



Glaphorn C.E. Lower School

Behaviour and Anti-Bullying Policy

Reviewed: September 2014

Date of Next Review: September 2017.

Person responsible: Katherine Towns, Head

Shared with staff - September 2014

Reviewed by Curriculum Committee - September 2014

Signed by Julia Hart, Chair of Curriculum Committee:

Date:

Introduction: Our children are expected to conform to standards of behaviour which allow other children to work or play without hindrance or harm. We consider politeness also to be of prime importance. Allied to this is respect: respect for adults, teachers and visitors and respect for their peers. This is fostered in order to develop self discipline and responsibility in the children and to provide a safe and secure basis for social interaction. We take great care to ensure that these standards of good behaviour, respect and politeness are maintained. Corporal punishment is not used in the school in accordance with the Education (No 2) Act 1986. Although the goal for the children in our care is that they should behave with self-control and with regard for others, ultimate responsibility for their well-being rests with the Head teacher and staff, and towards this end the following guidelines have been formulated.

1. The School Day

a) **Arrival and Departure:** Children should not arrive earlier than 8.45am, unless they are joining Breakfast Club. In exceptional circumstances earlier arrivals should be discussed with the Head Teacher. Children should not be in the classroom unless the teacher or a member of staff is there. Children proceed, with or without their parents, to their classroom. Teachers are generally in the classroom, with the children, by 8.45am.

At the end of school Southwick children are escorted into their taxi by their teacher, or other responsible adult, in an orderly manner. No child is allowed out of the school gate without the relevant adult. Staff remain in the playground and then bring inside children who are still waiting to be collected at 3.25p.m. Children participating in After School Club are collected from their teacher by the After School Supervisor. The safety of pre-school children is the responsibility of parents/carers. To prevent dangers caused by mix ups, any change in routine is to be notified to the school by the parent/carer and not left to the child to give this information.

b) **The classroom:** Children are expected to conduct themselves in a considerate manner and to treat school equipment and each other's property with care. Children are to walk, not run, when inside the buildings. Teachers will encourage a methodical and workmanlike atmosphere.

c) **Playtimes:** The staff members on playground duty, or the lunchtime supervisors, have complete authority. Misbehaviour at playtime results in children being made to stand away from the other children or warning or imposition of a "purple counter" which reduces team scores for the week. After a short time, children may be asked if they can manage to behave, and if they feel they can, they should be allowed to rejoin the rest of the children. Repeated misdemeanours result in the child being sent to the headteacher. Children are encouraged use a range of equipment and games under guidance of lunchtime supervisors.

The staff on duty should be out with the first children and remain outside with the children throughout. All areas not immediately visible should be regularly monitored. In the case of an accident, the majority of children should not be left unsupervised in the playground whilst individual children are given First Aid: a child should be sent to fetch a suitable adult, if necessary.

d) **Wet Playtimes:** Children are not to be left unsupervised and necessary refreshment is to be brought to the adult in charge.

e) **School Visits:** The children are ambassadors of the school whilst on school visits and need to be aware of the responsibilities this imposes. Teachers need to be extra vigilant for misbehaviour. Adult to child ratios are in line with government recommendations. Children who behave badly will be barred from subsequent expeditions until it is deemed they can be trusted again. (See Trips and Visits policy).

f) **Games, PE, Swimming and Other Physical Activities:** These all carry additional risks and the teacher needs to take all reasonable care to minimise these risks. The teacher is, as far as is reasonably possible, to ensure that the children are aware of these risks and to ensure that natural exuberance is limited accordingly. If the teacher feels that a situation is developing which is likely to cause undue risk, they are to stop that activity immediately.

In the swimming pool teachers are to ensure that children understand the relevant safety procedures. Teachers must ensure that there is sufficient adult supervision and teachers are only to enter the water themselves, for the purpose of instruction, if they believe that the adults assisting are competent to work with the children.

In the hall, children must obey any instruction from the teacher immediately. Failure to do so will result in the child being withdrawn from the activity, for their own safety. If children need to change into PE Kit at break times it is the responsibility of the class teacher to ensure that they are supervised. (See risk assessments for above activities in EVC file.)

2. Team System

The objective of the Team System is to promote positive behaviour and encourage the children to work together in a collaborative, team spirit. The children have all been divided into four "houses" - Red, Yellow, Blue and Green.

The children are rewarded with tokens for positive actions in school. This includes good behaviour, showing consideration, being helpful to others, setting a good example or demonstrating good manners. Adults should be seen to show good manners to all members of the school community.

At the end of each week the counters are totalled and the team with the highest overall number of counters is awarded a cup for the week. The winning team spends their reading buddy time in the library on Fridays.

3. Behaviour Stages

Praise is more important than punishment and positive behaviour and attitudes should be encouraged. In the event of poor behaviour, the following stages should be followed:

- Stage 1: Verbal reminder of the rule
- Stage 2: Verbal warning
- Stage 3: Written Warning
- Stage 4: Time Out *or occasionally a different consequence if more appropriate*
- Stage 5: Purple Counter - *Sent to Head/Associate Head. Parent to be informed.*

Stage 3: Children's names are recorded in a class/lunchtime behaviour book which is monitored regularly by the Head.

