

TENACRES FIRST SCHOOL



BEHAVIOUR & ANTI-BULLYING POLICY DOCUMENT

November 2016

THE TEACHER

I have come to the frightening conclusion:
I am the decisive element in the classroom.
It is my personal approach that creates the
climate.

It is my daily mood that makes the weather.
As a teacher I possess tremendous power to make a
child's life miserable or joyous.

I can be a tool of torture or an instrument of
inspiration.

I can humiliate or humour, hurt or heal.
In all situations it is my response that decides whether
a crisis will be escalated or de-escalated:
a child humanised or dehumanised.

Dr Haim Ginott

SECTION 1 - BEHAVIOUR POLICY

AIMS OF TENACRES FIRST SCHOOL

At Tenacres we have high expectations of behaviour and encourage self-discipline.

Our Home-School Agreement (Appendix 1), which was agreed by staff, pupils and parents, reflects our ethos of mutual respect and self-discipline.

This is included in our Home-School Diaries and signed on an annual basis by all parties.

Our purpose is to provide a happy, safe environment in which our children develop intellectually, emotionally socially and physically.

Through our teaching of a broad, balanced and relevant curriculum and our extra-curricular provision, we aim to:

- ✚ Ensure each child achieves their best in all areas of learning by catering for the range of learning needs and learning styles
- ✚ Ensure each child knows how well they are doing and what they must do to improve
- ✚ Reward and celebrate achievement
- ✚ Develop children's self-esteem, self-confidence, self-discipline and self-awareness
- ✚ Foster a caring and thoughtful nature
- ✚ Encourage a positive attitude and a sense of humour

To achieve our aims we involve all stakeholders:

- ✚ All staff are encouraged to be flexible and innovative in their practice
- ✚ All staff are supported by appropriate training, constructive performance management procedures and involvement in decision-making
- ✚ We fully utilise Governors' expertise and support
- ✚ Parents are encouraged to be fully involved in their child's education and are kept informed of all issues relating to their child's development
- ✚ Children are involved in decision-making and are encouraged to be increasingly independent in their learning
- ✚ All stakeholders are involved in evaluating how effective the school is in achieving our aims and in formulating action plans for identified weaknesses

To support the highest standards of learning and teaching in all areas:

- ✚ We provide an environment which is safe, well-organised and aesthetically pleasing
- ✚ We provide high quality resources, including ICT provision

ENCOURAGING GOOD BEHAVIOUR

We believe:

- the maintenance of standards and improvements in individual and group behaviour should be rewarded or praised.
- good behaviour should be rewarded or praised as much as academic success of progress.
- children should be responsible for their own behaviour.
- each child must be able to start each day with a clean sheet.
- when rewarding children we make clear why we are rewarding to make the child aware and to send signals to other children.
- good behaviour should be acknowledged and reinforced quickly.

RULES

The **Tenacres Code of Conduct** was agreed by staff and children and is displayed throughout the school.

The rules are deliberately concise to assist young pupils and they also reflect our ethos and aims:

Never hurt anybody by what we say or do
Look after our school
Look after your own belongings
Be polite and kind to everyone
Remember quiet times and places
Always try our best

The agreed **Playground Rules** are:

We play together and never hurt anyone
We always tell a grown-up if we feel frightened or sad
We remember to play quietly on the slabs
We stand still when the whistle is blown
We walk sensibly to our classroom

All of the above are reinforced by rewarding positive behaviour, reminding and reinforcing in Assemblies, etc. and sanctions where necessary if not followed.

REWARDS CAN INCLUDE

A smilea nod.....a winka 'thank you'
Private praise or encouragement
Public praise (Assemblies, in class)
Stars, stickers, class points
Send to another teacher or Headteacher
A message or note to parent
Display of work
Certificates
Given responsibility e.g. assisting teacher, monitor
Class Dojo points (electronic reward system)
Class reward time

ZONE BOARDS

Zone boards should have some link to the colours outlined in Appendix 2. You can have themed zone boards that have a link to the colours e.g. rockets, football theme, paint pallets etc.

