

# Behaviour Policy (including Bullying and Exclusion)



The Livingstone Road Primary Federation adopts the principles and procedures of this Policy for both schools

Review Cycle: Annual

Responsible for Review: EHT

Next Review Date: Sep 20

## Policy Statement

It is important that our community are aware of the expectations across our federation; **Livingstone Infant School** and **Livingstone Junior School**, regarding behaviour.

Children learn best in a secure, orderly and happy environment. All staff are collectively responsible for all children in the federation and model good behaviour. This policy provides a framework within which the whole federation operates to ensure that we have suitably high expectations of each other and that there is a consistent approach to all matters related to behaviour and its positive management. This is closely monitored by the federation leadership team to ensure the policy is implemented consistently throughout the federation.

## Our Expectations

We expect every child and adult who is part of our federation to follow these key basic principles. These will help ensure a happy and safe environment for everyone to flourish.

Our code of conduct is:

- Be **respectful**
- Be **safe**
- Be **ready to learn**
- Be **responsible**

## Our Behaviour Protocol

'Good to be Green' Behaviour Scheme

For consistency and clarity the 'Good to be Green' Behaviour System is used throughout the school. The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those children who consistently behave appropriately, and is a means of being able to track those children who find it harder to meet the federation's expected behaviour code. The scheme is very visual, which allows our children to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day.

### Daily Organisation of 'Good to be Green':

All the children begin each day with a Green Card. If a child ends the day with a Green Card, 'Good to be Green' success is celebrated at the end of each day in class and we will encourage the children to talk about this at home. We will also share this with parents either through verbal feedback at pick up or where appropriate children being given '**good to be green**' sticker. Equally, children will often display behaviours where they go out of their way to be friendly, welcoming or helpful. Children therefore have the opportunity to be rewarded for very good behaviour by being awarded 'Great to be Gold' (which will equate to 2 house points and a '**great to be gold**' sticker).

### Stage 1

Where unacceptable standards of behaviour are seen children are given a verbal reminder  
E.g. Children will be given a 'reminder' for:

- Disrupting another child's learning through distraction, not being on task or interrupting
- Not accepting an instruction
- Minor damage which is not accidental
- Disrespectful language to another child or adult
- Unsafe movement around the classroom or school

### Stage 2

If unacceptable standards of behaviour continue, a Yellow Warning card will be issued. The child is then given the opportunity to return to green, which will happen as soon as they show the correct behaviour.

### Stage 3

If the child does not correct their behaviour, a Red Consequence card is issued.

Consequences may include:

- Time out in **safe place** OR in **Year Leader's** class (or partner class for Year Lead) with a 'Time Out' form (appendix 1)
- Loss of Golden Time minutes

When children behave in an unacceptable way, all staff are expected to deal with them in a calm and consistent manner. Consequences should not be seen as punishment but rather as a natural outcome of poor behaviour choices. After a child receives a consequence, it is important to find the first opportunity to praise behaviour and so reduce the attention away from bad behaviour.

**If a child continually reaches Stage 3 over a period of time, Year Leaders will seek support from the Federation Inclusion Lead who will look to arrange a meeting with those involved to formulate a plan of support to ensure**

**the behaviour does not escalate. For example, support from the Pastoral Care Worker. This process may involve consultation with the parents/carers.**

#### Stage 4

If behaviour continues, the severity of the consequence worsens. At this stage a child will be sent to **a member of the senior leadership team** and parents informed by class teacher. If at this stage the class teacher needs support in class then they should send for help to any member of the senior leadership team, who will pay the class an informal visit. If the class teacher needs support immediately, they will call the office and the office will alert a member of SLT who will come and support.

#### Stage 5

In the event behaviour does not improve the member of SLT will remove child from class and phone parents informing them and inviting them into school to discuss future management of behaviour. This may include the preparation of an Individual Behaviour Plan or other strategies.

