# DUNNINGTON CE PRIMARY SCHOOL

# POSITIVE BEHAVIOUR POLICY
# (including Anti-Bullying)

| | |
|---|---|
| **Date of Policy:** | February 2019 |
| **Date of Review:** | February 2022 |
| **Member(s) of staff responsible:** | Caroline Hancy |
| **Governor(s) responsible:** | FGB |
| **Signature of Chair of Governors:** | |
| **Date:** | 20.3.19 |

Every lesson counts. Every interaction matters. Every day is vital.

RATIONALE

At Dunnington Church of England Primary School we work towards our mission statement...

***'Growing and Learning together and aiming to be the best that we can be in an environment based on Christian values'***

Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone in our school is equal and should treat one another with respect and kindness.

In our school we seek to maintain a Christian ethos and try to act with courtesy and consideration for others at all times. These are the values we are all working towards to make our school a happy place in which to grow and learn:-

*Responsibility*
*Effort*
*Security*
*Politeness*
*Enjoyment*
*Care*
*Tolerance*

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work and study.

AIMS AND PURPOSE OF THE POLICY

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make the boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To give pupils, staff and parents a shared sense of direction and feeling of common purpose.

**Children's responsibilities are:**

- To work to the best of their abilities, and allow others to do the same
- To help define the school's code of conduct (Appendix 1) and simple, positive rules within their classroom.
- To treat everyone with respect.
- To follow/obey the instructions of all the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

**Staff responsibilities are:**

- To make clear our expectations of good behaviour.
- To treat all children fairly and with respect.

- To raise children's self esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe, pleasant and stimulating environment, physically and emotionally.
- To use rewards, rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognize that each child is an individual.
- To be aware of a child's needs.
- To offer a framework for social education.
- To work to the best of their abilities, and allow others to do the same
- To help define the school's code of conduct (Appendix 1) and simple, positive rules within their classroom.
- To treat everyone with respect.

**Parents' responsibilities are**:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To support their children and offer a framework for social education

REWARDS AND SANCTIONS

Our behaviour policy revolves around praise and forgiveness rather than punishment. We acknowledge that children will make mistakes but want our pupils to make the correct choices in the way in which they behave. We would prefer them to do this because they wish to, rather than because of outside compulsion.

**What we do to encourage good behaviour**

- Through PSHCE, circle time and worship, we discuss and reflect on the impact of good and bad choices.
- We make clear our expectations of good behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We praise good behaviour both privately and publicly.
- We praise effort both privately and publicly
- We support pupils with additional needs through personalised behaviour plans, where appropriate.

At Dunnington CE Primary School good behaviour and a positive attitude to learning is expected. Rewards are used to provide praise for positive attitudes and behaviours. They include:

i. Positive comments, stickers and stamps given, whenever possible, for hard working, well behaved and helpful children
ii. Affording the opportunity to display and/or talk about work through the school's 'Achievement Rockets' and 'Wonderwall' This includes the recognition of children's achievements in all areas of their life (e.g. out-of-school activities and extra-curricular clubs).
iii. Sharing work with the head teacher, other teachers and children

iv. Bronze, Silver and Gold certificates each term for consistent good behavior and attitudes towards learning (Appendix 4). Children achieving >85% incident-free weeks within each term achieve a certificate. All children work towards a Bronze certificate in the Autumn term. If successful, they progress on to Silver and then Gold.

Our house points are used to reward children for **'taking that extra step'** for example;

- Helping and caring for others,
- High levels of enthusiasm, courtesy, collaboration or cooperation,
- Persevering with a challenge,
- Striving to improve.

**What we do if a child misbehaves**

- We ask them to stop misbehaving.
- Where necessary, we discuss incidents with the children involved.
- Where possible, we encourage children to try to resolve disagreements themselves.
- We encourage children to take responsibility for their own behaviour.
- Each class has drawn up a set of simple, easy to follow rules that apply generally in the classroom and around school. We encourage pupils to follow these rules by praising them whenever we can. However, where children choose to break the agreed rules, the following steps will be taken.

| CLASSROOM CONSEQUENCES | | |
|---|---|---|
| 1. | If a pupil breaks a rule | A reminder is given |
| 2. | A second incident | His/her name will be written on the board |
| 3. | A third incident | He/ she will stay in class for 1 minute after the bell. Name and incident is recorded. |
| 4. | A fourth incident | He/she will stay in for 2 minutes after the bell. |
| 5. | A fifth incident | He/she will be sent with work to a phase leader's classroom and parents will be notified by the class teacher or phase leader. |
| Parents will also be notified if their child **frequently** has to stay in during playtime for one or two minutes, initially by telephone/discussion and behaviour will be monitored closely. | | |
| Severe Clause<br>E.g. Refusal to cooperate, violence, bullying | | The headteacher will contact the parents.<br>A meeting will be arranged if necessary. |

A pupil will return to zero consequences at the end of each session.

