essential to ensure effective teaching and learning and so we strive for all children to understand, appreciate and apply our school values; Wisdom, Hope, Community, Dignity and Love in all that they do.

#### Aims and objectives

It is of primary importance in our school that everyone feels safe, valued and respected and that each person behaves with dignity and is treated fairly. We are a deeply caring school, whose values are built on love, demonstrated through mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together as a community. It aims to promote an environment in which everyone feels happy, safe and secure.

This policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The school has 3 clear, simple rules, but our behaviour policy is not primarily concerned with rule enforcement and sanctions, it is intended to encourage children to understand and take responsibility for their actions in order to promote good relationships and caring behaviour.

This policy is designed to encourage good behaviour, rather than merely deter poor behaviour. It supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We engender equality, together with self and mutual respect.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children learn and grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.

Our Christian Vision: To Inspire, enable and educate for 'Life in all its fullness.' and our values, that enable this vision to be upheld, mean that we expect all children and staff to:

- Be caring, gentle, kind and helpful
- Be sympathetic to the needs of others and the right for all to learn and feel safe
- Be hard working, taking pride in their own work
- Show respect for personal space and property
- Be honest and truthful
- accept responsibility for their own actions

This policy will be applied to pupils while they are in school, on school trips, travelling to and from school, in school uniform or in some other way identifiable as a pupil of the school and includes pupil's conduct online.

This policy should be read in conjunction with the School's Safeguarding Policy and E-Safety Policies.

This Policy draws on the provision and requirements of the Education and Inspections Act 2006 (section 90 and 91) Equality Act 2010 in respect of safeguarding and pupils with SEN.

This Policy has been written in consultation with all stakeholders and will be reviewed every two years. This policy will form the basis of annual training for all staff and will be made available to all pupils and parents on the school website.

## **Rules**

### School Rules:

The school expects good behaviour, and children soon grow to understand this.

Kept simple, our 3 rules are:

- Kind voices
- Kind bodies
- Follow adult instructions straight away

### Class Rules:

At the start of the school year in September, each class negotiates together their own class rules (sometimes known as a 'contract') in language appropriate to the age of the children and worded positively. These rules will be reinforced regularly by all school members through praise and rewards and through the use of sanctions, if necessary. These rules (or contracts) are displayed in each classroom and are reinforced regularly with the children.

## **Rewards**

We are a very happy, positive school and we focus on what is going well - drawing attention to it by giving plenty of praise and encouragement through consistent positive reinforcement. Praise is at the heart of self-esteem and contributes to an atmosphere of warm, positive acceptance for all. Staff role model positive, appropriate behaviour through their own actions and we endeavour to praise both work and behavior whenever possible, when appropriate, knowing that praise is effective in reinforcing desirable behaviour.

We praise and reward children in a variety of ways:

- Teachers and support staff congratulate children with positive comments, non-verbal praise (such as smiles, thumbs-up & winks)
- sharing and showing within the class, with parents, another teacher or in assembly
- positive feedback to parents
- extra playtime / choosing time / class points as appropriate to the activity and age group
- special responsibilities and privileges
- Teachers give children merit stamps either for consistent good work or exemplary behaviour, or to acknowledge outstanding effort or demonstration of school values.
- Fruits of the Spirit stickers and certificates are awarded to acknowledge good playtime behaviours
- Staff members and pupils can nominate children for a special Headteacher's Award (a certificate and/or special sticker) to acknowledge outstanding effort or demonstration of school values above and beyond that of stamp card recognition.

The school acknowledges all the efforts and achievements of children, both in and out of school. There is an opportunity for achievements from outside of school to be acknowledged during our Friday celebration assemblies.

Collective worship is used to reinforce the school's vision and values, encourage positive behaviour and consider ways to get along with others and work as a harmonious community.

### **Non adherence to positive behaviour policy – consequences, sanctions and procedures**

The school has a number of procedures which support the enforcement of our school rules, to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation, dependent on the age of the child and the circumstance.

We expect children to display good learning behaviours in lessons, to listen carefully to instructions, to pay attention, take a pride in their work and not to be disruptive. As a result of poor behavior, to begin with, non-verbal signals might be employed - eye-contact, a pause, the teacher moving nearer the pupil, until the behaviour abates. Verbal warnings will then be given, often with a statement about behavior choice and consequences should the behavior not improve. If necessary, privileges may then be removed, such as playtimes, responsibility for jobs, use of playground equipment or allocation of choosing time. If necessary, children may be isolated from the rest of the class until they calm down/apologise/are able to work sensibly again with others. This could, in some instances, include working within another class or being sent to the Headteacher.

Children are expected to apologise for their poor behavior and, where applicable, children will be asked to write a letter of apology and/or talk through/complete a restorative reflection sheet while thinking about their actions.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the member of staff will record the incident and the child will be removed from the situation and sanctioned, as appropriate. If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents/carers in order to discuss the situation, with a view to working together to improve the behaviour of the child. A behaviour plan or Thrive assessment and intervention may be offered by way of support. We do everything in our power to support the child misbehaving to make the right choices to ensure that all children attend school free from worry or fear.

