



Greenfield Primary School

Behaviour & Anti-bullying Policy



November 2019 (Revision 17)

1. Our School Values

We believe that positive behaviour underpins learning and we expect and reinforce good behaviour at all times. We want our school to be a happy place, a place where the children want to be, where they feel secure and where they can learn. Our school values:

All kinds of learning
Health & Well-being
Community
Honesty
Security & Safety

Friendship
Confidence
Aspirations
Care
Creativity

Independence
Happiness
Respect
Responsibility
Trust

Our mission statement “**Everyone can grow in a Greenfield**” sums up these aims. This statement is consistently reinforced throughout the whole school and is on display in all classes and all areas of the school. Positive behaviour has an integral role to play in the fulfilment of our aims.

2. Aims of our Behaviour and Anti-bullying Policy

The specific aims of our Behaviour and Anti-bullying Policy are as follows:

- ✓ To promote the safety and happiness of all the children and staff in our school
- ✓ To promote good behaviour and self-discipline among all our children
- ✓ To ensure that all our children learn to take responsibility for and manage their own behaviour
- ✓ To promote equality and fairness among all
- ✓ To enhance the learning environment of our school by promoting a sense of mutual respect among all members of our school community
- ✓ To further increase the co-operation and collaboration between home and school
- ✓ To ensure consistency in the application of rewards, rules and sanctions
- ✓ To outline the structure of fair and agreed sanctions in response to negative behaviour

3. Greenfield Rules & Rights Charter

We have our own Greenfield Rules & Rights Charter. At Greenfield Primary School, we believe that everyone has rights. To ensure that all children have these rights, we have clear, child-friendly rules. By following these rules, our school will be a happy and safe place.

<i>Rules</i>	<i>Rights</i>
Be kind and respectful to everyone and treat other people the way I like to be treated. <i>This is our Golden Rule.</i>	To be safe, cared for and happy.
Use kind hands and feet and not bully, fight, hurt or frighten other people.	To be safe and not be bullied or frightened.
Speak politely to all children and adults, always using good manners and saying please and thank you.	To be spoken to politely and kindly by other children and adults.
Use kind words and not use bad or hurtful language or swear.	To be spoken to with respect and feel safe.
Listen carefully to children and adults, who work with me in school, and do what I am asked.	To have good lessons and safe, enjoyable playtimes.
Try my best, work hard and be organised and ready to learn at the start of every lesson.	To have lessons that are well prepared with the teacher ready to help me learn.

Complete my homework and ask for help when I need support with it.	To have homework that is right for me, at the right level and the right amount.
Listen to other people's points of view and try to understand how they might be feeling.	To be listened to and understand how others are feeling.
Look after myself, other people, everyone's belongings and everything in our school.	To be looked after by other people and for my belongings to be safe.
Wear my uniform smartly.	To have a smart, clean, comfy uniform.
Choose healthy food, drinks and activities.	To eat healthy foods, have fresh water and do healthy activities.

4. UNICEF Rights Respecting School

We are also working towards becoming a UNICEF Rights Respecting School. The children on our School Council are our Rights Respecting Ambassadors and they work on articles from the United Nations Convention on the Rights of the Child each term. The staff and children in each class have drawn up a code of conduct, based on the United Nations Convention on the Rights of the Child. For example:

'I have the right to:

- Have lots of friends and be happy
- Be spoken to politely
- Be safe
- Good lessons, where I can share my news and talk to the teachers and other children
- Be listened to
- Have nice things to play and work with'

5. Rewarding Positive Behaviour

Our Behaviour and Anti-bullying Policy focuses on promoting and rewarding positive behaviour. We have a well-structured universal House Point reward system that ensures consistency across the whole school:

- Every child and staff member belongs to one of our 4 House Teams. The children can earn individual House Points, which feed into the collective total for their team.
- When a child has collected the following totals, they are rewarded with a pencil, a reward sticker and a star badge from our Headteacher

Bronze	30
Silver	40
Gold	50
- The house points are recorded on team charts that are displayed in every classroom and children have the responsibility to record their individual house point total.
 - The house points are collected weekly by the house captains and are added to the running house team totals for the whole school.
 - The house team points are shared during celebration assemblies and the team that is currently in the lead has their rosette put on the house cup. This ensures that the profile of the points system remains high.
 - Special school events will be linked to the house teams:
 - Sports Day
 - World Book Day
 - Eisteddfod
 - Maths assemblies
 - Quizzes
 - House assemblies (to take place in classrooms every half term)
 - Children earn house points for exemplary behaviour and excellent work.
 - A special whole school assembly is held every term, where staff nominate children from every class to have a Gold Book Certificate – the child's name is recorded in the Gold Book.
 - Children are encouraged to bring in certificates from home to present in whole school assembly: swimming, cubs, brownies, sports clubs, etc.
 - Staff give out stamps and stickers for good behaviour and good work as well as awarding house points as part of their marking of children's work.

