

Turton & Edgworth



C.E.M.P.S.

Behaviour and Bullying Policy

Compiled by:	C. Wheatley and all staff: March 2019
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To be reviewed:	Every 2 years or sooner if required
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Amendments:	The use of reasonable force - June 21 Sexualised language & behaviours - June 21 Removal of covid amendments - March 22 Wording amended and formatting - Oct 23

Our school's vision

I came that they may have life and life in all its fullness. (John 10:10)

We will be a village school which provides an outstanding, rich and broad curriculum in our caring, Christian environment. We aspire for all to reach out to the wider community, and world, as they achieve their full potential academically, socially, culturally and spiritually.

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We celebrate all successes in our happy, inclusive and aspirational school.

"I came that they may have life and life in all its fullness" (John 10:10)

At Turton and Edgworth Church of England Methodist Primary School we believe that children learn best and are happier in a calm orderly environment. We expect the highest standards of behaviour and manners from our children. We believe in and encourage mutual respect between children, parents and staff. Our behaviour policy is written in the belief that rewarding good behaviour choices and having fair and consistent sanctions for poor behaviour choices is the most positive way to encourage and maintain these high standards.

Our aims to support the Personal, Social, Health, Employment (PSHE) curriculum:

- To support children in being able to understand and have respect for other people's beliefs, feelings and values. To help them to be considerate and courteous, relating well to each other and to adults and to be aware that they have responsibilities to society as well as rights within it.
- To help children to recognise right from wrong and apply this in this in their everyday life so that they are able to recognise and respect laws and legal boundaries.
- To support children in their ability to reflect on their own experiences through understanding the consequences of their own behaviour choices and actions, and the impact that these behaviour choices can have on others.
- To encourage the development of self-discipline and self-esteem amongst pupils to equip them for their continuing education and for their future role in society.
- To foster a positive atmosphere based on a sense of community and shared values where there is pride in and commitment to the school and awareness amongst the children that they are representatives of the school in the wider community around it.

To achieve these aims we adopt the following guiding principles:

To promote a whole school approach to behaviour which is clearly understood by all connected with the school, staff, pupils, parents and governors, so that the children understand what is expected of them and behave accordingly.

Our **Christian values** of **forgiveness, thankfulness, respect and love** will underpin ALL ASPECTS of this policy:

Everyone has the right to be safe
Everyone has the right to be respected
Everyone has the right to learn and teach

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Behaviour Guidelines

Rewards

The school seeks to promote good behaviour and attitudes by emphasising the positive aspects of a child's performance or behaviour. This is done through a range of rewards that include:

- A quiet word of praise from a member of staff
- Praise in front of other children
- Praising a class publicly (See Appendix 1)
- Rewarding children who have been on 'green' all week
- Rewarding children who have achieved a certain standard with their handwriting
- Comment, stars, smiley faces etc. at bottom of a child's piece of work
- Stars or stickers on child's clothing to ensure notice by staff, peers and parents
- School house point (dojo) system to reward groups or individuals within a class for good work/behaviour
- 'Star of the Week' certificates are awarded each week for excellent behaviour, attitude to work etc.

Staff are encouraged to send children to the Head Teacher who have tried particularly hard, have produced an exceptional piece of work, have made a consistent effort to improve their behaviour or work, or who have been especially kind. (See Appendix 1)

Houses and the 'Dojo' system

The school operates a 'house point' style system for all children called 'Dojo points' or 'Dojos'. All children belong to one of 5 houses (Blackbirds, Herons, Kingfishers, Owls, Robins) and through good work or good behaviour they can earn dojo points for their house. Each week the winning house is announced in celebration worship. Each week the house point teams win medallions linked to the number of dojos the children in that team have earned. When a house point team achieve 25 medallions they are rewarded with a gold medallion and a non-uniform day. For team events such as sport's days, children are organised in to their house point teams with teams able to earn further dojo points.

'Star of the Week' certificates

A Star of the Week system is used to publicly reward children who behave well, show a positive attitude to work, display good manners or perform acts of kindness. Every week, each class teacher nominates a child from their class who they feel deserves a special mention. These children receive a certificate in worship with the reason they are being rewarded explained.



