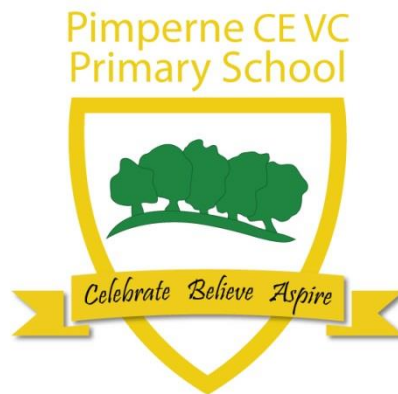


Pimperne Primary School



Positive Behaviour Management and Anti-Bullying/Racism Policy

Positive Behaviour Management Policy

At Pimperne C of E 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 Perseverance, Courage, Compassion, Justice, Respect, Forgiveness, Trust and Selflessness. We notice and praise children who display these values around our school and celebrate them on our 'Tree of Recognition'.

As a school we believe that our learning dispositions are key to becoming successful learners. 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. Personal, Social, Health Education and 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.

How is good behaviour encouraged and rewarded?

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 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 in the week's final celebration assembly. The winning House each week receives an additional 5 minute playtime as reward on the same day.
- Golden Time takes place once a week in KS1 & KS2 (a period of 35 minutes) usually for a part of Friday afternoon. This may be class based or shared across Key Stages or the whole school. During the week, leading up to Golden Time, children are encouraged to show good learning and behavioural attitudes in line with our expectations, in order to earn five minute segments towards their own Golden Time, up to a maximum of 35 minutes. Once earned this cannot be taken away. During Golden Time, children who have demonstrated good learning and behavioural attitudes, reflecting our School and Class charters throughout the week are recognised and rewarded. These children will have the opportunity to choose from a range of interesting and varied activities.

- In Reception, the emphasis is on introducing children to the expectations of appropriate behaviour in the school environment. During this early stage of education we do not feel it appropriate to run the Golden Time system but the children are introduced to the individual reward system to reinforce positive behaviour. We use an instant reward system, whereby we reward positive behaviour through sticker charts. In conjunction with our PSHE learning, children are highlighted and praised in class when they are promoting the values we are focusing on week by week.

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 or 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, Golden Time 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

Where a very small minority struggle with their behaviour management, it may be necessary for the Special Educational Needs and Disability Co-ordinator (SENDSCO) 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
- 'Use of reasonable force' advice for head teachers, staff and governing bodies
- 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.

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. 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.

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.

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
- 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.

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 ICT lessons.

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

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.

School Expectations:

We are committed to promoting our school values, British Values and our Church distinctiveness through what is displayed or referred to regularly, throughout the year. Recognition is given to the values we see children using around the school.

Expectations are displayed in the School's Mission Statement.

These include:

- Independence, equality, high expectations of behaviour and a pride in their work and of their school.
- the Playground and Class Charter
- Lunchtime Prayer
- our agreement for Internet Safety and respectful Use of Information Technology
- our agreement to the pupil section of the Home School Agreement
- Collective Worship
- Home Learning

Monitoring, Evaluation and Review:

The Headteacher and Senior Leadership Team will monitor the effectiveness of this policy through classroom and playground observations. The policy will be reviewed regularly.

Date of last review: October 2016