- Children who have been particularly good are sent to the Headteacher for extra praise and a Headteacher gold sticker/pencil and write their name in a 'Special Diary'.
- In addition to our universal House Points reward system, all our teachers use additional positive reinforcement strategies to encourage excellent behaviour and positive attitudes to learning. These include:
Class 'Stars of the Week'
Raffle tickets
Class Dojo as an instant visual behaviour reward
Extra time on our play equipment

6. Supporting Positive Behaviour

All staff encourage the children to behave in an appropriate and positive way. We have a range of systems in place to encourage this.

- **Peer Mediators**
These are children in Year 5 and 6 that have been trained in conflict resolution. They are available at lunchtimes for any children that are having disagreements.
- **Anti-Bullying Champion's**
These are children in Year 6 who have had the 'Diana Award Anti-Bullying Training'. They are also available at lunch time for any children who need support on the playground
- **Play Leaders**
These are responsible children in Year 6 who support the younger children during lunchtime play.
- **Worry Box/Monster**
There are worry boxes/monsters in each class where the children can write down anything that is concerning them and the teacher will monitor and act accordingly.
- **Well-Being Group**
This is a group of children that are selected by their teacher's to have weekly sessions with trained members of staff focusing on well-being.
- **Parental Involvement**
Parents are encouraged to support our behaviour policy and school will always work with parents if there are any concerns with a child's behaviour.
- **Outside Behaviour Support**
We work with outside agencies to support behaviour in school.

7. Parents' Rights & Responsibilities

We believe that the partnership between home and school is vital to encourage good behaviour. A supportive partnership will be strong and be of ultimate benefit to the children. We have therefore drawn up a Code of Conduct for parents in our Home School Agreement, which all parents are expected to sign:

I have the responsibility to:	I have the right to:
Show support for staff in their implementation of the behaviour policy for the good of all children	Expect the behaviour policy to be fully implemented for the good of my child
Support my child in their school work and homework	Be kept informed about my child's progress, and support to be given to my child as appropriate
Ensure the punctuality and regular attendance of my child	Expect that the school environment will be happy and safe
Promote respect for all staff in school	Be treated with respect when dealing with school
Be familiar with the various policies and codes of the school	Have access to the various policies and codes of the school
To make sure my child has the correct uniform and all they need for the day	Expect that the uniform code will be promoted

If all parents support the Code of Conduct, then consistency will be applied. The children will be aware of the consequences of their behaviour, so they understand what happens when they behave well and what happens when they display unacceptable behaviour.

The children are encouraged at all times to take responsibility for their actions. If we want to live in a civilised society, we need to develop children with the necessary skills to be a part of that society. If we foster in children a willingness to take responsibility, then they can expect to be treated fairly. Together we can create a happy, safe community, where children can learn and develop.

8. General Behaviour Management

We expect good behaviour by all the children at all times. The following examples of low level disruptive behaviour will not be tolerated:

- Answering back inappropriately
- Disobedience to any adults in the school community
- Disrespect of people and property

When dealing with unacceptable, low level disruptive behaviour in class, staff will follow this procedure:

1. Verbal response from the teacher and/or teaching assistant.
2. Remind child of the Greenfield Rules and Rights Charter and class rules based on this.
3. Record the child's name on the whiteboard, if appropriate.
4. Change the child's position in class, if appropriate.
5. If unacceptable behaviour continues, move the child to another teacher in another class for a fixed period of time. If the work is incomplete, the child may miss part of their break/lunch time to complete unfinished or unacceptable work with the class teacher.
6. Inform Key Stage Leader and discuss whether the incident should be recorded on Integris. The behaviour module on our school information management system, Integris, is a permanent record of all incidents and remains with the child as they progress through school.

