EDLESTON

Edleston Primary School

Behaviour Policy

Policy Date March 18

Introduction
At Edleston Primary School we expect children to be polite, co-operative and considerate of others. Staff are committed to creating a school environment where these qualities are seen to be important and are positively encouraged. We follow the six Golden Rules, and expect all children to follow these at all times. Pupils in Y6 are picked to be head boy and head girl and members of the school parliament. Edleston Primary School follows the KiVa programme for anti-bullying. Please also refer to anti bullying policy.

School and classroom rules are seen as being central to our policy by providing a framework within which the children can operate. Safety aspects are emphasized, along with the need to share and co-operate if everyone is to work and play effectively on the school premises.
All members of the school have the following rights;
- To come to school free from fear of bullying
- To be treated with fairness, courtesy and politeness
- To be listened to and taken seriously
- To operate within a calm atmosphere

Rationale
This document will be an aid to;

- Continuity of approach throughout the school
- New members of staff as they join the school
- School governors and parents

Staff Involvement
This policy has been developed by staff, in consultation with governors and children.

Principles

Here are the principles of behaviour management which we value:
- Children are individual and responses to behaviour are therefore unique. Principles may remain constant but different children may be dealt with differently.
- Promoting empathy is important. If children truly can imagine or understand what it is like to be hurt or offended, they are less likely to hurt or offend others.
- Discourage the act. Encourage the child.

Strategies for Reinforcing Good Behaviour

1. *In the Classroom*
- We feel that class / school rules should be positive, brief and clear. We therefore use Jenny Mosley's Golden Rules:
  1. Be gentle
  2. Be kind and helpful
  3. Work hard
  4. Look after property
  5. Listen to people
  6. Be honest
- Verbal praise whenever children respond appropriately or display desired behaviour.
- Each class will give Dojos as individual rewards. There is a daily class Dojo winner who receives a reward and a weekly Dojo winner who also has a reward. Parents are given a pass code so they can access their child's Dojos at home so have an up to date picture of their child's behaviour.
- Class beads are also awarded. These beads are put in the class jar. The class decide before hand on their treat, which they receive when the jar is full.
- At the end of each term the child with the most dojos has a free lunch with the headteacher.
- Members of staff also use stickers, charts, reward boxes etc to reward and encourage good behaviour.
- Certificates and stickers are given by the headteacher for achievements.
- We provide stimulating work with extension activities.
- We have a consistent and thoughtful marking policy.
- Carpet time [to discuss incidents if necessary].
- Excellent teacher / pupil / parent relationships.
- Teachers and teaching assistants supporting each other and working as an effective team.
- Dojos can be taken away for unacceptable behaviour. If a child is given a C3 they have 3 Dojos taken away, C4 means 4 Dojos etc.

2. *In and Around the School*
- Clear and agreed procedures which operate before school starts, at break times and lunchtimes.
- If a child is seen running in school, they are sent back to walk.
- Children are expected to come in and out of assembly in a quiet manner. If this does not happen children will practice in their own time.
- Children are expected to talk respectfully to all adults in school and adults are expected to do the same with the pupils.
- 100% attendance certificates are issued at the end of each term.
- The class with the highest attendance each week looks after Attendy Bear.
- Well done assembly to celebrate achievement.
- Each week one child is mentioned from each class along with a child picked by the Headteacher. These children receive a sticker in assembly and a postcard is sent home informing their parents.
- Children regularly come to the headteacher to show work, talk about kind acts etc.

Strategies for Coping with Unacceptable Behaviour

Behaviour sanctions.

C1	Verbal warning in class/yellow triangle	
C2	Name on rain cloud	1 negative dojo
C3	Name on thunder cloud. Record incident in purple file.	3 negative dojos
C4	Class consequence, decided by the class teacher [ie 10-minute detention at lunch, withdrawal of reward]. Record incident in purple file.	4 negative dojos
C5	In house exclusion for the rest of the session. Record details in purple file.	5 negative dojos
C6	Record details in purple file. Go on AM report. This will be reviewed with the class teacher and Lead behaviour every fortnight with parents. A high number of C3-5's can also result in being put on report. If a child is on AM report they will show their sheet to the HT at the end of every day.	6 negative dojos
C7	Fixed term exclusion.	

All staff are responsible for the behaviour of all our children.