#### Stages dealt with immediately by SLT:

#### Stage 6

More serious incidents will be immediately escalated to Stage 6. The Senior Leadership Team will deal with any incident of:

- Persistent disruptive behaviour
- Persistent serious misbehaviour
- Deliberately Stealing
- Significant deliberate damage to another child's or school property
- Physical violence
- Verbal abuse (from first instance reported)
- Bullying (from first instance reported)
- Major disruption of other children's learning
- Physical violence resulting in actual physical harm and vandalism
- Leaving the school premises without consent

The Senior Leadership Team may, after an investigation, decide to:

- Impose loss of playtime(s) and/or privileges
- Send a formal letter home to the parents or carers requesting a meeting at school at the earliest possible opportunity
- Recommend a period of Internal Exclusion from class.

#### Stage 7

In exceptional circumstances a member of the Federation Leadership Team may decide to exclude the child from school (see also 'Exclusion' p.g.8).

- The authority to exclude is vested in the Executive Headteacher, and will be carried out when necessary in accordance with the Trust and National policies and guidelines.
- The exclusion will either be for a set period, or permanently, with parents' right of appeal to the Governing Body (see guidance on exclusions available in the school office).
- Guidance is sent to parents and carers with the letter informing them of the terms of their child's exclusion

As a federation we promote a **proactive response** to challenging behaviour. If class teachers have any concerns regarding a child's behaviour they will discuss this immediately with their Year Leader who will offer support; either strategies to use or by involving the Federation Inclusion Leader. If necessary a pastoral support programme and/or an individual behaviour plan will be put in place in consultation with the child and their parent/carer.

Behaviour incidences which reach stage 3 or above, will be recorded electronically and will be tracked by leaders across the federation.

### Children Beyond

At both schools there are some children who will be "beyond" the normal incentives and behaviour sanctions, so 'reasonable adjustment' will be made.

These children may be unhappy, angry or suffering from low self-esteem. Others may have a specific diagnosis, e.g. ADHD, Dyspraxia or Autistic Spectrum Disorder, which may make school a challenging environment for them.

The needs of these children should be given specific consideration, and it may be helpful to identify areas for development in an individual plan.

At both schools class teachers are responsible for ensuring that these plans are agreed with their class team, the pupil and their parent/carer; and that all colleagues are aware of how the pupil should be supported. Targets should be agreed by all, with clear success criteria and achievable rewards to motivate the pupil. Copies of the plans should be placed in the appropriate folders.

### Our Behaviour Reward System

As a federation, we believe in an open door policy. Staff will informally share children's successes with parents during drop off and pick up times. They will also reward children who have had successful days with stickers, so as to support the communication between school and home.

### Golden Time

Golden Time is a privilege for those children who have followed the code of conduct all week and means that they can participate in Golden Time on Friday afternoons. Not making good choices can result in a pupil not earning their Golden Time minutes on that day. The children will start each day with 6 minutes of golden time; which could equate to 30 minutes over the week if they keep their time.

A wide range of special activities are offered across the school from a disco, basketball, biscuit decorating, wearing fancy dress, etc. Children are encouraged to sign up to a different treat each week. **The children choose which Golden time activity they want to do each Monday morning, after these have been shared in assembly.**

Children who have lost some of their golden time for that week will spend their time reflecting on their behaviour in the allocated class for that week. For children who have lost all their golden time, they will go to a member of SLT.

## Reward Card System

Each child will start their new academic year with a Reward Card which will stay with them throughout the year. To help build children's self-esteem they will be given stickers/stamps to add to their Reward Card for excellent work or achieving a target.

These rewards help the children to see success with their work, linking with behaviour for learning and therefore are an incentive to continue to do their best.

Each child within their year group, will work towards achieving 3 awards over the year. These awards may consist of a certificate; a wristband and a pin badge. There will also be an annual 'bonus award' for children achieving more than 3 awards, which will be the Executive Headteachers award and these children will have the opportunity to do something special with their Head e.g. afternoon tea!