"Going for Gold" – Gold certificate for Christian Values

When a child has shown an act that demonstrates our Christian values, they can be rewarded with a Golden certificate to take home and share with their family. If a child demonstrates exceptional levels of one or more of our Christian values, any adult can choose to issue them with a gold certificate.

Green all week sticker

If a child goes the whole week without being moved onto amber or red on the traffic light system, they will receive a green all week sticker from their teacher to recognise this achievement. (See below for an explanation of the traffic light system).

The Traffic Light System – a whole school approach

Turton Edgworth has a Traffic Light System throughout the school as a means to support all staff when managing any inappropriate behaviour.

Class teachers must display a traffic light (made of three circles – one green, one amber and one red) in their classroom.

If a child behaves in a way which is unacceptable, this procedure is followed.

1. The child will be given a verbal warning and an explanation as to why.
2. If the child continues to make poor choices, then they will be moved onto amber and the member of staff will explain why.
3. If the child continues to make poor choices, or makes a significant poor choice, then they will be moved onto red and the member of staff will explain why. When a child is moved to red this results in a consequence of '**reflection**': missing a part, or all, of the following break or lunchtime to reflect on their choices. They may also miss all the breaks remaining in that day or the following day depending on the severity of the incident(s). All children will return to green following a reflection time. If a child goes on red, parents/carers will be informed by a staff member (Teacher/Teaching Assistant). The child may be expected to complete school work during this time.
4. If the child continues to make poor choices, then they will be taken to work in another classroom within their phase (at staff's discretion). Children will be sent with appropriate work to complete.
5. If the child refuses to leave the classroom, continues to make poor choices or endangers themselves or others then a Key Stage Leader, Mrs Sears, Mrs Carr or Mr Wheatley will be informed, and appropriate consequences will be put in place based on each individual situation (see internal and external exclusions). Parents/carers will be informed, and this will be recorded on the school's electronic system.

If a child has been placed on amber or red in a lesson and then makes significant improvements in their behaviour they can be moved back a step on the traffic lights.

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If a child refuses to take part in their learning during lesson time, the teacher may ask them to continue to work during break times. Work can also be sent home to be completed by agreement between the school and parents/carers.

Child on child abuse

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Children who are potentially at greater risk of harm

There are some groups of children who are potentially at greater risk of abuse. Children with a special educational need, children with disabilities, refugees or displaced persons, children with health conditions and/or very young children could be more vulnerable and so must be closely monitored.

LGBTQ+

The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

Balance of probability

If necessary, school will make decisions based on the balance of probability that the behaviour took place. This means the school believe the behaviour is more likely than not to have taken place and could be the result of witnesses/past behaviours/CCTV/explanations (not exhaustive).

CCTV

The school reserves the right to use CCTV footage to try to resolve disputes or issues where the footage may be helpful to ascertain the course of events. Please see the CCTV policy for more information about data and GDPR relating to CCTV.

Reflection

Reflection is a time when a child discusses their actions with a member of staff and thinks about what they would do differently in the future. This is recorded on a reflection sheet and stored in the class reflection file. Reflections are completed during the next available playtime by class teachers in classrooms or by SLT. Parents/carers will be informed by phone if this happens. There will also be a separate record sheet relating to the use of inappropriate sexualised language or actions in all KS2 classes.

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Internal suspensions

At times, when a child is continuing to make poor choices or when a more serious incident has occurred, an internal exclusion may need to take place where a child works away from their peers for a period of time.

Parents/carers will be informed by phone if this is for more than 1 day (or repeated frequently) and it will be recorded on the school's electronic system. (See Appendix 1)

External Suspensions

If the strategies described in this policy do not prove successful, in the case of persistent disruptive behaviour, verbal or physical abuse or a very serious incident, then it may be necessary to suspend the child for a fixed or permanent period. The use of racist, homophobic or sexual language or sexual behaviours may also result in suspensions. Severe cases might warrant the child being permanently excluded. The school will follow DFES guidelines regarding fixed term suspensions and permanent exclusions. Governors and the Local Authority will be informed of any exclusion.