During playtimes children are rewarded with stickers (and certificates termly) for demonstrating 'Fruits of the Spirit.' Children who demonstrate unacceptable behaviour at playtimes will be

reprimanded and given quiet 'thinking time' sitting on a bench for a period of 5 minutes. If the behavior is repeated, the 'thinking time' will be extended and the child will stand with the staff member on duty, who will try to support/instruct/guide the child to avoid a further repeat of the behavior. If matters do not improve, the child will be sent in from play and the class teacher will be informed at an appropriate time. The matter may also be referred to the headteacher.

For more serious misdemeanors, either in class or during playtimes, a more formal 'thinking time' will be given for quiet reflection (usually one complete playtime) when a child should consider his/her actions. If this happens then the classteacher and Headteacher will be made aware. If a child has three or more Thinking Time sessions within a healf term, parents will be invited to discuss with the Headteacher the problems and strategies / behaviour monitoring charts, will usually be instigated.

Should the above procedures fail to have the desired effect, the following course of action will be taken:

- Headteacher imposes Fixed Term Exclusion
- Headteacher imposes Permanent Exclusion (following guidelines in Local Authority Behaviour Policy).

### **Additional Behaviour Support for Pupils**

A child who is struggling with behaviour will be referred to the SENDCo who will make an assessment of the child's need. In such cases, the following course of action will be followed:

- Class teacher co-ordinates discussion with parent/carer about the incident or behaviour concerns.
- Headteacher is informed and SENDCo, Teacher, Parent and pupil are involved in drawing a plan of action. At this stage, a school-based behaviour plan, behaviour monitoring chart or Thrive assessment and intervention may be considered.
- A time scale and review date is to be agreed.
- External agencies may be included (Behaviour Support Service / Inclusion Officer / Educational Psychologist) and a new plan of action / contract may be created: BSP (Behaviour Support Plan) or PSP (Pastoral Support Plan). A PSP is drawn up when the pupil is at risk of a Fixed Term Exclusion.

Should the above procedures fail to have the desired effect, the following course of action will be taken:

- Headteacher imposes Fixed Term Exclusion
- Headteacher imposes Permanent Exclusion (following guidelines in Local Authority Behaviour Policy).

### **Before and After School 'Cool Kids Club' Provision**

This behavior policy applies to our Cool Kids Club before and after school provision as well. In addition, if a child continually misbehaves during these sessions, the parents will be notified and the child will no longer be allowed to attend.

## **Fixed-term and Permanent Exclusions**

We do not wish to exclude any child from school, but reserve the right to do so should this be necessary. The school will act in line with the statutory guidance, 'Exclusion from maintained schools, academies and pupil referral units in England - Statutory guidance for those with legal responsibilities in relation to exclusion September 2017'. We would refer to and follow this guidance in any decision to exclude a child from school.

## **Role of Class Teachers and Support Staff**

The staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children behave appropriately and work to the best of their ability by modelling appropriate behaviour in all its facets.

It is the responsibility of class teachers and support staff to ensure that the school rules and their class rules/contract are enforced and that their classes behave in a responsible manner during lesson time and around the school at all other times.

All staff are expected to treat each child fairly by enforcing the classroom rules consistently.

All staff are expected to follow the Thrive Approach (PLACE – Playful, Loving, Accepting, Curious, Empathic) and treat everyone with respect and understanding.

In the first instance, a member of staff is expected to deal with a behaviour incident themselves, however, if poor behaviour continues, or if the situation is more serious and warrants intervention, help and advice from colleagues, the SENDCo or the Headteacher should be sought.

The class teacher will also liaise with the SENDCo and/or Headteacher as appropriate to individual circumstance/need and school based and/or external agency advice and intervention will be given as necessary, to support and guide the progress of each child. The SENDCo may work with the classteacher to create a behavior plan or organize a Thrive assessment and interventions and may also discuss the needs of a child with the behaviour support service if this is appropriate.

The class teacher reports to parents about the behavior for learning and progress of each child in their class each term. In addition to this, the class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child in their class.

## **Role of Headteacher**

It is the responsibility of the Headteacher, to implement the school behaviour policy consistently throughout the school, and to report to governors on the effectiveness of the policy.

It is the responsibility of the Headteacher to ensure the health, safety and welfare of all children and staff in the school.

## **Role of Parents/Carers**

The school collaborates and communicates with parents, to ensure that children receive consistent messages about how to behave at school.

The school expects parents to read and support the school's Behaviour Policy.

The school expects parents to support their child's learning, and to cooperate with the school, as detailed in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use behavior sanctions to support a child, we expect parents to support the actions of the school. If parents have any concerns, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and subsequently, if a satisfactory conclusion has not been reached, the school's Governing Body. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **Role of Governors**

The Governors of the school support the Headteacher and staff by:

- Creating an effective partnership between pupils, parents staff and governors
- Maintaining a caring, safe and nurturing environment where pupils can flourish
- Developing a positive reputation in the community
- Ensuring that the school community is safeguarded

## **Monitoring and Review**

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality; it will seek to ensure that the school abides by the Devon County Council guidance *Equality Policy and Guidance for Schools (Jan 2013)*.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This Policy draws on the provision and requirements of the Education and Inspections Act 2006 (section 90 and 91) Equality Act 2010 in respect of safeguarding and pupils with SEN.