Year R	Bronze
Year 1	Silver
Year 2	Gold
Year 3	Platinum
Year 4	Diamond
Year 5	EHT award
Year 6	Governors' award

## House Teams System

Children throughout the federation are placed into House Teams, named after 4 local beauty spots in Dorset. Each team is allocated a colour as follows:-

Lulworth House	Blue	Sandbanks House	Yellow
Arne House	Green	Brownsea House	Red

Children can receive house points for good behaviour. There will be a 'House Points Chart' in every class which the children can record their house points on. House Captains will be appointed at the start of an academic year in Year 2 and Year 6. These children will collate house points at the end of the week and share in the weekly celebration assembly.

## Weekly Celebration Assemblies

A weekly celebration assembly will be held celebrating children who have been chosen for 'excellent work' or have been using their 'learning powers' the previous week. Over the year, every child should have the opportunity to share a piece of work at least once. Parents will be invited to come and see their child be celebrated for their achievement. Letters to parents will be sent on the Monday for their child who was 'excellent' the previous week. This give parents time to be able to attend the assembly.

Children who have achieved their award on their 'Reward Card' will also be celebrated in this assembly. The children will have the opportunity to receive their award in front of the school.

## Marbles in a Jar

This is a whole school incentive to reward children using their 'learning powers'. Staff can award individual children or their whole class with a marble for using their 'learning powers'. Marbles will be collected during the weekly celebration assembly. When enough marbles have been collected as a whole school and the 'jar' is full, a whole school reward will be awarded. This could include a DVD afternoon; ice lollies for every child; non-school uniform day.

## Bullying (See also appendix 2 and 3)

We are committed to providing a caring, friendly, non-threatening and safe environment, for all of our children.

Bullying of any kind is not acceptable and any concerns from parents or children themselves will always be treated seriously. Incidents/concerns will be dealt with quickly and sensitively.

## Definition of Bullying

### 'STOP' – Several Times On Purpose

Bullying can be:

- Physical – pushing, kicking, hitting, pinching or any use of violence
- Verbal – name calling, sarcasm, teasing, spreading rumours
- Emotional – excluding, tormenting, being unfriendly
- Racist – racial or cultural taunts, graffiti
- Sexual – unwanted physical contact, abusive comments

Class teachers will teach children the difference between bullying and being unkind. This will be done through a differentiated PSHE curriculum across the primary federation and through opportunities such as 'Anti-bullying week', assemblies and targeted pastoral support.

It is the responsibility of all staff to be vigilant at all times and report any concerns:

- Teaching assistants and midday supervisory assistants report to the class teacher
- Class teacher reports to a member of SLT
- The SLT member reports to the Executive Headteacher

All reports from children should be acknowledged by staff (see appendix 3). All incidents where a pupil is hurt at playtime should be recorded in an incident book. Time may be taken out of the children's playtime to think about their behaviour.

Concerns from parents will be dealt with by a member of the Federation Leadership Team.

They will:

1. Record the parents' concerns
2. Instigate proceedings to investigate
3. Report back to the parents at an agreed time.

The member of the Federation Leadership Team will usually arrange for the pupil to be monitored over a short period of time in order to establish the extent of the problem using the 'Keep an Eye' form.

The member of the Federation Leadership Team will speak to the pupil about the incidents, with parental permission.

The member of the Federation Leadership Team will speak to the perpetrator and/or peer group, without the victim being present and without naming the victim. The victim's parents/carers will be informed of the actions to be taken. Parents of the pupil who is bullying will also be informed and will be asked to meet with the member of the Federation Leadership Team, to discuss an appropriate solution/sanction.

Appropriate support will be given to all those involved so that a positive outcome is achieved and maintained.