If after a verbal reminder [and 2 minute calm down if needed] these behaviours will get the following consequences.	
Not speaking appropriately to an adult or pupil	C3
Being deliberately unkind to another pupil	C4 and Kiva report
Deliberately physically hurting another child	C5 and Kiva report
Rough play	Start with a verbal reminder, then move through the consequences if the rough play continues. Rough play must not be ignored or accepted.

If a child continues to disrupt the learning of others we will make a referral to The Crescent for extra support. This may mean that the child attends The Crescent for a period of time and Crescent staff will work with the school and the family.

Members of staff have the power to use reasonable force to prevent pupils injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. All members of staff have been trained in positive handling. Records are kept if positive handling techniques are used.
Any incidents where Positive Handling is required, these must be recorded in the purple file and an incident form completed and handed in to the head teacher to be kept with the pupil's records. Parents will also be informed of any positive handling incidents by a member of staff.

Lunchtimes
We have a senior midday supervisor who has responsibility for promoting good behaviour on the playground and reporting any incidents to the class teachers.

Playground rules are displayed:
- We care about each other
- We look after property
- WE follow instructions straight away
- We only go on the equipment when it is our turn
- We stay where we are allowed

This enables midday assistants and children to refer to them for praise and sanction. We always endeavour to notice good behaviour.

The senior midday only allows 2 children at a time to go back into school to use the toilets. The children are given a band to show they have had permission to go back into school.

Class teachers collect their children from the playground at then bell. Middays and teachers can then exchange information on behaviour, and children can see continuity and consistency. Middays are responsible for completing the purple files for and consequences given during lunchtime, also for completing KiVa forms for any potential bullying issues.

Lunch Games Club
We run a Lunch Games Club at school. This is led by the Y6 prefects. Children can stay in side and play games, read books, talk quietly etc.

Update January 2016.
The DfE issued the following guidance in January 2016 in "Behaviour and discipline in schools" Advice for headteachers and school staff. School has adopted the following sanctions which the document suggests;
- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Writing lines.
- Loss of privileges-for instance the loss of a prized responsibility or not being able to participate in non-uniform day.
- Missing break time.

- Detention including; during lunch-time or after school.
- School based community service or imposition of a task-such as picking up litter or weeding the school grounds; tidying a classroom, helping clearing up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed on "report" for behaviour monitoring.
- Extra physical activity such as running around a playing field
- In more extreme cases schools may use temporary or permanent exclusion.

If there are concerns over behaviour in school, it may be necessary to speak to parents when the child is going outside of school. The parents may be asked to accompany the child on trips or alternative arrangements may be made. These decisions are made on an individual basis and are made by the headteacher.

Cyber bullying
What is cyber bullying?
· Cyber bullying includes sending or posting harmful or upsetting text, images or other messages, using the internet, mobile phones or other communication technology.
· It can take many forms, but can go even further than face to face bullying by invading home and personal space and can target one or more people.
· It can take place across age groups and target pupils, staff and others.
· It can include threats and intimidation, harassment, defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images.
· It can include messages intended as jokes, but which have a harmful or upsetting effect.
Cyber bullying may be carried out in many ways, including:
· Threatening, intimidating or upsetting text messages;
· Threatening or embarrassing pictures and video clips via mobile phone cameras;
· Silent or abusive phone calls or using the victim's phone to harass others, to make them think the victim is responsible;
· Threatening or bullying emails, possibly sent using a pseudonym or someone else's name;
· Menacing or upsetting responses to someone in a chat-room;
· Unpleasant messages sent during instant messaging;
· Unpleasant or defamatory information posted to blogs, personal websites
and social networking sites (e.g. Facebook)
In some cases, this type of bullying can be a criminal offence

Prevention of Cyber Bullying
Understanding and information
· The Head will oversee the practices and procedures outlined in this policy and monitor their effectiveness.
· Staff will be helped to keep informed about the technologies that children commonly use.
· A Code of Advice (see Appendix 1) will be developed, periodically reviewed and communicated to help pupils protect themselves from being caught up in cyber bullying and to advise them on reporting any incidents.
Practices and Procedures
· Positive use of ICT will be promoted
· CPD and INSET may be used to help staff develop their own practices and support pupils in safe and responsible use of ICT.
· The school will encourage safe use of ICT, emphasising, for example, the importance of password security and the need to log out of accounts.
· The school will promote the message that asking for help is the right thing to do and all members of the school community will be informed how cyber bullying can be reported.
· Confidential records will be kept of all cyber bullying incidents. These will be in the Kiva file.
Responding to cyber bullying
A cyber bullying incident might include features different to other forms of bullying, prompting a particular response. Key differences might be:
· Impact: possibly extensive scale and scope
· Location: the anytime and anywhere nature of cyber bullying
· Anonymity: the person being bullied might not know who the perpetrator is
· Motivation: the perpetrator might not realise that his/her actions are bullying
· Evidence: the subject of the bullying will have evidence of what happened