Children should be made aware that as soon as they start choosing to behave correctly they will be moved back up the zone board (See Appendix 2)

For **some children** (SEN) you may need smaller steps so could introduce a ladder to get from one zone to another.

Zone board levels correspond to the levels on the inside cover of the red incident books (See Appendix 3).

Raffle draw will be as a whole-school in Friday assembly.

Raffle tickets/notes home/raffle prizes will be provided by school.

ONLY ADULTS SHOULD MOVE A CHILD ON THE ZONE BOARD

SANCTIONS

AT TENACRES

There is no place for violence, bullying, harassment (racial or other) or vandalism.

Rudeness or bad language is always discouraged.

We try to keep a healthy balance between rewards and sanctions.

We aim to work within a positive framework keeping parents (and Governors where necessary) informed.

Some children have difficulty finding the right behaviour sometimes and there may be children who have persistent and very individual problems which we find it challenging or even difficult to cope with. In these cases we may need to refer to an outside agency such

as the Educational Psychologist or the Beacon Behaviour Support Team. The Headteacher or Deputy and the SENCO will also be involved in such circumstances.

We need to be consistent rather than increasingly harsh. When dealing with unacceptable behaviour we must maintain the child's self-esteem ... it is the behaviour which is unacceptable, not the child.

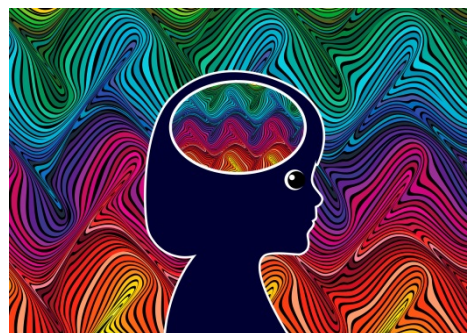
We try to negotiate sanctions which match the offence.... Therefore when disciplining a child we:

- check the child understands why he/she is in trouble.
- establish he/she knows why it is unacceptable.
- explore the effect on others.
- look for strategies to avoid a repeat of the situation.
- problem solve.
- consider where to deal with the issue. Avoid 'public humiliation' wherever possible.

- We encourage the use of Emotion Coaching:

Emotion Coaching= High empathy, high guidance
3 steps

1. Recognise the feelings of the child, empathise with them, validate and name the feelings.
2. Set limits on the behaviour while maintaining empathy with the feelings.
3. Problem-solve with the child.



Deprivation of any part of the school curriculum should only be used as a last resort (e.g. if Health and Safety is an issue)

Sanctions for minor infringements (Select appropriate sanction for the age of the child)

A non-verbal signal, e.g. shake of the head

Ignoring

A verbal rebuke and reminder of unacceptable behaviour

Up to 3 warnings before sanction applied (explain first)

Sit by an adult

Miss a treat / some of special event (e.g. tyre park time)

Loss of class reward time

'Time out' (5 minutes maximum or it ceases to be time out)

Repetition of task

Isolation within classroom

Removal from class to another supervised area, e.g. to another class

Send to a senior member of staff

Withdrawal of privilege, e.g. loss of a playtime (NB child must be supervised)

Behaviour contract - negotiate with child

Note made in Home-School Diary to inform Parents / Carers

Persistent poor behaviour will lead to meeting with the parent/s to discuss problem

More serious offences must be dealt with in a more formal way:

These include -hitting another child, stealing, rudeness to teacher, disrupting whole class lesson and damaging school property

- informing parents of offence as soon as possible - Class teacher speaks to parents in the first instance involving KS Head if necessary
- logging of incidents where necessary (e.g. Home/School Diary, incident books, recording systems as appropriate- see Appendix 4 log of disruptive behaviour)
- informing the SENCO and Headteacher or Deputy if behaviour persists after speaking to parents
- withdrawal of a major privilege (e.g. swimming, class visit, esp. where H & S is an issue)
- removal from class for a longer period: to another class: to Key Stage Head: to Headteacher NB. Send child with work to complete. Avoid standing children outside the classroom unsupervised.
- discussion with outside agency
- if a pupil is sent to Headteacher, a written record is kept of the incident and the outcome/sanction as appropriate.
- a Pastoral Support Plan (PSP) may be deemed appropriate, which will support the child and aim to prevent exclusion

THE SCHOOL DAY

Classrooms need to be well-ordered and rules need to be clear.