This Policy has been written in consultation with all stakeholders and will be reviewed bi-annually. This policy will form the basis of induction and on-going training for all staff and will be shared with all pupils and parents.

## **Positive Behaviour Management**

Positive behaviour management may be defined as the strategies the school employs to promote a well ordered, purposeful school community. These strategies underpin the Behaviour Policy.

We use a school-wide merit card system, together with 'Fruits of the Spirit' sticker rewards at lunchtimes, to help children to recognise positive behaviour, to re-direct poor behaviour that needs changing, and to celebrate exceptionally good behaviour or personal endeavour.

The merit card system includes certificates and prizes which are awarded in celebration assemblies. The 'Fruits of the Spirit' stickers are rewarded during lunchtimes, so that positive behaviour is reinforced and celebrated.

Other forms of Praise:

In addition to our stamp card reward system and our 'Fruits of the spirit' playtime reward programme, the following may be used:

- Verbal praise
- Approving signs/acknowledgements
- Class rewards
- Sent to another teacher/Headteacher with work
- Certificates and stickers in assembly

## **Communication and Record Keeping**

We believe that clear and consistent communication between adults and children, and between adults at home and at school, plays an important part in helping children to learn to behave well.

Records are kept of the merit cards and stickers that are issued and these records are used by the school staff when reporting to parents and to evaluate the effectiveness of this policy.

Merit card certificates are communicated within the weekly newsletter.

Behaviour for learning is reported to parents/carers within termly reports.

These systems ensure that communication between home and school is comprehensive.

## **Malicious Accusations**

Malicious accusations against another pupil or member of staff are considered to be a very serious breach of this policy. The Headteacher or Chair of Governors will be involved in responding in all such situations.

The Headteacher will consider all sanctions up to and including fixed term and permanent exclusion from the school as appropriate disciplinary actions to be taken against a pupil who is found to have made a malicious accusation against a member of staff.

## Anti-Bullying Strategy

In common with all other schools, we recognise that some pupils at the school will experience bullying of some kind. It also needs to be understood that unkind behaviour such as impulsive, accidental actions may not be acts of bullying.

The staff and Governors of our School are committed to ensuring that children have a happy time at school, free from harassment or bullying. Since bullying is a serious issue, yet not necessarily obvious and observable, it needs to be dealt with sensitively and effectively. All children have a right to a secure and safe environment, free from fear and abuse. All children at Swimbridge CE Primary School will be made aware of the issues of bullying through assemblies, collective worship, class discussions and activities, family groups and E-safety lessons.

Several forms of bullying can be identified:-

**Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault.

**Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

**Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places or online, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore" (implied or stated); a group ganging up against one person; non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

**Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

**Name calling:** Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics or academic performance may attract negative attention.

**Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, personal belongings, school books and other learning resources. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

**Extortion:** Demands for toys, food or money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A

pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

**Racism and Homophobic bullying:** Derogatory name-calling, insults, racist or homophobic jokes and language. Racist or homophobic comments during discussion in lessons. Ridicule of an individual for cultural differences, for example food, music, dress. The refusal to co-operate with others because of their ethnic origin or sexual orientation (known or perceived). Provocative behaviour, such as wearing racist or homophobic badges or insignia. Bringing racist or homophobic material, such as leaflets, comics or magazines into school. Derogatory graffiti. Verbal abuse and threats.

**Bullying is a series of repeated incidents against one child by one or several other children and usually involves the bully consistently applying power and control.**

All staff must be alert to signs of bullying and take immediate action including reporting concerns back to the class teacher for investigation. All cases of bullying **must be reported to the Headteacher.**

If bullying occurs:

The class teacher will:

- Listen carefully to all parties and investigate fully to establish what has happened
- Make a record of the incident
- Affirm the victim's right to feel safe in school and confirm the School's firm policy toward bullying.
- Report to incident to the Headteacher
- Take steps to ensure that all children feel safe and are able to continue learning.

The Headteacher will:

- Take appropriate actions to reprimand the bully
- Support the class teacher to devise a plan to support the victim and bully
- Ensure that the parents' of the children involved are informed of the incident
- Support the class teacher to devise a support plan to restore relations between all parties (This might include mediation, peer support group, class circle times, no blame support, restorative justice)
- Report bullying incident to the Lead Governor for Safeguarding.

*Useful information from*

[www.bullying.co.uk](http://www.bullying.co.uk)

[www.nspcc.org.uk](http://www.nspcc.org.uk)

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

[www.actionforchildren.org.uk](http://www.actionforchildren.org.uk)

**This policy has been approved by the Full Governing Body on (date):**

**Signed**

**Reviewed:**

**Date:**