



**Beeston Hill St. Luke's C of E Primary
School**

Behaviour and Anti-Bullying Policy

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.

Our most important school rule is the one which supports 'kind and friendly' behaviour or respect for each other. All children at St Luke's should be capable of repeating and demonstrating this rule. All children at school should be aware of how they can draw any concerns to the attention of staff in the confidence that they will be listened to and that action will be taken where necessary. We insist that children refrain from hitting back. The staff pupil ratio at St Luke's is such that a member of staff is available at all times. It is school policy that children do not try to sort incidents of unkindness themselves but report these to a member of staff to be dealt with appropriately. We expect all parents to endorse and support this policy (Home / School Agreement) and staff are available at all times to discuss any problems that arise.

Behaviour is regularly observed and monitored by senior staff (see monitoring and evaluation file)

Classroom Behaviour and Sanctions

Classroom- What we expect to see:

Class rules are negotiated with the children on the first day of term. The rules are clearly displayed and are read every day at the beginning of morning and afternoon school. The first and most important of these is to be relationship based i.e. kind and friendly. Positive reinforcement of good behaviour needs to be firmly established with the emphasis on praise and telling the children how they should behave rather than how they 'should not'. All children are regularly reminded of the school's systems for rewards and sanctions.

In K.S.1 rewards are primarily based on smiley faces and thank you boxes. (The boxes contain prizes which children choose after gaining 10 smiley faces). In K.S.2 children receive links which they can spend in the 'link shop'.

Reminders

Remind the child of the rules and what will happen if they continue to misbehave.

Thinking Chair

Use of thinking chair-for most children a single use of this sanction will be sufficient. The child will be expected to go and sit on the thinking in the correct manner for a reasonable amount of time. In K.S.1 it may be necessary for a child to visit the thinking chair more than once a day. However, frequent visits would need to be raised with a senior member of staff. In K.S.2 however, one visit should be enough of a reminder to address the behaviour and a second offence would require the child being brought to the office by the headteacher. In both key stages it will be necessary for a member of staff to spend time talking through the incident and the outcome. It is essential that adults are the only people directing children to

the thinking chair and that staff use their professional judgements to make the right decision at the right time rather than blindly following a set of procedures. Under no circumstances, should children be allowed to comment or involve themselves in the use of sanctions for other children.

Office Thinking Chair

The headteacher or senior person should be called to collect any child who has already been to the thinking chair, has hurt another child or has been rude to an adult. All staff should use their discretion and apply this sanction in the best interest of the child e.g. in the case of a child who is generally very well behaved and who has never required the office, the teacher should feel confident to adapt the policy accordingly which could result in that particular child not going to the office on that particular occasion.

Classroom behaviour

If a child is sent out of the classroom to spend time at the office, their name will be entered in the office book. Once a child has had four entries in the office book in one term, they will be spoken to by Mrs Booth.

Once a child has five entries in the office book in one term, a letter will be sent to their parents informing them and asking them to come in for a meeting with Mrs Booth. An intervention programme will be discussed and implemented.

Playground Behaviour and Sanctions

Playtimes

Children should be supervised out of the cloakroom by the teacher. Cloakroom areas are to be kept tidy, orderly and quiet at all times. At the end of break the teacher must be in the playground on time ready to reinforce lining up rules and prepare children for coming into school correctly. Children must be quiet and attentive in line and only allowed into the cloakroom area when appropriate behaviour has been established.

Playground book procedure

When a misdemeanour occurs, the child must be reminded of the rule they are breaking and asked if they understand what the rule means and reminded of the consequences. Any child persistently ignoring references to the playground rules will have his/her name entered into the second chance book with a brief explanation that this is a chance to improve behaviour over the week to come. Any child who misbehaves and is already entered into the second chance book during the week previous will automatically be entered into the hand holding book for one day. The child needs to understand what is required in order to improve their playground behaviour.

Some children may require individual behaviour plans in addition to the above, but these will always need to be agreed by the headteacher.

Behaviour Review Meetings

The headteacher will meet weekly with the safeguarding team to review the behaviour books. Individual children are dealt with as stated in the procedures below:

Playground behaviour

- Three times on handholding- discussion with child
- Four times on handholding- send letters to parents requesting meeting
- Five times on handholding- letter to parents regarding homework club

The first time the child attends homework club they will miss all their plays for one week. The second time the child will miss all their plays for two weeks. The third time the child will miss all their plays for three weeks and so on. Once out of homework club, the child repeats the process as described above.

Sanctions relating to the playground will last for a school year in K.S.2 and a term in K.S.1.

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Assemblies

Friday assembly is used to reward good behaviour throughout the school.

Please see below for a list of our awards.

- 1.Lunchtime people.
- 2.Playground people.
- 3.Attendance awards.
- 4.Whitehouse Cup for excellent manners.
- 5.Mrs Robinson's excellent behaviour awards.
- 6.Best spoken sentence of the week.

Additional issues for staff

The classroom environment can very much influence the behaviour of children. The way the classroom is laid out and managed can have a major impact on the children's attitudes. A well ordered, tidy classroom with appropriate resourced areas, providing well matched activities, are important factors in establishing and maintaining good behaviour.

Appropriate school uniform and suitable indoor footwear is expected.

What is bullying?

Bullying is the persistent use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be

- Emotional- being unfriendly, excluding or tormenting (e.g. hiding books, threatening gestures.)
- Physical- pushing, kicking, hitting, punching or any use of violence.
- Racist-racial taunts, graffiti, gestures.
- Sexual- unwanted physical contact or sexually abusive comments.
- Verbal- name calling, sarcasm, spreading rumours, teasing.
- Cyber- all areas of internet, such as email and internet chat room misuse, mobile threats by text messages and calls and misuse of associated technology, i.e. camera and video facilities.

Signs and symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Changes their usual routine
- Is unwilling to go to school
- Becomes withdrawn, anxious, or lacking in confidence
- Feels ill in the morning
- Begins to do poorly in school work
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Is afraid to use the internet or mobile phone

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

- Report bullying incidents to staff
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.

Outcomes

- if possible the pupils will be reconciled
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Headteacher

Date

Chair of Governors

Date