



# ACOMB PRIMARY SCHOOL

## Acomb Primary School **Behaviour Policy**

*This policy explains how staff  
can best protect the students  
they work with and themselves*

Approval Date:	September 2020
Review Date:	September 2021
Member of staff responsible:	Lee Haynes



## **Rationale**

All of our children are expected to behave in a responsible manner, to themselves and to others, showing consideration, courtesy and respect for others and the school environment.

The school aims to support this ethos with a positive approach to behaviour, where good work, effort and behaviour are recognised, praised and, where appropriate, rewarded.

This policy is based upon the 'Behaviour Principles Statement' adopted by the governors.

## **Aims**

- To create a secure, happy learning environment.
- To recognise, and be seen to recognise, the existing good behaviour of pupils.
- To develop a whole school approach, that is clear and consistent.
- To establish a shared understanding of acceptable and unacceptable behaviour.
- To encourage good behaviour while providing an effective system for responding to problems as they arise.
- To demand high expectations from the children.
- To instil in children the need to respect themselves, others and their environment.
- To instil in children the need for self-discipline and control.
- To prepare children for their role in society.
- To raise the awareness of parents and carers of the need for positive behaviour through establishing good relationships and effective means of communication.

## **Strategies**

- School rules are displayed throughout the school alongside the school aims and form the backbone of our expectations for the children (see appendix one).
- These were arrived at through negotiation and consultation between the staff and Governors, and represent the aspects of school life which are felt to be most important to promote good standards of behaviour and productive learning environment. They are revisited annually with staff.
- Children are reminded about our rules in assemblies and in class time.
- Classes may have additional rules, or slightly adapted versions of these in order to address specific issues and to aid understanding.

## **Around School / Playtimes / Lunchtimes**

- Our rules apply at all times and in all areas of the school.
- All adults have a responsibility to ensure rules are followed in lessons and during break times, inside and outside.
- Good routines will ensure that opportunities for lapses in behaviour are kept to a minimum.
- No child should be on a playground without supervision.
- Staff on duty deal with minor incidents at playtimes at their discretion e.g. time-out, shadowing etc.
- In the case of a 'major' incident then a senior member of staff may be sent for, or children referred to them.

## **Managing Behaviour - Rewards / Praise / Positive Reinforcers**

- Verbal praise and positive feedback
- Stickers and charts involving the receipt of stickers over a longer period
- Certificates, letters and notes to show at home
- An extra choice of activity
- Class / school rewards
- Visits to another teacher / Headteacher
- Assembly awards

Teachers should ensure that children are not overlooked and remember that, for some children, a little improvement is significant and should be acknowledged.

## **Sanctions / Consequences**

**(These apply to all year groups and classes as needed)**

- Verbal warnings
- Missing some, or all, of playtime
- Standing next to an adult on the playground
- Temporary removal to a different part of the classroom or to the room of another member of staff

- Letter / phone call home / speak to parent at the end of the day
- Parents asked to come into school to discuss with class teacher and/or a senior member of staff
- Issue of an Individual Behaviour Plan
- Internal Exclusion
- Exclusion from school

### **Severe Clause**

This comes into effect when a child's behaviour is such that it disrupts the education of others, causes damage to property or physical / mental distress to others. Parents will be involved straight away, hopefully, prior to the need for exclusion. This may involve the creation of an Individual Behaviour Plan.

### **Exclusion**

Exclusion from school is considered to be a very serious matter and will, usually, only happen when all other avenues have been explored. However, exclusion will be automatic when there is;

- Threatening, or verbally abusive, behaviour towards a member of staff or a visiting adult
- Behaviour which causes significant physical damage to other children or school property either inside or out
- Continued serious disregard for the school rules

In the event of such behaviour, the Headteacher will make a decision based on evidence from staff, the child and any other witnesses, if appropriate. At this point, the LA Guidelines, located in the school office, will be followed.