If a child reaches the fifth level in any one day parents will be informed. This is merely so that they can keep track of their child's behaviour in school. In such cases parents may wish to impose their own sanctions or may wish to discuss the matter further with the class teacher.

Staff record incidents of unacceptable behaviour on CPOMs (Child Protection Online Management System). If a child misbehaves on three or more separate occasions within one week, parents will be informed and the child will be placed on a behaviour monitoring report for the following week.
This report will be discussed with the child and signed by the headteacher and parent on a daily basis. It is expected that this monitoring report will be sufficient to improve behaviour to an acceptable level. If this isn't the case, parents will be invited into school to meet with the class teacher and headteacher to discuss the next steps.

PLAYTIME AND LUNCHTIME BEHAVIOUR

Pupils are given time out for inappropriate behaviour at playtime and lunchtime (Appendix 3). They are asked to stand in a section of the playground, away from other children for a period of time. Class teachers are informed by the adult on duty and incidents are also recorded on CPOMs. For more serious incidents children are sent in to the headteacher.

RESTRAINING PUPILS

All members of staff are aware of the regulations regarding the use of reasonable force to control or restrain pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Most members of staff have received 'Team Teach' accredited training on positive handling.

FIXED-TERM AND PERMANENT EXCLUSIONS

We do not wish to exclude any child from school, but sometimes this may be necessary. The school will follow the DfE current guidelines on exclusions in such circumstances

SCHOOL STATEMENT ON BULLYING

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

DEFINITION OF BULLYING

Bullying is hurtful or unkind behavior which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The STOP acronym can be applied to define bullying – **S**everal **T**imes **O**n **P**urpose.
The nature of bullying can be:

- **Physica**l- such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- **Attacking property-** such as damaging, stealing or hiding someone's possessions
- **Verbal- such as name –calling, spreading rumours about someone**, using derogatory or offensive language or threatening someone
- **Psychological** – such as deliberately excluding or ignoring people
- **Cyber** – such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

- **Race** (racist bullying)
- **Religion or belief**
- **Culture or class**
- **Gender** (sexist bullying)

- **Sexual orientation** (homophobic or biphobic bullying)
- **Gender identity** (transphobic bullying)
- **Special Educational Needs (SEN) or disability**
- **Appearance or health conditions**
- **Related to home or other personal situation**
- **Related to another vulnerable group of people**

**No form of bullying will be tolerated and all incidents will be taken seriously.**

REPORTING BULLYING

**PUPILS WHO ARE BEING BULLIED:** If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult.
They are also encouraged to report any bullying incidents in school:

- Report to a teacher – their class teacher or any other teacher
- Tell a friend, prefect or playground leader who in turn can help them tell a teacher or member of staff
- Tell any other adult staff in school – such as lunchtime supervisors, Learning Support Assistants or the school office
- Tell an adult at home
- Report anonymously (using the worry box outside the headteacher's office)

REPORTING – ROLES AND RESPONSIBILITIES

**STAFF:** All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, volunteers) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher. The following members of staff are anti-bullying leads: Mrs Gilderdale : caroline.gilderdale@dunnington.yorkschools.net
Mr Gargiulo: antonino.gargiulo@dunnington.yorkschools.net
Miss Sheard: katie.sheard@dunnington.yorkschools.net
Miss Dickenson: rachel.dickenson@dunnington.yorkschools.net

In addition to the designated anti-bullying leads, Mrs Hancy is the Senior Leader responsible for anti-bullying. She can be contacted on head.dunningtonprimary@york.gov.uk

**SENIOR STAFF:** The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

**PARENTS AND CARERS:** Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff.

**PUPILS:** Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

RESPONDING TO BULLYING

**When bullying has been reported, the following actions will be taken:**

- Staff will record the bullying centrally on CPOMs
- SLT will be alerted
- Designated school staff will monitor incident reporting forms and information recorded on CPOMs analysing and evaluating the results
- Designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body
- Staff will offer support to the target of the bullying in discussion with the pupil's class teacher. Individual meetings will then be held with any target of bullying to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault. Action plans will make use of school initiatives such as buddy systems and playground monitoring.
- Staff will pro-actively respond to the bully who may require support. They will discuss with the target's class teacher to devise a plan of action
- Staff will inform parents or carers and where necessary involve them in any plans of action
- Staff will assess whether any other authorities (such as police, social services) need to be involved, particularly when actions take place outside of school

BULLYING OUTSIDE OF SCHOOL

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

DEROGATORY LANGUAGE

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMs and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

PREJUDICE-BASED INCIDENTS

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

SCHOOL INITIATIVES TO PREVENT AND TACKLE BULLYING

**We use a range of measures to prevent and tackle bullying including:**

- A child-friendly anti-bullying policy ensures all pupils understand and uphold the anti-bullying policy
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying
- School assemblies help raise pupils' awareness of bullying and derogatory language
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week, Inter-faith Harmony Weeks, Children's Mental Health Week

- The school values of RESPECT are embedded across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and pupils across the school
- Playground leaders and Prefects offer support to all pupils, including those who may have been the target of bullying
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups
- Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate

TRAINING

The head teacher is responsible for ensuring that all school staff, both teaching and non-teaching (including midday supervisors, caretakers and librarians) receive regular training on all aspects of the anti-bullying policy.

