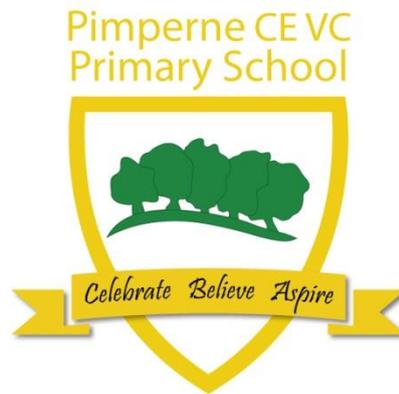


# Pimperne Primary School



## **Positive Behaviour Management and Anti-Bullying/Racism Policy**

## **Positive Behaviour Management Policy**

At Pimperne CE VC Primary School we aim to create a secure environment within a caring Christian ethos whereby children can learn and flourish. We believe that in order to achieve this we need to develop good relationships and high standards of behaviour, which are understood and supported by children, parents, volunteers and staff.

Our School values **are** Perseverance, Courage, Compassion, Justice, Respect, Forgiveness, Trust and Selflessness. We notice and praise children who display these values around our school, **we also regularly reference the values during both Collective Worship and class times.**

**At Pimperne CE VC Primary School we believe that by having a 'Growth Mindset' towards learning (by viewing life as a series of challenges and opportunities for improving), pupils take on new challenges, push themselves outside of their comfort zone and show resilience and perseverance. We encourage pupils to adopt a 'Growth Mindset' to learning by displaying the qualities required to be 'Switched On to Learning' at Pimperne. We praise pupils who display a 'Growth Mindset': in lessons, at play and during off site visits.**

**Pupils who have demonstrated aspects of being 'Switched On to Learning' are acknowledged and praised in a weekly class circle time session. In addition, pupils who constantly show they meet some or all of the school's 'Switched On to Learning' goals are acknowledged in Friday's Collective Worship and have their name displayed on our 'Tree of Recognition'. Pupils who have had their name added to the 'Tree of Recognition' will also be rewarded with a treat towards the end of the half term in which this has happened.**

**Pupils who demonstrate all 'Switched On to Learning' goals are rewarded by being presented with a 'Switched on to Learning' rainbow badge.**

In addition **to the above**, we use our school and class charters to instil our expectations. Our children have a great deal of input into their own class charter, considering their rights and their responsibilities in addition to both our School Values and British Values. We advocate the charter throughout the course of the day, including playtimes, lunchtimes and off site visits. Circle Time sessions are used as an opportunity to explore and reflect on aspects more explicitly. Circle Time is a very important part of our school life. It provides an opportunity to build self-esteem, develop better relationships and teach relevant social skills such as being respectful and reciprocal.

### ***Aims of our Positive Behaviour Management:***

It is our aim to create a happy, caring and safe atmosphere within our school that is conducive to learning. Everyone is expected to: -

- Act with courtesy and consideration at all times
- Foster positive attitudes of self-discipline and mutual respect
- Have a concern for the environment
- Be responsible for one's own actions
- Respond to all adults in the school with equal respect
- Demonstrate daily the values that the school advocates
- Promote British values of democracy, rule of law, individual liberty, tolerance and mutual respect.
- Recognise self-improvements and be proud of them

### ***How is good behaviour encouraged and rewarded?***

Many aspects of positive behaviour are celebrated and acknowledged in Pimperne's **'Switched On to Learning' goals.** **In addition** we reward children for their achievements and efforts in demonstrating good behaviour choices in the following ways:

- On a daily basis, rewards such as stickers or class tokens may be given out to individuals. This is so that instances of positive behaviour can be immediately reinforced. These are collected over a period of time in order to achieve a certificate from the Headteacher. The certificate is shared at our Celebration Assembly and then sent home to be shared with family. The children have several levels of certificate to aspire to: bronze, silver, gold, platinum and diamond. Following this they earn an exclusive pin badge.

- House Points are given out by all members of the school staff for good behavioural and learning attitudes. These House Points are collated on a weekly basis and celebrated after lunch each week. The winning House each week receives an additional 10 minute playtime as reward on the same day.

