



# JULIAN'S PRIMARY SCHOOL

## ***BEHAVIOUR AND ANTI-BULLYING POLICY***

### **BEHAVIOUR**

At Julian's Primary School we aim to promote an environment which encourages the values of mutual trust and respect. We have high expectations of good behaviour in the school. We believe that all children are entitled to learn in a caring and safe environment where they are treated fairly and equally. We want children to develop as confident individuals with a positive self-image and an understanding and appreciation of their role and responsibilities within the school community.

The aims of this policy are to:-

- ▣ Encourage good behaviour.
- ▣ Provide a framework for staff and pupils which aims to achieve consistency in classroom practice and expectations.
- ▣ Provide guidelines for behaviour that foster good relationships between staff and pupils.
- ▣ To prevent all forms of bullying and inappropriate behaviour.

The principles underlying this policy are based on respect:

- ▣ Respect for each other
- ▣ Respect for learning
- ▣ Respect for the environment
- ▣ Respect for ourselves

Good relationships should be actively pursued and encouraged throughout the school. We aim for co-operation rather than conflict. We believe that the management of behaviour is a collective responsibility. All adults and children involved in any way in the life of the school have a duty to abide by the school's policy.

Julian's School is a happy, friendly school and we expect the children to be thoughtful and polite to each other, both in school and on outings and on their journey to and from school. We are very proud of our school and like to keep it tidy and in good condition.

What we mean by good behaviour

At Julian's School good behaviour means that everyone in school is:

- ▣ Careful, gentle and kind
- ▣ Polite and friendly
- ▣ Helpful to each other
- ▣ Calm and hard-working
- ▣ Honest
- ▣ Respectful of our school environment

At Julian's School the majority of the children are well behaved and work hard, showing respect for others and the school. We have a number of simple, clear and positive rules - they are The Golden Rules which children are taught. They form the basis of our school and classroom rules and inform our system of rewards and sanctions.

- We are kind and gentle
- We listen
- We are honest
- We work hard
- We look after property

The rules are consistently reinforced during assemblies, circle times and dealings with children. The teachers also discuss the school expectations with their individual classes at the beginning of the year and agree specific rules for the classroom, with expectations being made very clear so that children are never in doubt as to why a sanction has been given. Praise and rewards need to have as high a status in the classroom as the traffic light sanctions. These rules are displayed in the classroom and agreed by all the children.

At Julian's good behaviour is rewarded through:

- Praise, verbally given to children
- Special privileges/ or responsibilities e.g. taking registers, helping younger children
- A sticker system exists in KS1 to acknowledge good behaviour
- Certificates of Praise
- Letters/postcards home
- Certificates/badges
- House points in KS2
- Extended playtimes
- Achievement certificates - the focus of these should be on children's achievements, academic, social or behavioural
- Verbal comments to parents/carers
- Public praise and reward by other children and /adults for behaviour



We hope this system of rewards will build children's self-esteem and act as an incentive to behave in school. We expect the majority of the children to respond positively to these rewards and to be courteous, helpful, polite and a credit to the school.

We do, however, recognise that there are times when children behave inappropriately. In school such behaviour is discussed and addressed in terms of how it is at odds with the

school expectations, e.g. if a child hurts another child, then he/she is not being gentle and this will be explained to the child. For most children, unacceptable behaviour stops when he/she is given the chance to explain and make amends. We encourage children to resolve conflicts and to apologise if another child is involved.

Our aim is to help children become self-controlled by developing internal self-reward and guilt mechanisms. Children are encouraged to take responsibility for their own actions and behaviour. It is important that inappropriate behaviour is recognised and dealt with by **all** staff. It is a collective responsibility. We are careful to discuss the behaviour and not the child.

## Responsibilities

### All adults

- model the behaviour and language we expect from children and their families,
- follow the traffic lights system during class/group time to provide consistent behaviour sanctions,
- recognize and praise good behaviour,
- challenge unacceptable behaviour from any child in the school,
- ensure children have the opportunity to correct poor behaviour and recognize this through the traffic lights
- divorce behaviour from the child,
- speak respectfully to children and to each other at all times,
- relate classroom behaviour to behaviour for learning,
- encourage children to reflect on behaviour choices and present rewards and sanctions for corresponding behaviour choices,
- refer to the golden rules when discussing rewards and sanctions
- remain consistent with the way that the traffic lights are presented in class
- negotiate with adjacent/partner classes where children are sent for T/O and remain consistent with the arrangements

### Class teachers

- and TAs must ensure that the traffic light system is maintained consistently in accordance with school policy,
- must maintain and hand in weekly tracking sheets to the learning mentor for their site
- and TAs must ensure that children fully understand what sanctions are for and that sanctions are given fairly
- and TAs must carefully put in place a system of rewards (stars/smiley faces/postcards) for children who stay on green and who are good role models,
- must keep a log of children who have received achievement certificates and must recognize all forms of children's achievements

