KINGSMOOR PRIMARY SCHOOL

Behaviour and Discipline Policy (Including Anti Bullying Policy)

BEHAVIOUR and DISCIPLINE POLICY
(INCLUDING ANTI BULLYING POLICY)

THE PURPOSE OF THE POLICY

To provide guidelines to help promote positive behaviour and to help manage inappropriate behaviour.

MAIN AIM

Aims of the policy

- To produce an environment in which children feel safe, secure and respected.
- To help each child achieve successful personal development.
- To develop a moral framework within which children can mature emotionally and in which sound relationships can flourish.

We aim that children can show

- Self- control
- self confidence
- a sense of self worth
- pride in their achievements
- interest in their activities
- empathy towards others
- respect and tolerance towards teachers, other staff and each other
- respect for their environment and their community.

When children possess these skills, they will understand and be able to demonstrate good behaviour.

As an attachment/trauma aware school, all teaching staff recognise for some children these goals are incredibly challenging. For some children who are unable to form solid attachment relationships, they are emotionally immature and their behaviours can be a result of their early life experiences.

Similarly, we recognise the issues some children have with conforming to the expected behaviour in school due to contributing factors, for example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying; or it may indicate other unmet needs. If this is suspected, school may request appropriate multi-agency assessments where unidentified needs may be recognised; but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems.

THE KINGSMOOR CODE

We look after each other, our school and everything in it.
We try our best in everything we do.
We are friendly and polite towards others.

The code of conduct at the school is intended to encourage pupils to develop respect for others around them, for equipment and for the school as a whole.

The school expects pupils to work and behave in a way that leads to their own successful development.

At the beginning of each school year and ongoing throughout the year the Kingsmoor Code is discussed with the children. An understanding of the need for rules is developed and from this the expectations for each class are identified with the class teacher. In addition, throughout the year, children are made aware of our expectations for behaviour outside the classroom.

THE ROLE OF STAFF

Management of unacceptable or inappropriate behaviour is dependent on a consistent and clear understanding of what is expected regarding appropriate behaviour. Within class, the consistency comes from the class teacher and school support staff. Staff will regularly reinforce expectations of behaviour as a regular theme within the classroom.

Staff will treat all children fairly, lawfully and reasonably, without highlighting differences.

Staff will be vigilant regarding groups of friends together as the dynamics of friendships groups may bring about behavioural changes. Groups will be directed towards welcoming others to join them and not excluding others from their group.

Staff reinforce a general message that children must be respectful of everyone else's feelings and be kind to each other.

Beyond the classroom the general overall statements of the Kingsmoor Code apply with the inclusion of some specific rules for safety and supervision. (eg we **walk** inside the school building. Children travelling on school bus/trips **must** remain seated and belted). Playtimes are adequately supervised, and 1:1 supervision can be set up to ensure the behaviour policy is achieved.

In addition, the school promotes and teaches good behaviour through the National Curriculum and PSHE, Friday Activities, assemblies, theatre visits, visitors, online safety, circle time, 1:1 interventions (PFSA) and anti-bullying projects. Specific work around emotional literacy can be utilised, eg feelings volcano or other specific merit/reward charts can be established with children on an individual basis.

Staff are aware of stressful times in the school calendar or day and changes to the class's timetable. They are increasingly vigilant to support children during these times eg: class/school transition, lining up times.

Staff are expected to look beyond the behaviour itself to identify triggers and to work with children, parents and other agencies to minimise these where appropriate and improve the child's ability to learn in the broadest sense from being in school.

RECOGNISING "GOOD" BEHAVIOUR

Examples of good behaviour and appropriate attitudes are rewarded through private and public recognition for the child. This may mean verbal praise, stickers, certificates and trophies. These are varied and launched/relaunched to keep children and staff motivated. We are also aware that some children find praise difficult to take and prefer their 'good' behaviour to be acknowledged in a subtle way. (Thumbs up, quietly 1-1 not in front of whole school.)

Class teachers make class records and given verbal reports to the Headteacher referring to positive or exceptional behaviour.