### Roles and Responsibilities

The **Governing Body** should:

- Set the framework of the school's discipline policy through a written statement of general principles which takes into account the needs of all children, including any with special needs
- Consult with the Executive Headteacher and parents before making or revising the statement
- Oversee the Executive Headteacher sound maintenance of the discipline at the school
- Advise the Executive Headteacher on their views on specific measures for promoting good behaviour
- Ensure the school follows policies to promote good behaviour and discipline among children
- Regularly review this policy

The **Executive Headteacher** should:

- Draw up the Federation's written discipline policy
- Publicise the school discipline policy once a year to children, parents and staff
- Put in place effective strategies against bullying and ensure that children, staff and children understand these arrangements

Members of the SLT have day-to-day responsibility for discipline, with the support of the Executive Headteacher and Governing Body.

### Exclusion

Across the Federation a range of strategies are adopted to prevent exclusion and to ensure that any pupil with challenging behaviour is given every opportunity to participate in everyday learning activities including:

- Rewarding achievement
- Positive behaviour management techniques
- Working with Parents

A Pastoral Support Programme and/or an individual behaviour plan may be implemented. The Federation Inclusion Leader will seek advice from other agencies as necessary, such as:

- Pupil and Parent Support
- Longspee Outreach Worker
- Educational Psychologist
- Other Outside agencies for specialist support

If a member of the Federation Leadership Team considers that the pupil needs 1:1 adult support to cope with the challenges that school presents, hours will be endeavoured to be sought through the EHCP process.

Parents will be informed of:

- The pupil's behaviour
- The sanctions that are being used to discourage recurrence of such behaviour
- The steps that will be taken if the behaviour continues, which may be a fixed term exclusion

A record of more challenging behaviour will be logged and monitored by a member of the Federation Leadership Team.

**A decision to exclude a pupil will not be taken lightly; it will be done with consideration and informal investigations into the incident and will only be taken:**

- In response to a serious breach of the school discipline policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the children or others in the school

Behaviour which may result in exclusion includes:

- Extreme and Deliberate physical aggression to children or adults
- Deliberate destruction to equipment or property
- Persistent disruptive behaviour
- Extreme verbal abuse
- Absconding from the premises
- Possession of inappropriate substances e.g. lighter; cigarettes, weapons, alcohol or drugs
- Other behaviour which a member of the Federation Leadership Team considers to be serious, e.g. Bullying involving blackmail


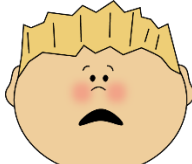


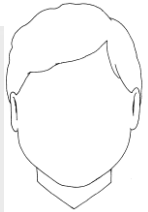
In determining the need and duration of any exclusion the member of the Federation Leadership Team will consider:

- The age of the pupil
- The health of the pupil
- The previous behaviour record
- Any circumstances unique to the pupil, e.g. SEND, Child Protection, Cared For, etc.
- Whether parental or peer pressure may have contributed to the behaviour
- Severity of the behaviour
- Whether or not the behaviour impinged or will impinge on the day to day running of the school
- Whether the incident was perpetrated by the pupil alone or as part of a group

***For further information regarding exclusions please read the Hamwic Education Trust Exclusion Policy***



## Appendix 1

Name:  Date:  Time:	Which principal is not being respected? <input type="checkbox"/> Be respectful <input type="checkbox"/> Be ready to learn <input type="checkbox"/> Be safe <input type="checkbox"/> Be responsible
How are you feeling?      sad                  scared                  angry                  worried	
What happened? <input type="checkbox"/> Not on task <input type="checkbox"/> Out of seat / area <input type="checkbox"/> Hurting others <input type="checkbox"/> Play fighting <input type="checkbox"/> Not being respectful <input type="checkbox"/> Not following instructions <input type="checkbox"/> Drawing on self/books/equipment _____	
How did my behaviour affect others?	
What do I need to do to put it right? <i>(Do I need to say sorry to anyone? What for?)</i>	
What will I do differently next time?	