Stage 4: If a child continues to misbehave after being reminded of the correct behaviour and having a written warning, time out from the situation is usually enough, either within the classroom or in another classroom for a short period. Other sanctions available are banning from the activity or repeating work.

Stage 5: Serious or persistent breaches of behaviour are recorded in the 'Purple Counter' Book and a purple counter given. 3 points are deducted from the team weekly totals. (i.e. 1 purple counter = 3 points). Parents are usually informed verbally if a child receives a purple counter by the class teacher. If a child receives 3 purple counters within a term, parents are informed by letter by the Head and would usually be asked to come into school to discuss the situation.

4. The Promotion of Positive Relationships (Anti-Bullying)

Bullying is a behaviour which involves systematic abuse of power. Bullying in school is not confined to children. Adults can also display bullying behaviour towards each other and children.

Bullying: -Following consultation with parents, staff, governors and pupils the definition the school has adopted the County Council's Definition of bullying as follows:

'Repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be physical or psychological. It can happen face to face or through cyberspace'

[Anti-bullying Alliance 2010]

The Northamptonshire S.T.O.P. message is...

Several Times On Purpose

Start Telling Other People

The ethos of the school is the determining factor in creating an environment in which children grow up to feel valued and to value others.

Bullying behaviour undermines this. The policy of Glapthorn School is that:

1. Bullying is recognised as an evil which can occur at any time, in any area of the school, within any group of children or adults, and all adults in the school should be vigilant in order to spot any instances of bullying among the children, or indeed the adults.
2. All children should be aware of the need to report instances of bullying towards themselves, or others and should do so to their class teacher, the head teacher or another adult that they feel comfortable in

talking to. Adults should take all reports seriously, and investigate, using a measured response which may range from a quiet explanation of the effects of unintended distressing behaviour at one end of the scale, to reporting to the Head Teacher and parents, with possible referral to behavioural specialists at the other. The victim should be aware that their concerns are being taken seriously and they should be kept informed, as appropriate, as to what is to happen.

3. As well as trying, as far as possible, to eliminate bullying by disciplinary measures, positive protective behaviours are taught and discussed through circle time, assembly, PHSEct etc. The ethos of the school is an important factor in this, and care and concern for each individual, his or her feelings and their well-being is the responsibility of not only the adults but also the other children in the school.

4. All staff have a part to play and contribute to an anti-bullying ethos, either directly or indirectly.

Step 1 Children are encouraged to approach any adult they feel comfortable with. They may also report incidents to peers who will be able to advise them to speak with an adult. Depending on the seriousness of the incident, the adult concerned may feel they can deal with it adequately themselves.

Step 2. If there are several incidents concerning the same child/children, it may be necessary to alert other adults in the school to keep a particularly watchful eye on certain children or areas of the school.

Step 3. If after warning incidents continue, or if there is a single more serious incident, this is reported to the Head Teacher (usually involving a "purple counter"). A written record of these incidents is kept in the 'Purple Counter' book. In more serious incidents a record is filled in by the adult with the Head Teacher and log kept. Racist incidents are reported to the County Council. The termly Head Teacher's report to Governors reports these incidents. The Head Teacher and Governing Body will analyse any patterns.

Step 4. If the Head Teacher feels it is of a serious enough nature to warrant it, the parents are contacted to discuss the matter.

Step 5. If after consultation with the parents it is felt that more specialist input would be beneficial, the Inclusion and Pupil Support team would be contacted for their advice and appropriate further action would be taken. Increasingly detailed records are kept from Steps 3 to 5.

Examples of bullying behaviour: Telling nasty stories about someone, sending nasty notes/e-mails, writing on walls about people, ignoring people, not letting them take part in games/activities, keeping someone in or out of a room, hitting, kicking, pushing, poking, tripping, name-calling, jibes, teasing, possibly related to perceived differences, e.g.

- * Racist Harassment or victimisation of someone due to their colour or race
- * Physical Harassment or victimisation due to a physical disability
- * Academic ability Victimisation because a pupil works hard, is able or has learning difficulties
- * Appearances The right clothes etc.
- * Homophobic Comments about a pupil's sexuality

Prevention: Curriculum approaches: -

Direct: Core subjects where appropriate
PHSEct (Personal, Health, Social Education & Citizenship)
Drama/Art
Protective behaviours

Indirect: Celebration of diversity of achievement, identity and culture
Reinforce high self-esteem, minimise low self-esteem
Circle time

5. Conclusion

We are proud that the children at Glaphorn School have a reputation for good behaviour and these guidelines seek to reinforce this good practice. This policy will be reviewed every three years and parental and pupil views will be requested. These views will also be ascertained by annual Pupil and Parent Surveys looking at issues of well being across the school. Responses will be analysed by the Head Teacher.