9. Management of More Serious Unacceptable Behaviour

The following examples of unacceptable behaviour are considered more serious:

- Causing physical harm to any member of our school community
- Abusive or extreme language
- Persistent refusal
- Putting someone in danger in school or on educational visits
- Racism
- Discrimination
- Bullying including cyberbullying: bullying is when children behave badly to each other over a sustained period of time

If staff consider unacceptable behaviour to be more serious than low level disruption, including what might be bullying, staff will follow this procedure:

1. The classteacher informs the Key Stage Leader or a member of our Senior Leadership Team of the child or children involved.
2. The classteacher and Key Stage Leader or a member of our Senior Leadership Team talk to the child/children in order to clarify the incident and remind the child/ren of the Greenfield Rules and Rights Charter.
3. The child may be kept in for all or part of break or lunchtime.
4. Parents are informed either in person or by phone by the class teacher (together with the Key Stage Leader if necessary) and the incident is recorded on Integris by the class teacher or Key Stage Leader.
5. The Senior Leadership Team discuss the incident and, if deemed appropriate, invite parents in to further discuss problems and how to resolve them.

10. Persistent Problems with Behaviour

Persistent problems with behaviour may result in the child going on a weekly behaviour programme, where targets are decided upon and the children are rewarded for modifying their behaviour. Parents are always involved in this.

The classteacher, in discussion with members of the Senior Leadership Team and the Special Educational Needs Coordinator (SENCO) may draw up an Individual Learning Plan (ILP) for a child's behaviour and share it with parents. Subsequently they will be placed on the SEN register.

11. Missing Break Time

If a child is kept in at break or lunchtime, they will have access to the toilet and food and drink. If they stay in during lunchtime, they will have the opportunity to have time outside. This will happen on the day of the incident and if not possible then definitely within the following 24 hours.

The child may be asked to reflect on what they have done and write out how they would do things differently next time, if appropriate.

Staff will separate the behaviour from the child by focusing on the unacceptable behaviour of the child and not the child him/herself; eg 'That was an unkind thing to say' rather than 'You are unkind'.

12. Break-time Incidents

1. The teacher on duty will deal with incidents that occur during break-time.
They may send the child to the 'Time Out' area, which is a designated area of the playground (fence near staffroom), where the child has to remain for a fixed period of time, eg 5 minutes.
2. The teacher on duty will report incidents to the relevant class teacher.
3. In the case of a serious incident the child may be brought in from the playground and the Key Stage Leader, Deputy or Headteacher will be informed.
4. These matters may be dealt with by the Deputy or Headteacher to avoid disruption to children's learning by interrupting lesson time.

13. Lunchtime Incidents

1. The Midday Supervisors are responsible for lunchtime behaviour and dealing with any incidents in the first instance.
2. The supervisors will report more serious incidents to the Midday Superintendent, who will deal with the incident.
3. The Superintendent will inform the child's class teacher and/or the Key Stage Leader.
4. These matters may be dealt with by the Deputy or Headteacher to avoid disruption to children's learning by interrupting lesson time.

14. Good Morning and Good Afternoon Club Incidents

1. The Manager and Playworkers are responsible for behaviour in our Good Morning and Good Afternoon Club, our before and after school childcare, and dealing with any incidents in the first instance.
2. The Manager and Playworkers will report more serious incidents to the Deputy or Headteacher, who will deal with the incident immediately if they are on site or the following morning.

15. Racist Incidents

All racist incidents are taken very seriously and reported immediately to the Headteacher, who will record the incident. The Headteacher reports racial incidents to governing body in the termly Headteacher's Report. Racist incidents may result in a fixed term exclusion.

16. Fixed-term and Permanent Exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. It is good practice to inform the LA of fixed-term exclusions of 1-4 days also.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

At Greenfield, exclusion proceedings will be put into place if a child's behaviour is extreme or does not show improvement. These proceedings will follow guidelines from DCSF 'Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units' September, 2008.

A fixed term or permanent exclusion will result if there are on-going incidents, including:

- A child's Integris record and/or Individual Learning Plan shows a persistent problem with behaviour
- Discussion between parents, headteacher and any other staff involved, including outside agencies
- Monitored Individual Learning Plan in place
- Behaviour shows no improvement

The following extreme incidents can automatically result in a fixed term or permanent exclusion at the discretion of the Headteacher

- Physically violent outburst, where harm has been threatened or has actually been caused to an individual/s
- Verbally violent outburst, where harm may be threatened to an individual/s
- Verbally abusive racist outburst

17. Monitoring

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

The Headteacher keeps a record of any pupil, who is excluded for a fixed-term or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

18. Review

The governing body reviews this policy every year. They 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.

19. Equal Opportunities

This policy adheres to all the principles, aims and objectives set out in the school's Equality Policy and the Inclusion Policy.