## Appendix 2

Detail to support page 7 of main Behaviour Policy

### **Definition of Bullying:**

The Anti-Bullying Alliance and its members have a shared definition of bullying based on research from across the world over the last 30 years.

**The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.**

There are four key elements to this definition, hurtful, repetition, power imbalance, intentional.

Across the Federation, the children will learn the acronym

**STOP- Several Times On Purpose**, as a way for them to understand if a child is showing bullying behaviour or not.

Bullying can be:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional/Social** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion, lying
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion
- **Racist bullying** - any incident which is perceived to be racist by the victim or another person. It may be perpetrated against individuals on the basis of their race, skin colour, nationality, culture, language or religion.

### **Expectations of All Stakeholders**

#### **Staff Members**

All staff members will receive training on the implementation of the Anti-Bullying policy and any new updates as they occur.

All staff members in school take all forms of bullying seriously, and seek to prevent it from taking place. Strategies used across the federation to prevent bullying taking place include half termly STOP assemblies, peer mediation training Y4, PHSC lessons, Anti-bullying week and E-Safety day. Staff, through their professional responsibilities, model positive behaviour and actively encourage children to have respect for each other and for other people's property.

## **The Role of Parents/Carers**

Parents/carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact a member of the Federation Leadership Team immediately who will follow the school's line of enquiry as set out on page 7. If parents remain dissatisfied, they should follow the school's complaints procedure, which is available from the school office.

Parents/carers have a responsibility to support the school's Behaviour policy and actively encouraging their child to be a positive member of the school. Parent/carer representatives will be invited to attend any Anti-Bullying meetings to provide input into how to move the school forward in its response to any incidents of bullying when planned.

Parents are discouraged from trying to deal with any incidents of bullying themselves, by approaching either the child involved or their parents.

## **The Role of Pupils**

During the school year the pupils will learn about the different types of bullying and how to manage a situation if they think they are being bullied. They will learn about STOP through half-termly assemblies and the national Anti-Bullying week. Pupils are encouraged to tell anybody they trust if they or someone else is being bullied, and if the bullying continues, they must keep on letting people know. All pupils have been taught through lessons and assemblies that they can speak to any staff member whom they trust.

## **Equality Act 2010**

Schools must follow the Equality Act 2010. Staff must act to prevent discrimination, harassment and victimisation within the school. If you think a child is being harassed in school you must act to prevent it.

Under the Equality Act 2010 it is against the law to discriminate against anyone because of:

*Age, being or becoming a transsexual person, being married or in a civil partnership, being pregnant or having a child, disability, race including colour, nationality, ethnic or national, origin, religion, belief or lack of religion/belief, sex, sexual orientation*

## **Bullying Outside of School**

The Department for Education released the following statement in regards to bullying outside of school premises:

“Head teachers have the legal power to make sure pupils behave outside of school premises (state schools only). This includes bullying that happens anywhere off the school premises, eg on public transport or in a town centre.” Through Section 89 clause 5 of the Education and Inspections Act 2006 head-teachers have the power to discipline their students for any bullying incidents outside of school “to such an extent that is reasonable.”

It will remain at the discretion of the Executive Headteacher to take this matter further.

Appendix 3



# Keep An Eye On



## Record of Incident Interview

Date:		
Time:		
Location:		
Who Was Involved:		
What Happened:		
Bullying Incident or Friendship Fallout?  <b>STOP- Several Times On Purpose</b>	<b>The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.</b>	
If Bullying Incident  Which type?	<b>Physical</b> e.g. pushing, poking, kicking, hitting, biting, pinching	
	<b>Verbal</b> e.g. name calling, sarcasm, spreading rumours, threats, teasing, belittling	
	<b>Emotional/Social</b> e.g. isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion, lying	
	<b>Online /cyber</b> e.g. posting on social media, sharing photos, sending nasty text messages, social exclusion	
Action Taken/Response:  SMART targets (specific, measurable, achievable, realistic and time bonded)  Parents informed?		
Review Date:		
Outcome:		