We aim to highlight and praise positive elements of school life with much greater frequency than we draw attention to negative aspects. However, these negative issues need to be managed and outlined below are some of the steps that may be taken.

MANAGING INAPPROPRIATE BEHAVIOUR

The school recognises there will be times children behave inappropriately or in an unacceptable manner, and this requires school to respond through both education and possible sanction. When children report the poor behaviour of others, staff will investigate the incident to try and verify the facts. They will speak to the children involved about what happened, to identify triggers and once known, consequences/an action plan is developed.

EXPLANATIONS FOR BEHAVIOUR

We would always seek to discover the reasons why a child may be behaving in a particular way. Sometimes, if there are explanations linked to a child's additional needs, for instance a child affected by early childhood trauma or suffering from mental health problems, then these issues are taken into consideration when deciding on the most appropriate course of action.

CONTACT WITH PARENTS

In the case of younger children, parental contact for low level concern behaviour may occur earlier than for older children to develop the parent/teacher partnership and establish expectations about behaviour. When necessary, parents will be telephoned to convey information about a child's behaviour. Sometimes it may be necessary to investigate incidents at length and on these occasions parents will be informed verbally or via a 'holding letter' that the outcome of the investigation will be discussed with them. Any letters sent home about behavioural incidents should be individually addressed solely to the parents of the child(ren) involved and when appropriate posted. This letter will give parents the opportunity to contact class teachers and discuss concerns with these sanctions.

RESOLUTION

We aim to 'feedback' to parents when necessary following behavioural incidents as a means of completing the communication loop between home and school.

DISINCENTIVES AND SANCTIONS

Education: Opportunities to educate children about why certain behaviours are inappropriate are always taken and reinforced, where appropriate, by all staff interacting with the child
eg that behaviour is unkind, that behaviour is disruptive to the class.

Restorative justice, mediation and apologies are used where appropriate.
Identifying fault and apportioning blame isn't always a helpful approach – particularly for children with attachment issues.

Low level concerns: When children exhibit inappropriate behaviour the appropriate adult who has seen the situation, and/or knows the child well, will determine and enforce make the appropriate response, such as temporary loss of playtime or other mediation. All other pupils are made aware that such behaviour will lead to negative response/consequences for them too.

Higher level concern: When there are higher level concerns, it is always appropriate to discuss this with parents/carers. Again, education opportunities are maximised to help children work through why they are behaving in an unacceptable way and causative factors/triggers identified. Examples of sanctions include: child to work in another class; longer term loss of playtimes or alternative playtime arrangements including 1:1 supervision; loss of privilege eg membership of extracurricular clubs; monitoring via Behaviour logs and charts.

INAPPROPRIATE BEHAVIOUR REQUIRING SAME DAY PARENTAL CONTACT BY HEADTEACHER OR MOST SENIOR TEACHER AVAILABLE

Serious fighting
Overt bullying behaviour (See Anti-Bullying Policy)
Abusive or aggressive verbal behaviour
Aggressive physical behaviour
Defiant or other inappropriate behaviour towards school staff
Damaging or stealing school or others' property
Seriously endangering or threatening to endanger themselves or others

EXTREME CASES

Where it is agreed between the Head teacher, staff and parents that a child's behaviour is so serious or persistent that further measures are warranted, then a Pastoral Support Plan will be devised and agreed with staff, parents and as appropriate, the child. Some children may require a 'Positive Handling' plan if they are regularly likely to put themselves or others at risk of injury. Guidance may also be taken as necessary from appropriate policies on the approved use of force to prevent injury to pupils and staff.

Somerset County Council or health care resources will be utilised – these may include Team Around the Child (TAC) meetings, referral to Somerset Early Help Assessment (EHA), GP/paediatrician/OT input, additional or higher needs funding for SEN.

If all appropriate strategies and involvement of support agencies fail to address the negative behaviour, then exclusion, as a last resort will be considered. It is expected that parents and governors are made aware of escalating behaviour incidences before exclusion is actioned.

There are extensive procedures laid down by Somerset Education Services to be followed when a pupil is excluded and staff and governors have a duty to follow them.