- ensure achievement is not just recognized on the basis of parental involvement, but on individual merit and effort
- hold weekly circle time on the Bounce Back theme for the week; this can be supported by the mentors as necessary

### Learning Mentors

- share good behaviour and citizenship by liaising with teachers and teaching assistants
- monitor behaviour tracking sheets, contact parents/carers to discuss any issues arising with class teacher
- liaise with class teachers to suggest strategies for supporting challenging behaviour
- mediate in situations which children find difficult to resolve independently
- share information on behaviour with SAHT and HoS
- monitor attendance/punctuality and link to any behaviour issues arising
- monitor playground peer mediation
- monitor dinner-hall behaviour

### SAHTs

- meet parents/carers to discuss behaviour issues arising
- offer support/advice/strategies to class teachers on challenging behaviour
- act on more serious behaviour incidents or direct to HoS if necessary
- co-ordinate playtime/lunchtime behaviour support and sanctions
- liaise with learning mentors to keep up to date
- monitor attainment of children with identified behaviour or attendance concerns
- co-ordinate TA/LM support for children whose learning is affected by their behaviour
- follow up behaviour incidents from green forms, transferring information to SIMS regularly

### YGLs

- be a role model in dealing with children's behaviour positively
- take responsibility for general day to day behaviour challenges (including playground related challenges) across the year group
- lead on positive behaviour strategies in the classroom
- be proactive in advising teachers and support staff
- liaise with mentors and pick up on behaviour trends in relation to attendance, attainment and progress

## Behaviour Monitoring Procedures

We have a traffic light system in place throughout the school. It is expected that all children will follow the school rules and therefore stay on Green during the day. It is expected that children who remain on Green will be rewarded House Points (KS2), stickers (KS1), certificates, etc. If children do not follow the school rules they will be given warnings before being moved up the traffic lights, with each stage resulting in a different sanction.

It is essential that the giving of praise and sanctions is consistent for all children.

Each classroom must have a designated Time Out area. This should be distinct from any individual work stations provided for children. This is to be used when children have reached amber on the traffic lights and need to spend 5/10 minutes reflecting on their behaviour. It is also where any children who have reached red on the traffic lights and been sent from another class need to sit. The area must be calm and have appropriate resources for reflection or work completion.

If a child reaches red on the traffic lights, the class teacher will send a slip home with the child stating that s/he was on red and what it was for. If a child reaches red three times in a term, the behaviour mentor will contact parents/carers and arrange a meeting to discuss strategies and next steps.

If a behaviour incident is more serious, a letter will be sent home and we may request a meeting with parents/carers to discuss ways of moving forward.

In cases of physical assault against a pupil/adult; verbal abuse/threatening behaviour against a pupil/adult; persistent bullying; racist abuse; damage; theft; persistent disruptive behaviour; the school will consider a fixed term or, in the most serious cases, a permanent exclusion.

A serious bullying incident by a pupil will be immediately referred to the Head of School, who would contact parents/carers and request that the parents/carers visit the school to discuss the child's behaviour and the bullying incident with the Executive Headteacher and/or Head of School, along with the class teacher.

Careless and thoughtless behaviour in the playground will result in time out for set periods of time at morning break/lunchtime. Children who need to spend time out of the playground will be sent in to the mentor's room during morning break to reflect on their behaviour with a learning mentor, or to a senior member of staff (YGL, SAHT, HoS) at lunchtime.

If there is a lunchtime incident which cannot be dealt with in the playground, the child must be brought in by an adult and a green form is filled in stating the nature of the incident, where it took place and the consequence given. The incident is recorded in a

file which is monitored regularly by the Learning Mentors and SAHTs. Parents/Carers will be informed if their child's name appears repeatedly. We hope that by working in partnership with parents/carers we can resolve issues quickly.

### Intervention Procedure

It will sometimes be necessary to introduce an individual behaviour programme which will help the child to learn appropriate social behaviour in school, with the co-operation of parents/carers, e.g. the parent/carer agrees to meet the teacher regularly to be informed about behaviour and progress, or a record book is sent home regularly in which the teacher and parents/carers record positive and negative behaviour. A system of sanctions is established with parents/carers for poor behaviour, and a system of rewards is established with parents/carers for good behaviour. This system requires constant review, monitoring and dialogue with parents/carers.

Any behaviour intervention programme must be agreed with the behaviour mentor and an AHT. The behaviour intervention programme should be monitored in the classroom, with parents/carers, and by senior leader(s) involved. Notes must be kept in case the child requires further intervention and to report back to parents/carers. It is important that any intervention is a positive experience for the child and family. It should not lead to any form of labelling.

If the school intervention programme is not successful, further behaviour support will be sought from an educational psychologist and/or the Kennington Bridge to School (Lambeth Primary AES).

Children with specific SEN, in particular autistic spectrum disorders and language and communication difficulties, may present challenging behaviours arising from their complex needs. In these cases the class teacher must work with the Inclusion Manager to develop an individual behaviour plan that is appropriate.