Support for the person being bullied

As with any form of bullying, support for the individual will depend on the circumstances. Examples include:

· Emotional support and reassurance that it was right to report the incident
· Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
· Advice on other aspects of the code to prevent re-occurrence
· Advice on how the perpetrator might be blocked from the individual's sites or services
· Actions, where possible and appropriate, to have offending material removed
· Advice to consider changing email addresses and/or mobile phone numbers
· Discuss contacting the police in cases of suspected illegal content

Investigation

Again, the nature of any investigation will depend on the circumstances. It may include, for example,
· Review of evidence and advice to preserve it, for example by saving or printing (e.g. phone messages, texts, emails, website pages)
· Efforts to identify the perpetrator, which may include looking at the media, systems and sites used.

Working with the perpetrator

Work with the perpetrator and any sanctions will be determined on an individual basis, with the intention of:
· Helping the person harmed to feel safe again and be assured that the bullying will stop.
· Holding the perpetrator to account, so they recognise the harm caused and do not repeat the behaviour.
· Helping bullies to recognise the consequences of their actions and facilitating change in their attitude and behaviour.
· Demonstrating that cyber bullying, as any other form of bullying, is unacceptable and that the school has effective ways of dealing with it.

Evaluating the effectiveness of counter bullying procedures

· Members of staff will report any incidents of cyber bullying to the Head teacher.

Appendix 1
Cyber Safety Code
Three Steps to Safety

1. Respect other people - online and off. Don't spread rumours about people or share their secrets, including phone numbers or passwords.
2. If someone insults you online or by phone, stay calm. Ignore them, but tell someone you trust.
3. "Do as you would be done by!" Think how you would feel if you were bullied. You are responsible for your behaviour - so don't distress other people or encourage others to do so.

If you are being bullied

It is never your fault. It can be stopped and it can usually be traced.
· Don't ignore the bullying. Don't reply, but do tell someone you can trust, such as a teacher or parent, or call an advice line.
· Try to keep calm. If you seem frightened or angry it will only make the person bullying you more likely to continue.

Text / video messaging

· You can turn off incoming messages for a couple of days.
· If bullying persists you can change your number (ask your mobile phone provider).
· Do not reply to abusive or worrying messages. You can report them to your mobile phone provider.

Email

· Never reply to unpleasant or unwanted messages.
· Don't accept emails or open files from people you don't know.
· Don't delete bullying emails – print them or save them as evidence in a separate folder.

Social networking sites, chatrooms and instant messaging

· Change privacy settings so you can choose who to be friends with and who can see your profile. Don't add anyone you don't know to your friend list.
· Don't use your real name in chatrooms.
· Never give out your photo or personal details, like your address, phone number or which school you go to.
Don't post any pictures or videos you wouldn't be happy for your parents or teachers to see. Once they are online they can be copied and posted in other places where you can't get rid of them.
· Keep your passwords private and don't tell anyone, not even your best friend.
· To report suspicious behaviour online and to learn more about keeping yourself safe online visit www.thinkyouknow.co.uk
Always report bullying incidents. Not doing that allows the bully to continue. That's not good for the victims, for those who witness the incidents or for the bully, who may need help to change their antisocial behaviour.

Behaviour and Conduct of Parents

We would request that parents attend school to air a complaint or concern. The school's complaints procedure can then be followed if there are any issues with the school rather than air any grievance on social media. Comments on social media sites can cause distress to staff/pupils/parents equally and this is an unproductive way to solve problems.

As a school we would never publish a conversation between a parent and a member of school staff and would ask that parents act similarly.

Published conversations on social media which contain lies, threats or threaten the school's reputation will be followed up. Staff members will be supported to follow up published material which is harassing or defamatory.

Parents are requested to treat staff with courtesy and respect. Parents who are aggressive will be asked to leave the premises and may be banned from the school premises.

We know that the vast majority of children at our school behave really well. Things work best when parents, staff and the whole school work together. Our expectations of behaviour are set out clearly in the home school agreement. It is expected that all parents and the child sign this so those expectations are clear and agreed.

This policy has been approved by staff and the governors, and therefore if after reading the policy, parents have questions regarding the expectations, they should make an appointment to see the Headteacher.