MONITORING, REVIEW AND EVALUATION

Throughout the year all staff and the headteacher monitor the behaviour of children in the school including incidents of bullying. Individual child behaviour logs are completed and work is done to identify triggers for behaviours. Support is identified and put into place as appropriate – this may include seeking parental support, SEN specific strategies, safeguarding and other 1:1 work.

Governors review this policy annually in conjunction with teaching staff and when needed, changes to the policy are discussed, agreed and circulated to all involved.

Anti-bullying policy

(Bullying - also referred to as 'Peer on Peer' abuse)

As a school, we promote equal opportunities and diversity; we do not tolerate bullying. Incidents, or suspicions, will be investigated and dealt with in a manner that allows all children within the school to feel safe and to learn and develop in a supportive, caring and safe environment.
Bullying is anti-social behaviour that can affect individuals and groups. Bullying is defined (stopbullying.gov) as unwanted, aggressive behaviour that is repeated or has the potential to be repeated over time. It involves a real or perceived power imbalance (such as strength, access to embarrassing information or popularity). The three main types of bullying are:

- physical (eg hitting, kicking, theft, tripping/pushing)
- verbal (eg threats or intimidation, malicious remarks and reference to individual differences)
- indirect (eg social bullying - spreading rumours, excluding someone from social groups).

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Staff and Pupil responsibilities

Kingsmoor School's teaching and support staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.
Pupils are encouraged to report bullying in our school. Pupils are regularly taught about bullying and how to react when they see or are involved with it; they are actively encouraged to stand up to children bullying or being unkind towards other children. This includes assemblies, whole school weeks, classroom discussions, think about box, talking to teachers.
Children are taught to discuss anything that concerns them with any adult they feel able to share worries with, they are encouraged to:

• Tell a friend
• As a Kingsmoor scholar, to look out for children who feel that they have no one to play with or feel that some-one is being unkind to them. They are asked to report any concerns to their class teacher or the Headteacher.
• Tell a teacher or adult whom you feel you can trust
• Write your concern and post it in the 'think about box'
• Tell a parent or adult at home whom you feel you can trust
• Discuss it as part of your PSHE time
• Ring Childline/NSPCC and follow the advice given
• Visit a good website for ideas of what to do next.

https://bounce-back-from-bullying.childline.org.uk/andhttps://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/bullying/
Parent link - https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/keeping-children-safe/

Dealing with incidents

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached and details passed on
- A written account of the incident will be given to the headteacher

- The headteacher will interview all concerned and will record the incident
- Parents will be kept informed and we welcome parental input about how any incidents are affecting your child
- Class teaching and support staff will be kept informed
- Disciplinary measures will be used as appropriate

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence.

School staff or external agencies (PFSA) will work with the pupil to increase their resilience, to develop strategies to deal with bullies, to develop ways to be assertive.

Parents can be supported through the "What is bullying?" document (currently in draft but to be available on the school website) or by being directed to other good websites (childline.org.uk/info-advice/bullying; bullyingnoway.gov.au)

Pupils who have been found to be bullying will be helped by:

- discussing what happened - this could include **restorative justice** (where the pupil found bullying meets with the victim and listens to each other's opinions and learns to value them. Taking responsibility for their own actions and identifying solutions that repair harm and ensure the behaviours are not repeated.)
- discovering why the bullying happened (including outside or home stresses the child may be experiencing)
- help to manage their emotions and how to make choices about their behaviour
- establishing why bullying is unacceptable
- identifying strategies/a safe place if they feel vulnerable to bullying behaviours
- teaching conflict resolutions skills
- informing parents or guardians to help change the attitude of the pupil
- focussing on positive solutions.

The following disciplinary steps may be taken as a consequence for the "wrongdoer":

- work in another class
- longer term loss of playtimes or alternative playtime arrangements
- loss of privilege eg membership of extra curricular clubs
- fixed-term exclusion
- permanent exclusion.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Monitoring, evaluation and review

The school will review this policy bi-annually, alongside the Behaviour Policy and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.