Clarity of instructions, unambiguous and smooth delivery without interruptions are essential. A child may have difficulty in recognising an instruction if unclear, e.g. 'I think it would be a good idea if you didn't use that ruler as a saw' or 'who hasn't tidied their tray yet?'

The most difficult discipline issue for the majority of teachers is not the occasional incidents of serious offences but the cumulative effect of 'a continuous stream of relatively minor disruptions' which is acknowledged to have a great effect on the morale of staff. Therefore it is important to minimise interruptions. It is therefore also important to have clear communication leading to consistent systems which are understood by all pupils and staff.

During the school day children are expected to behave according to what is happening:

In class

Independent working (reading, writing, etc): children are required to work in a calm atmosphere, not disturbing others.

Listening time (story, teacher giving instructions, Assembly)

Discussion time, co-operating and taking turns (Circle Time, group and class discussions, Drama, TAPS Council)

Co-operative work time: children are expected to work as part of a team, respect others and share equipment sensibly.

Lunchtimes

Lunchtime Supervisors try to be positive with the children and reward good behaviour

- : verbally
- : give stickers
- : tell the teacher

If the children need 'Time Out' for a few minutes (maximum 5) they will stand 'by the wall' in the playground.

A record of more serious incidents will be made on 'red slips' by the Lunchtime Supervisors after investigation and given to the class teacher.

More serious problems should be reported to the Headteacher.

THE MOST POWERFUL SANCTION FOR THE MAJORITY OF CHILDREN IS THE DISAPPROVAL OF THOSE WHOSE VIEWS (ADULTS OR PEERS) THEY RESPECT.

REMEMBER:

AT TENACRES MOST OF OUR CHILDREN ARE WELL-BEHAVED MOST OF THE TIME

OUR CONSISTENT AND POSITIVE APPROACH ENSURES SCHOOL IS A SAFE AND HAPPY PLACE

CHILDREN LEARN MOST EFFECTIVELY
IN A CALM, WELL-ORGANISED AND FRIENDLY ENVIRONMENT

THE CURRICULUM AT TENACRES IS PLANNED TO CATER FOR A RANGE OF NEEDS, ABILITIES AND LEARNING STYLES THUS MOTIVATING CHILDREN TO ENJOY SCHOOL AND SUCCEED

SECTION 2 -ANTI-BULLYING POLICY

AIMS OF TENACRES FIRST SCHOOL

Everyone at Tenacres believes that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of our community will be listened to and taken seriously.
- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Children should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Children should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

We believe in tackling bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear.

What is Bullying?

"When a person is made unhappy over a period of time because he or she is hurt, teased or left out of a social group or by an individual.

We do not use the word for the general rough and tumble of school life. It is only bullying if it goes on and on "

(See Appendix 5: No Blame Approach)

Emotional: being unfriendly, excluding, tormenting.....

Physical - punching, kicking, pinching, spitting....

Racist/Homophobic-name calling, taunts, gestures,

Verbal - name calling, teasing.....

Written - nasty notes, graffiti....

Cyber - texting, phoning, email, chat rooms, photos....

Practice and Procedures

Everyone involved in the life of Tenacres must take responsibility for promoting a common anti-bullying approach. All stakeholders have agreed to:

- be supportive of each other
- provide positive role models
- convey a clear understanding that we disapprove of unacceptable behaviour
- be clear that we all follow the ground-rules of Tenacres
- be fully involved in the development of the anti-bullying policy and support anti-bullying practice
- ensure children feel their voice is heard / any concerns are taken seriously

All members of Tenacres community, including visitors, are expected to report incidents of bullying.

All Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect.

Staff have agreed to:

- Provide children with a framework of behaviour including rules which support the whole school policies (class rules, Code of Conduct, Playground Rules etc)
- Emphasise and behave in a respectful and caring manner to children/young people and colleagues, to set a good tone and help create a positive atmosphere
- Raise awareness of bullying through activities, stories, role-play, discussion, peer support, school council, PSHE, Circle Time etc.
- Through the head teacher, keep the governing body well informed regarding issues concerning behaviour management
- Provide a key staff member (SENCo) who is responsible for the monitoring of the policy
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and neglect, including the specific issues of Radicalisation and Extremism, and maintain an attitude of 'it could happen here';

Governors have a duty to:

- Be fully informed on matters concerning anti-bullying
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
- Identify one governor to lead on anti-bullying within school leadership : from April 2010 : Mrs M Gardiner to liaise with Headteacher and SENCo

Through the development and implementation of this policy, Tenacres trusts that all children, parents/carers and staff will:

- Feel confident that everything is being done to make Tenacres a safe and secure environment
- Know who can be contacted if they have any concerns about bullying
- Feel supported in reporting incidents of bullying
- Be reassured that action regarding bullying will take place

Dealing with an Incident

Whenever a bullying incident is discovered/ alleged, Tenacres will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

The school community need to be made aware that when a bullying incident has come to the attention of adults at Tenacres, it has been taken seriously and action has resulted

- Tenacres expects to support all involved by:
- Talking the incident through with all parties involved
- Supporting the person who has been bullied to express their feelings
- Supporting the person displaying the bullying behaviour to express their feelings
- Discussing which rule(s) have been broken
- Discussing strategies for making amends

Measures will be in line with our behaviour and discipline policy, and may include:

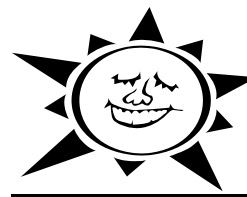
- Explanation why the inappropriate behaviour is unacceptable
- Reparation of damaged relationships
- Time away from an activity
- Meeting with staff, parent /s/ carer/ s and child/ren
- Missing another activity
- Time out from the classroom
- Pastoral support plan
- Telephone call or letter to parents/ carers if they are not available after school

Safeguarding procedures will be followed when child protection concerns arise.

Tenacres adopt the 'No Blame Approach' (See Appendix 5)

APPENDIX 1

Tenacres First School
Home-School-Child-Agreement



School will:

- Care for your child's safety and happiness
- Encourage your child to do their best at all times
- Encourage your child to obey the Tenacres Code of Conduct
- Provide a broad and balanced curriculum relevant to your child's needs and development
- Inform you of your child's progress at Parents' Evenings and through an annual written Report
- Inform you promptly of any problems
- Welcome parents' involvement in school life

Headteacher's SignatureDate:

Family will:

- Ensure my child goes to school regularly, arrives on time (8.40am for Yr1-4, 9.00am for Reception year) and is properly equipped (e.g. PE kit, reading book)
- Inform school by letter of any absence
- Inform school of any problems which may affect my child's work or behaviour
- Support the Tenacres Code of Conduct and Behaviour Policy (see School Prospectus)
- Attend Parents' Evenings to discuss my child's progress
- Support my child in school Homework and other home learning activities
- Talk to my child about their life at school

Parent's signatureDate:

Child will: try to obey the Tenacres Code of Conduct:

- I will never hurt anyone by what I say or do
- I will look after our school
- I will look after my own belongings
- I will be polite and kind
- I will remember quiet times and places
- I will try my best at all times

Child's signature.....Date:

Name of child.....