### ***How is inappropriate behaviour discouraged and sanctioned?***

Our main approach to behaviour management is to reinforce positive behaviour whenever possible and to recognise and reward this behaviour at every opportunity. As a school we believe that mistakes are an important part of learning. Therefore, it is important to us that we convey the message that everyone can learn from mistakes. There are occasions when children need guidance and clear boundaries. When inappropriate behaviour takes place, staff members consider each case on an individual basis and any decisions made will be dependent on circumstances. Low level disruptions are monitored closely and either looked into by the Class teacher, Senior Leader, Deputy or Headteacher (according to availability and escalation). Staff and pupil expectations of attitudes to and effort within learning times, are high. Children who persistently 'disrupt' learning, their own or that of others, will be made aware and be expected to change their readiness to learn. Consequences will be appropriate and in line with any other behaviour management outlined in this policy. It is usual that the Class teacher would involve a child's Parents / Carers if the child is still finding it difficult to make the right choices. Where behaviour has an immediate impact on learning, children will be expected to 'catch up' during play or lunch times or have a piece of learning to complete at home.

### ***What happens if sanctions are not having an impact?***

If a child is consistently demonstrating inappropriate behaviour, it may be necessary to use alternative behaviour strategies. In some instances it may be necessary:

- To remove the child from their class to learn in another supervised area
- To send the child to the Headteacher or another member of the leadership team
- To negotiate 'time out' for the child
- For a child to forfeit a playtime, or part of playtime, in order to reflect on their behaviour
- To set up ELSA sessions to build a self-esteem, develop positive relationships and improve social skills.

Where a very small minority struggle with their behaviour management, it may be necessary for the Special Educational Needs and Disability Co-ordinator (SENDCO) to become involved. If this is the case, parents will be informed. In these circumstances it may be necessary to explore alternative strategies or to seek advice from external agencies. In very serious circumstances it may be necessary, and in line with the DfE Advice in 'Behaviour and Discipline in Schools (Jan 2016):

- To temporarily exclude a child from school (*in accordance with LA and National policies*)
- For a member of staff to use 'reasonable force' to control or restrain a child
- Screen or search pupils
- Confiscation of Items

We believe the most effective way to move forward is for a supportive partnership between home and school.

### ***Use of Reasonable Force***

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. At this school we may use force to guide a child to safety by the arm – this would be control. In more extreme circumstances it may be to remove a child who is refusing to comply with instruction, to break up a fight or where a child needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. Staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. All members of school staff have a legal power to use reasonable force. At this school, we will use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and

should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used at this school.

***Reasonable force can be used to:***

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

***We would not:***

- use force as a punishment – **it is always unlawful to use force as a punishment.**

If a member of staff uses reasonable force they should report the incident to the headteacher or deputy headteacher as soon as possible. We will always inform parents if force has had to be used in any circumstance. We will also make a factual written record of the incident and action taken.

***Playtimes and Lunchtimes:***

Playtime should be a rewarding and enjoyable experience for all pupils. We have a range of positive strategies to ensure this happens. They include: Play Leaders for lunchtimes, Peer Mediators and a playground charter (see below). Duty staff and lunchtime supervisors should keep classroom teachers informed of minor incidents. However, Class Teaching Staff may be asked by lunchtime supervisors or duty staff to attend the playground to investigate incidents that arise. Incidents of a more serious nature should be reported to the Headteacher, Deputy Headteacher or a member of the Senior Leadership Team, in their absence. Incidents that have caused purposeful harm or concern to staff should be raised with Parents either during or at the end of the day.

***Playground Charter***

- We are kind, caring and considerate
- We are respectful and honest
- We are polite to others
- We always say please and thankyou
- We play nicely and are responsible for our actions
- We make sure our school environment is clean and treated with respect

***Pupil Participation:***

Everyone at Pimperne School has a very active role to play in the life and running of the school. The peer mediators are to be used to mediate in pupil disagreements and also as a friendship point. Play Leaders are used to engage pupils in playground activities and games. They play an active role in implementing the Playground Charter and other areas which influence positive behaviour. The School Council are used as an effective forum to use pupil voices in decision making within the school. House Captains will work directly with the Headteacher or Senior Management Team, to lead certain areas of initiatives. On some occasions the House Captains will work alongside the School Council.

***Off Site Behaviour***

Children are told of the expectations of any educational visit before leaving school. Staff will manage behaviour offsite in an appropriate manner (see Visit Policy). On return, discussion will be about any poor behaviour and parents will be informed. Any behaviour that puts a child at risk or another child or adult at risk will not be tolerated. Such behaviour would mean that serious consideration be taken before permitting a child to take part in an off-site visit.

## **Bullying**

Our positive approach to behaviour management is set out in order to prevent bullying. This section is an attempt to clarify what we understand by 'bullying' in school and how we address this issue.