### Staff Welfare and Conduct

It is important that staff remain calm at all times when dealing with challenging behaviour. Using a calm, low pitched voice is the most effective way of getting across a message when working with children who have not followed school rules and it is important that the language of choice is used.

If a member of staff feels unable to manage a situation in a calm manner they must seek assistance from another member of staff and remove themselves from the situation until they are able to continue in a calm manner. It is important to de-personalise the situation and remember that it is the behaviour or an incident which is being challenged and not the child.

Any restraint or manual handling of pupils is in accordance with the Restraint and Manual Handling Policy. Staff are given regular training on this.

Any persistently challenging behaviour, particularly when directed towards one member (or group of members) of staff must be reported to the Leadership Team.



# JULIAN'S PRIMARY SCHOOL

## BEHAVIOUR AND ANTI-BULLYING POLICY

### ANTI-BULLYING

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

#### What is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying is rare at Julian's. It is discussed openly and children are supported in taking responsibility for their behaviour, making amends and moving on. Suggestions of bullying are always investigated by senior members of staff.

Bullying can be ....

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gestures, cultural slurs, name calling based on colour/culture (PLEASE REFER TO OUR RACE EQUALITY POLICY)
Religious	using a person's religion as a basis for unkind or aggressive words or actions
Sexual	unwanted physical contact or sexually abusive or intrusive comments
Homophobic	because of, or focussing on the issue of sexuality
Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber	through texts, picture messaging, messaging, email, Facebook, Twitter, etc

#### Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is very unwilling to go to school (school phobic)
- begins truanting
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

If a member of staff suspects there has been an incident of bullying they should:

1. Report suspected bullying incidents to a member of the leadership team
2. Incidents will be recorded by staff
3. In all cases parents/carers will be informed and asked to come in to a meeting to discuss the problem

4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour if it is found that s/he is found to have been bullying.

We aim to resolve bullying issues by:

1. Asking the bully (bullies) to genuinely apologise. Other consequences may take place.
2. In serious cases, a fixed term of permanent exclusion will be considered.
3. If possible, the pupils will be reconciled.
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

When bullying has been resolved, we will not tolerate the child being labelled as a bully. We will not assume that any future altercation is bullying. Each incident will be looked at independently unless there is a clear link between incidents.

We will use KIDSCAPE methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays (or using KIDSCAPE role plays)
- having discussions about bullying and why it matters

All incidents of bullying are dealt with by all the staff in line with the stages detailed above and parents/carers are informed that it was an incident of bullying.

This policy is constantly monitored and reviewed by the Leadership Team, teaching staff and assistants at Julian's Primary School. The policy is routinely reviewed at the start of each academic year.

Updated September 2008

Reviewed September 2009

Reviewed September 2010

Reviewed September 2011

Updated and reviewed with staff September 2012

Updated and reviewed with staff September 2013

Updated and reviewed with staff September 2015

## THE TRAFFIC LIGHT SYSTEM

At the start of the day all children will be on *Green*. It is expected that children will follow the school rules throughout the day.

### GREEN

All children will start the day on *Green*. It is expected that children will follow the school rules and therefore remain on *Green* throughout the day. Children who remain on *Green* for the entire day will be rewarded with house points, stickers and *Golden Time*.

### AMBER

If a child breaks a school rule, s/he will be given a warning to correct their behaviour before being moved to *Amber*. This will result in time out within the classroom area. If the child then follows school rules for the next session, his/her name will be moved back to *Green*.

### RED

If a child continues to break school rules, s/he will again be given a warning to correct the behaviour before being moved to *Red*. This will result in ten minutes time out in another classroom. If the child then follows school rules for the next session, his/her name will be moved back to *Green*. The child will then miss ten minutes of his/her next playtime. This will be spent with an Assistant Headteacher or Mentor and used as a time to reflect on behaviour and how it can be turned around. Children will then take a note home informing parents/carers that their child has been on red and the reason for it.

### EXTREME BEHAVIOUR

Extreme behaviour such as physical aggression, swearing or non-compliance will result in children moving straight to *Red*.

If after returning to class the child continues to make poor behaviour choices, s/he will be referred to one of the Mentors to discuss ways in which they can turn their behaviour around. This is a time for children to reflect on their behaviour and, with help, work out how to return to class in order to learn more successfully.

Should this be unsuccessful, the child will be referred to the Head of School and the child's parents or carers will be contacted. If a child is showing racist, bullying or aggressive behaviour then s/he will be referred immediately to the Headteacher. In these cases the child's parents/carers will be contacted and the school may have to consider a fixed term exclusion.

### RECORD KEEPING

A record will be kept each time a child is sent for time out in another class or is referred to either the Mentors, an Assistant Headteacher or a Head of School. If children are persistently being sent out of class the school will contact parents to discuss the situation and look for a joint way forward.