Zone boards

<p>Gold</p> <p>I am choosing to behave brilliantly</p>	<p>Included in weekly raffle + a special note home +see Miss Marshall</p>
<p>Silver</p> <p>I am choosing to behave really well.</p>	<p>Included in weekly raffle +other praise (e.g. verbal class celebration, home-school diary note, sticker)</p>
<p>Green</p> <p>I am choosing to behave as I should</p>	<p>Included in weekly raffle</p>
<p>Yellow/Amber</p> <p>I am not behaving as I should</p>	<p>Ticket removed from weekly raffle (Note: this can be earned back if behaviour improves significantly)</p>
<p>Red</p> <p>I am still misbehaving</p>	<p>Parked in another class or supervised area for appropriate length of time</p> <p>Must send work/rethink sheet</p>

APPENDIX 3

1	2	3	4	5	6
Verbal Rebuke and reminder	Verbal Rebuke and reminder Move done the zone board	Verbal Rebuke and reminder Isolation within the classroom	Removal from class to supervised area (parallel class/designated area)	Information and discussion to parents/carers	Management Involvement – Parent notified, child sent home <i>Repeated Level 6 incident/s= PSP put in place.</i>
			<i>Notify parent at end of day or telephone if you don't see the parent</i>	<i>SMT/Class Teacher/Parent Formal meeting</i>	<i>Notify Miss Marshall/Mrs Walters at this stage/Parent Formal meeting</i>
Low	Low	Med	Med	High	Last Resort
Shouting out Talking at quiet times Inappropriate noises Not staying on task Tapping Fidgeting Swinging on chair Leaving their seat Unkind hands	Disruption to other pupils Consistent shouting out Low level contact to other pupil i.e. pushing Upsetting other pupils Negative attitude Disruption in the toilet Unkind words Leaving learning area without permission	Consistent low level contact to other pupils Consistent upsetting other pupils Consistent unkind words Swearing	Spitting Inappropriate revealing. Damage to property Violence Consistent refusal Throwing objects with intent Consistent unkind hands Running/hiding from adults within the school building or grounds Consistent swearing Consistent disruption to others Biting a person	Spitting at a person Throwing objects and causing harm Consistent running/hiding from adults Aggressive behaviour towards adults and peers Biting a person and causing damage Smearing/inappropriate defecation/urination	Major disruption Throwing objects and causing serious harm High level violence Sexualised behaviour with intent Physical danger to others

Note: It is important to consider the age/development of the child and the intent of the behaviour when levelling the sanction.

Keep written record of levels 4, 5 & 6 in incident book

APPENDIX 4
BEHAVIOUR CHART

NAME DATE CLASS

Please keep a tally of these behaviours in each lesson. Records to be kept byand shown to the Headteacher.
(* Please add any other disruptive behaviour - walking round class, tapping, as appropriate)

	CALLING OUT	SILLY NOISES	*	" Caught being good "	COMMENTS
LESSON 1					
ASSEMBLY					
LESSON 2					
LESSON 3					
LESSON 4					

APPENDIX 5

THE "NO BLAME APPROACH" TO BULLYING

Step one - meet with the victim

When the teacher finds out that bullying has happened she starts by talking to the victim about his feelings. She does not question him about the incidents but she does need to know who was involved.

Step two - convene a meeting with the people involved

The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders and even friends of the victim who joined in but did not initiate any bullying. We find that a group of six to eight young people works well.

Step three - explain the problem

She tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise his distress. At no time does she discuss the details of the incidents or allocate blame to the group.

Step four - share responsibility

The teacher does not attribute blame but states that she knows that the group are responsible and can do something about it.

Step five - ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but she does not go on to extract a promise of improved behaviour.

Step six - leave it up to them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. She arranges to meet with them again to see how things are going.

Step seven - meet them again

About a week later the teacher discusses with each student, including the victim, how things are going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

NB. 'Guide for Parents' available from Headteacher if parents involved in the process or if concerned about bullying.

****Please also refer to the Anti-Bullying section of this policy**