Working with Parents and Carers

- We want to celebrate good behaviour and so children are given 'green all week stickers' on a Friday to celebrate consistently excellent behaviour.
- Parents/carers will be informed if their child has been sent to work in another classroom, sent to SLT during lesson times and if a serious incident has occurred at playtimes or lunchtimes. Again, a record will be kept on the school's electronic system.
- Parents/carers will be informed if their child has been involved in a racist or homophobic incident and this will be recorded on the school's electronic system. Governors and the Local Authority will also be informed.
- If a child is displaying persistent poor behaviour then parents/carers may be invited in to an Early Help meeting in school with the class teacher and a member of SLT. The purpose of this meeting is to try and identify any triggers/causes of poor behaviour and to work together to create a plan of action to help the child make good behaviour choices. (See Appendix 1)

Please note, as all children are unique individuals, and external circumstances can have a profound effect, some children may need adaptations to this system. These adaptations would be agreed with the class teacher, SENDCO/headteacher and parents/carers.

Behaviours that result in a child being warned or moved up the traffic light system

Examples may include (not exhaustive):

- General silliness

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- Failure to follow instructions
- Excessive noisiness
- Talking when silence is expected
- Playing/messing about after the playtime whistle has gone
- Running in school
- Failure to finish work through lack of attention to task
- Name calling
- Shouting out for attention
- Getting out of place without permission
- Aggressive play
- STOP behaviours (see bullying section towards the end of this policy)

Behaviours that result in an immediate move to red or potentially suspension/exclusion

Examples may include (not exhaustive):

- Deliberate damage to school or private property.
- Racism e.g. verbal or physical discrimination against someone because of race.
- Homophobic language
- Stealing
- Lying
- Bad language / swearing
- Being rude or disrespectful to members of staff
- Fighting or violence towards another pupil
- Behaviour which affects the safety of others
- Sexualised language, simulation or behaviours including the sharing of indecent images

Misbehaviour at Dinner Times

Welfare staff should seek to praise good behaviour and manners and can award raffle tickets to reward such behaviour. Some of the younger children who eat all their dinner may be rewarded with a raffle ticket too. A draw is made from all the raffle tickets during Friday's worship and the names drawn from each Key Stage will win a prize. (See Appendix 1)

If a child behaves in a way which is unacceptable at lunchtime, this procedure is followed.

1. The child will be given a verbal warning and an explanation as to why.
2. The child is given a "time out" - with an explanation - in order to reflect and calm. After this period of time, the child is encouraged to play nicely. This can be repeated if necessary.
3. If a child behaves in a way similar to the 'immediate red' category above, welfare staff should inform the class teacher and the child will be removed from the playground.

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Bullying Guidelines

Bullying is defined as 'repeated behaviour that is intended to hurt someone either emotionally or physically'. We use the acronym "S.T.O.P." which stands for "Several Times On Purpose". Bullying can take many forms but the main types of bullying are: verbal, physical, social or cyber.

- Verbal bullying is children saying or writing mean things with the intention of causing upset or harm. This may include teasing, name-calling or inappropriate comments about someone's gender, sexuality, race or religion.
- Physical bullying involves hurting a person's body or possessions. This could involve hitting, spitting, breaking someone's things or rude gestures.
- Social bullying involves hurting someone's reputation or relationship with other. This could involve ignoring someone on purpose, spreading rumours about someone or embarrassing people on purpose.
- Cyber bullying takes place over digital devices like mobile phones, computers, and tablets. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation

We aim to provide a happy and secure environment where children may learn to foster self-discipline and children's pride in themselves and the school to prevent bullying by raising awareness through the curriculum to deal effectively with bullying if it occurs.

All staff must be alert to signs of bullying both verbal and physical. Parents/Carers and children are encouraged to report any concerns to the staff and incidents are investigated sensitively and firmly dealt with.