### **Promoting Positive Behaviour in the Classroom**

The following aspects may impact positively on classroom behaviour:

#### **The Classroom Environment**

- Space, accessibility, clear pathways
- Availability of resources, their quality and clear labelling
- Continuity in organisation
- An attractive, stimulating & tidy classroom

#### **Teaching Strategies**

- Being punctual and prepared for lessons
- Remaining calm and consistent
- Building positive relationships with children, promoting a positive ethos
- Treating children, and those around school, with respect
- Grouping children effectively and providing well differentiated activities which support their learning
- Positioning of self within the classroom, allowing scanning to take place
- Having high expectations

### **Recording**

Under normal circumstances, it will not be deemed necessary to record incidents, most of which will be dealt with immediately. However, should there be concerns, records of incidents involving specific children may be kept in order to gain a picture of any patterns or flash points, as well as successful strategies. Such information may be used to support requests for assistance from external pupil support agencies at a later date. The Headteacher will keep a record of lunchtime incidents, allegations of bullying and racist incidents.

**Responsibilities**

All staff have a responsibility to monitor behaviour and communicate with colleagues.

It is the Headteacher or SENCo's responsibility to consult with external support agencies should the need arise.

**Equal Opportunities & Inclusion**

All children are expected to behave appropriately and, therefore, will be dealt with according to exactly the same standards and guidelines, regardless of gender, ethnic background or ability. However, it is understood that some children will require an adaptation to the behaviour management strategies used, in order to accommodate their particular needs. A variety of strategies, including incentives and contracts may be utilised.

**Monitoring & Review**

All staff will be consulted at the start of the academic year as to the ongoing relevance of this policy.

Any changes and training requirements arising from this will be the responsibility of the Headteacher.

Parents will have an additional opportunity to comment about behaviour in the Parental Questionnaire. This, in turn, will influence the Governors and the formation of the School Development Plan. This Policy will be reviewed annually.

# Anti-Bullying Policy

## What Is Bullying?

*"It is the wilful, conscious desire to hurt, threaten or frighten someone."* (Tatum & Herbert 1990)

At Acomb Primary School, we consider bullying to:

- Be deliberate, hurtful behaviour, which is considered and planned
- Be often repeated over a period of time
- Involve an imbalance of power
- Be difficult for those being bullied to defend themselves
- Manifest itself in different forms – physical assault, taking/hiding things, verbally (name calling, insulting or racist remarks), mentally (rumours, threats), exclusion from social groups.

## Rationale

We have a commitment to tackling bullying because;

- It makes children unhappy, potentially to the extent that their self-esteem and safety are threatened.
- Children's education may suffer if they do not want to come to school, or their concentration, and therefore their potential, may not be realised.

## Aims

- To create a secure, happy learning environment that promotes and encourages positive relationships.
- To develop a whole school approach that is clear, consistent and based upon a set of strategies to respond to bullying.
- To develop a culture of openness, where children and adults feel they can talk about bullying, in order to take the power away from the bullies.
- To establish a shared understanding of what bullying means and to show all stakeholders that bullying is taken seriously.
- To instil in children the need for self-discipline and control.
- To provide effective means of communication with parents and carers.
- To regularly assess the curriculum and its effect on both bullies and their victims.

## Incident Management

### Guidance for All Staff

- *Be available* – break the code of secrecy. Make it known that you are ready to listen, providing immediate support. Don't deter children or ignore their complaints – they must know that you will act.
- *Investigate* – every incident as soon as possible. Interview all parties individually to avoid intimidation and to produce an accurate picture of events. Be objective to ensure fairness.
- *Record* – where bullying is suspected. The Headteacher retains a recording book for bullying and racist incidents.
- *Respond* – use the set of rules and consequences. Involve parents if there are repeated incidents.
- *Follow-up* – show children that the school takes the matter seriously, including the acknowledgement of improvements in the 'bully'.

## Sanctions

These are in line with 'Doing Our Best' and the school's policy on Positive Behaviour.

## Responsibilities

- There is a corporate responsibility to ensure that bullying is dealt with and the needs of both parties are addressed. We take a pro-active preventative role through the PSHE curriculum and 1:1 or group work.
- In addition, this extends to communicating events and issues to colleagues.
- Class teachers and, ultimately the Headteacher, have a responsibility to communicate with parents.
- It is the responsibility of the Governors and Headteacher to review the success of this policy on a bi-annual basis.