Bullying can be:

- physical
- verbal (*often harder to detect, more frequent and the effects are longer lasting*)
- silent/ignoring

Bullying is:

- persistent
- intentional

If this sort of behaviour arises, we aim to deal with it in the following ways:

- take it seriously
- listen
- help children to discern bullying and accidental or one-off incidents
- encourage through role play and discussion, understanding of each other's actions and reactions
- take appropriate actions and sanctions according to the individual case
- set up internal ELSA support to encourage positive play and develop better relationship skills
- seek external support and expertise if deemed necessary

As a parent you can be assured that the school will contact you if we suspect your child is being bullied or is involved in bullying behaviour. If, as a Parent, you suspect that your child is being bullied, please ensure that you report it to the Class Teacher or a member of the Senior Leadership team as soon as possible.

Bullying is considered very serious. Children are listened to, parents are involved and staff intervention within the class or support with playtime strategies explicitly taught.

At all times, regardless of the situation, good practice in terms of safeguarding in line with KCSIE 2016 is expected. Staff need to consider carefully where discussions with children take place.

## **Cyber Bullying**

Cyber bullying is any form of bullying which takes place online or through smartphones and tablets. There are many ways of bullying someone online and for some, it can take shape in more ways than one. Some of the types of cyber bullying are:

**Harassment** - This is the act of sending offensive, rude, and insulting messages and being abusive.

**Denigration** – This is when someone may send information about another person that is fake, damaging and untrue. Sharing photos of someone for the purpose to ridicule, spreading fake rumours and gossip.

**Outing and Trickery** – This is when someone may share personal information about another or trick someone into revealing secrets and forward it to others. They may also do this with private images and videos too.

**Cyber Stalking** – This is the act of repeatedly sending messages that include threats of harm, harassment, intimidating messages or engaging in other online activities that make a person afraid for his or her safety.

**Exclusion** – This is when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement. This is also a form of social bullying and very common. The school will educate pupils, parents and staff about the prevalence and dangers of cyberbullying through assemblies, newsletters and in E-safety discussions.

Any report of cyberbullying involving school pupils or staff will be treated in accordance with the school Anti Bullying Policy.

We are active in raising the children's awareness to responsible internet use. Guidance is shared with children at the start of each year, in order that they are kept safe, act appropriately and know what to do if they experience anything less than expected.

### **Bullying Outside School and Cyber-Bullying**

This policy relates to children's behaviour when they are in school, when supervised by staff out of school, at sporting fixtures and during extended school services such as Breakfast Club and After School Club. However, the rapid development and widespread use of technology has provided a medium for 'virtual' bullying. This can happen at any time of day with a potentially bigger audience.

At our school, children receive annual lessons with regard to internet safety, their rights and responsibilities with regard to this and the actions they should take to keep themselves safe. They are also given strategies to help them in the event that they believe they are being bullied this way. Internet safety sessions for parents are also provided annually to support families in understanding what their children may be exposed to and how to protect and support them.

We work with the Safer Internet Team to develop information sessions for both children and parents.

Our school Code of Conduct gives guidance for the whole school community in the safe and acceptable use of technology and social media.

The school takes inappropriate social media comments that name pupils, parents, staff or governors very seriously and will involve the Dorset Police Team to carry out investigation or hand the matter to the Police.

Incidents of bullying are recorded in the incident log.

#### ***Racist Incidents:***

If a racist incident is reported, the adult will complete the Log Book (kept in the office) and pass the information onto the Headteacher. This will be discussed fully with the child with an explanation about why it is inappropriate. A focus on this area within circle time and when planning the curriculum may be appropriate. Should a racist incident occur, there will be an appropriate sanction and the parents of both the victim and the perpetrator will be contacted. The Headteacher should be fully informed. This could lead to exclusion for pupils who continue to offend.

#### ***Sexual Orientation and Homophobic Incidents***

Sexual orientation equality is central to the ethos and core values of our school. To establish and maintain this we recognise the need to raise awareness as to how we can achieve respect and equality for all. Please refer to our 'Sexual Orientation Policy'. Should an incident occur, the adult will record the incident in the Log Book (kept in the office), there will be an appropriate sanction and the parents of both the victim and the perpetrator will be contacted. The Headteacher should be fully informed. This could lead to exclusion for pupils who continue to offend.

#### ***Parent Partnership:***

Early in the school year, parents will receive a copy of our Home-School Agreement. Class teachers will read and explain the Home-School Agreement to their class and children will sign their name in agreement to the expectations. This will then be displayed in the classroom alongside the class charter. Our expectation is that our parents will support this agreement and work in partnership with us, helping every child understand the value of education, their social responsibility and demonstrate the qualities that are to be valued.

#### ***Fixed-term and Permanent Exclusions***

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard DfE guidance, Exclusion from Maintained School, Academies and Pupil Referral Units (updated Feb 2015). We refer to this guidance in any decision to exclude a child from school. The relevant internet address is <https://www.gov.uk/government/publications/school-exclusion>.

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