Guidelines for dealing with bullying appropriately:

- All staff have a responsibility to prevent bullying and should be aware and watchful of social relationships between pupils.
- Pupils should be given the opportunity to talk about concerns regarding bullying in the context of Personal and Social Education and also as incidents arise.
- Racial and homophobic harassment will not be tolerated. All incidents will be recorded, and parents and governors informed of such incidents and of the action taken to deal with them. Every half-term, the Head Teacher informs the LA of the pattern and frequency of such incidents.

Any areas of the school which might be identified as unsafe should be supervised to reduce opportunities for bullying to occur.

If bullying occurs staff will:

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- take the incident seriously and listen to victim(s) witnesses and the child(ren) accused of bullying (individually, if possible).
- take action as quickly as possible, deciding whether this needs to be public or private.
- Record on CPOMS and alert the Head Teacher of any serious or recurring incidents.
 - o Yellow "significant incident" forms will continue to be available in the event a staff member needs to record information immediately. This can then be passed onto the child's class teacher or DSL.
- Reassure the victim that they are not inadequate or foolish, without being overprotective, and allow the victim help him/her self.
- Offer help, advice and support to the victim so that they can become more skilled socially, and take steps to boost self-confidence and self-esteem.
- Make their disapproval clear that the behaviour is unacceptable.
- Encourage all to see the victim's point of view and offer help so that they can learn to control their aggression or be more empathetic.
- Explain clearly the punishment, make a record of the incident on CPOMS, and ensure an apology is made.
- Inform colleagues if the incident arose out of a situation where everyone should be vigilant e.g. unsupervised cloakrooms.
- Make sure the incident does not live on through reminders.
- Try to uncover the trigger factor in an incidence of bullying and take steps to prevent it happening again
- Inform colleagues if a child begins to show S.T.O.P. actions. Also, if a child shows signs of being a victim, seeming unhappy or withdrawn, or if a parent raises a concern, so that the child(ren) can be monitored and appropriate action taken

If the incident is serious or indicative of a pattern of anti-social behaviour then both sets of parents/carers will be informed by the Head Teacher of what happened and of the outcome. The support and involvement of both sets of parents/carers is crucial in preventing bullying re-occurring

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Conclusion

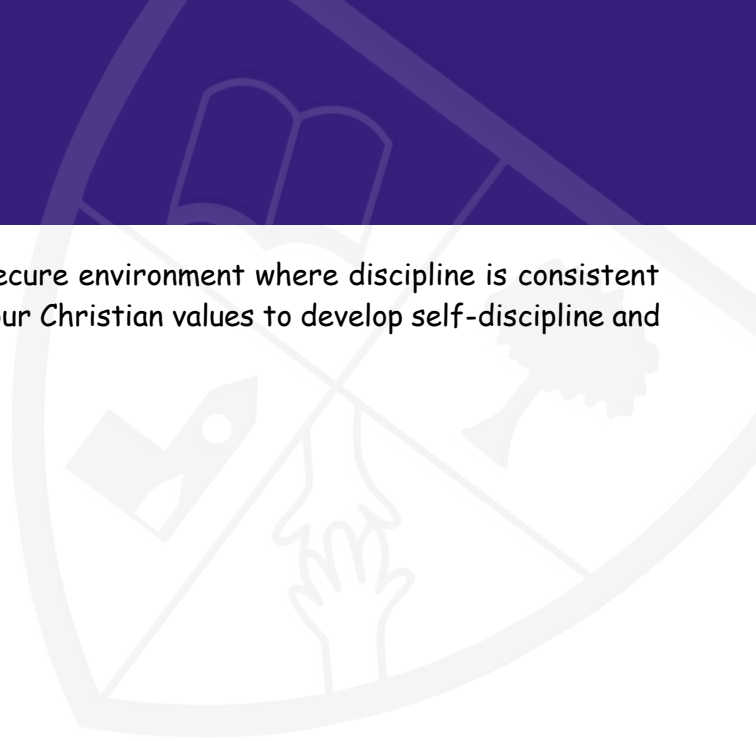
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The school seeks to provide a Christian, caring and secure environment where discipline is consistent and fair and where pupils can use their knowledge of our Christian values to develop self-discipline and respect for others.



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