MONITORING AND REVIEW

The headteacher monitors the effectiveness of this policy on a regular basis. The head teacher is also responsible for reporting to the governing body on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**Appendix 1**

# A code of conduct for pupils at Dunnington C of E Primary School

| We value... | As pupils... | For example... |
|---|---|---|
| **R**esponsibility | We take responsibility for ourselves, our own property and our school environment | We tidy up after ourselves, bring our sweatshirts and coats in after playtime and remember to take letters home.<br>We tell the truth |
| **E**ffort | We try to be the best that we can be<br>We are good learners | We try our best and work hard.<br>We return our homework in on time. We listen, try our best, work hard and let others learn.<br>We think for ourselves before we ask. |
| **S**ecurity | We behave in a safe and sensible manner | We move around school safely and calmly, adults know where we are at all times. |
| **P**oliteness | We are polite at all times | We listen carefully, speak clearly, say please and thank you, take turns, put our hand up for attention.<br>We are still and quiet during prayers and reflection time |
| **E**njoyment | We have a positive attitude | We think of solutions instead of problems<br>We have a 'can do' attitude<br>We try things we haven't tried before |
| **C**are | We care for others | Our actions make people happy, not sad or angry. |
| **T**olerance | We respect each others' differences | We remain calm and polite when we disagree with something. |

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**Appendix 2**

# CLASSROOM CONSEQUENCES

| | | |
|---|---|---|
| 1. | If a pupil breaks a rule | A reminder is given |
| 2. | A second incident | His/her name will be written on the board. |
| 3. | A third incident | He/ she will stay in class for 1 minute of playtime. Name is recorded on class behaviour monitoring sheet. |
| 4. | A fourth incident | He/she will stay in for 2 minutes of playtime. |
| 5. | A fifth incident | He/she will be sent with work to a phase leader's classroom and parents will be notified by the class teacher or phase leader. |
| Parents will also be notified if their child **frequently** has to stay in during playtime for one or two minutes, initially by telephone/discussion and behaviour will be monitored closely. | | |
| Severe Clause<br>E.g. Refusal to cooperate, violence, bullying | | The headteacher will contact the parents. A meeting will be arranged if necessary. |

**Appendix 3**

# PLAYTIME/LUNCHTIME CONSEQUENCES

| | | |
|---|---|---|
| 1. | If a pupil is acting in an unsafe or unkind manner | A reminder is given |
| 2. | A second incident or an incident of inappropriate behaviour (physical or verbal) | A member of staff will discuss the incident with the child. At lunchtime, he/she will be sent to Mrs Lockwood to discuss the behaviour.<br>The child may be asked to stand by the wall for 5 minutes time-out.<br>If so, name is written in notebook / transferred to Playtime Incident file in office at the end of playtime. |
| 3. | After 5 minutes pupil reminded of expectations and allowed to join playtime. | |
| 4. | A further incident | Child is sent to stand outside headteacher's office and member of senior leadership team notified. |
| Parents will be notified if their child **frequently** has to have time-out at playtime/ lunchtime, initially through a note.<br>Behaviour will be monitored closely.<br>If behaviour does not improve, parents will be notified by letter and a copy will be kept on file. | | |
| Severe Clause<br>E.g refusal to cooperate, extreme violence/aggression, bullying | | Child is sent directly to the phase leader/headteacher.<br>Incidents will be dealt with as soon as possible by phase leader/headteacher. Child may be asked to return next playtime to discuss the incident.<br>Sanctions for playtime incidents will be applied at playtime.<br>Serious incidents are recorded by SLT in HT incident log.<br>The phase leader/headteacher will contact parents.<br>A meeting will be arranged if necessary. |

**Appendix 4** ____________Term Monitoring Sheet ___________ Class

| Name | Wk 1 | Wk 2 | Wk 3 | Wk 4 | Wk 5 | Wk 6 | Wk 7 | Wk 8 | Wk 9 | Wk 10 | Wk 11 | Wk 12 | Wk 13 | Wk 14 | Wk 15 | Bronze, Silver or Gold |
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