ROUNDSWELL COMMUNITY PRIMARY ACADEMY

BEHAVIOUR MANAGEMENT POLICY

including
Anti-Bullying Policy

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1. A Rationale for the Behaviour Management Policy

We promote good behaviour in school by creating an atmosphere in which positive behaviour is not only encouraged but also expected. We have clear expectations of a high standard of behaviour in which children are considerate to the feelings, needs and property of others as well as conforming to the basic principles of respect and safety within which the school community operates.

In order to achieve this:

- Children are encouraged to be proud of their behaviour

- Positive behaviour is encouraged and praised

- Children are encouraged to be smart and punctual

- Inappropriate behaviour is addressed quietly but firmly

- All children are treated as individuals

- All adults in school are role models for pupils and therefore should demonstrate exemplary behaviour

- All adults work to the same expectations of pupil behaviour

- Staff listen to children

- Children are encouraged to talk through their problems

- School Council is used to highlight and talk through any issues which become problematic as well as emphasising the positives

- Teachers and Teaching Assistants communicate and are well informed about children's problems

- Time is taken to talk to parents at the early stages of behaviour problems

- Parents are encouraged to come in when problems occur at home

- Senior Leadership Team meet and discuss pupil issues from team meetings and decide on courses of action

- Half termly meetings with Meal Time Assistants. They are informed of concerns and often work alongside children

See also: *School Aims*
Physical Restraint Policy
Anti- Bullying Statement

2. Principles of Good Practice

(An extract from "Education Observed 5". H.M.I. 1987)

This chapter offers a brief summary of the main principles which seem from the evidence of inspection to underlie the practice of those schools which have succeeded in the complex and difficult task of achieving and maintaining high standards of behaviour and discipline.

Policies are explicit to all in school; they establish clear and defensible principles and set the boundaries of acceptable behaviour; they depend upon carefully developed professional agreement; they provide guidelines for action; they are made explicit to all pupils and parents; they are firmly and consistently applied.

The focus of such policies is the development of a <u>positive climate for the whole school</u>; this is based on a quiet yet firm insistence on high standards of behaviour at all times, and draws its strength from the community of purpose, consistent practice and constant vigilance. Within this framework it is expected that a small and changing population of pupils will make extra demands on the time and professional expertise of teachers.

This climate is affected by <u>all the school's activities.</u> Within a well-planned curriculum there is a high quality of teaching and learning, in which purposes are clear to all involved; pupils as well as being intellectually challenged have opportunities for taking initiatives and for accepting responsibility for their progress. Such learning is supported by a range of activities outside the classroom which also contribute to pupils' personal and social development.

There is a range of <u>positive behaviour management strategies</u>, with due emphasis on well-merited praise; their use outweighs that of the sanctions available. The <u>sanctions</u> relate to defensible principles; they are applied with flexibility and discrimination. In using them to improve pupils' behaviour schools also offer teachers support and the opportunities to improve their expertise.

The school's <u>leadership</u> sets a good example, with clear aims and high expectations which are matched by constant vigilance and a willingness to provide support, to identify in-service training needs and take action to meet them, and to encourage the professional development necessary for the maintenance of high standards.

The ethos of the school is grounded in the <u>quality of relationships</u> at all levels; between teachers, between teachers and pupils and between pupils. Such relationships are characterised by mutual respect by the valuing of pupils, by a willingness to listen and understand, and by a positive view of teachers as professionals and pupils as learners. Through good models of adult
behaviour, there is constant encouragement to develop self-esteem, self- discipline and autonomous adherence to high standards.

The school makes full use of the strengths available to it through the <u>wider partnership</u>; its links with parents, with the local community and with the supporting agencies are all used to enhance the quality of the school as a community, and to help maintain high expectations.

3. Managing Pupils' - Behaviour in Teaching Areas

(i)   Classroom Atmosphere:

<u>Aims:</u>

1.   To ensure a calm, quiet and relaxed but busy working environment.

2.   To create an atmosphere where both pupils and teachers can concentrate on their work to ensure a level of working noise which is commensurate with the activity being undertaken and which neither interferes nor distracts others.

Recommended strategies:

1.   Plan a timetable day with suitable and appropriate activities which require a variety of pupils' responses ranging from the need for co- operative discussion to periods of focused working.

2.   Define and insist upon levels of noise which clearly draw a distinction   between talking and shouting.

3.   Identify pupils who are not conforming to the expectations and speak with them individually. Remind the pupils in a calm and firm manner of the need for quiet working etc. This may be a constant requirement initially but is essential if they are to be "trained" to speak in a controlled, quiet manner.

4.   Avoid raising the noise level by talking over any loud talking. Use your- self as the role model of a calm, quiet person.

(ii)   Getting Started:

Aim:

To start the morning and afternoon sessions with a purposeful and appropriate activity to settle, prepare pupils for the learning ahead.

Teachers should be in their classrooms and ready to receive their children. Teachers should be prepared to make a prompt start to each session.

(iii)   Standard rules and routines for classrooms

Aim:

To establish consistent and universal classroom routines which are understood and operated by all within each classroom and with continuity from previous experiences.

(iv)   Rules, routines and procedures:

School Code of Conduct

A School Code of Conduct is talked through to the whole school at the beginning of each term. The School Code of Conduct centres on five phrases, which by design, are easy to remember:-

Reach for the stars
Be respectful to others
Be helpful
Be adventurous
Be a team player

(The content of the above may vary depending on School Council review).

Teachers too, go through the Code of Conduct with their individual classes. A reminder of the code is prominent throughout the school.

a.   Movement:

1.   Pupils should enter and leave classroom in a calm, quiet and orderly manner, under the direct supervision of class teacher or teacher on duty.
2.   All movement of classes or groups around school should be conducted in a quiet, orderly manner. Groups should remain in lines.
3.   In the teaching situation, teachers should respond to the demands of the pupils by going to their group tables and not the other way around, thus avoiding unnecessary queues. Teachers should be able to observe the majority of the pupils for most of the time. This improves the ability to respond to the needs of the pupils and to monitor the conduct of them more efficiently.
4.   Movement within classroom should be purposeful and direct. Unnecessary movement should be avoided.
5.   Avoid open ended situations which may lead to conflict, e.g. gathering pupils together for discussion or instruction should not result in a fight for seating. Be consistent; insist all sit on seats or floor.
6.   Staff should always be in the classroom to receive pupils. Initially, teachers should oversee the whole group and avoid speaking with individuals until the majority are calm and working purposefully.
7.   A clear statement concerning when the children can go to the toilet can help in establishing who needs to go genuinely and who is on walk-about.
8.   Seating arrangements should be based upon a selected criteria and should remain for the majority of the teaching time. Different groupings can also have allocated places based on suitable criteria.

b.   Time:

1.   Time should be allocated at the beginning of teaching and learning session to enable pupils to organise their workspace with the appropriate resources and equipment, and to clear up at the end of the session.

2. Time should also be made available for a summary of what has been achieved and where the next steps in the progression of learning lie. A closing activity should be planned where appropriate, bringing in an additional learning point.

c.   Resources:

1. All resources, equipment and books should be allocated clearly labelled storage space within the classroom which is accessible to the pupils.
2. All pupils should know and understand the procedures for the   distribution, collection   and storage of all equipment etc., within the classroom.
3. The pupils should be taught the proper use and care of all property, especially the schools.
4. All pupils should be made aware of those resources which are not to be touched   or   are   for limited use by pupils. These should be relatively inaccessible.
5. Folders and books will be marked with their name. This will improve the efficiency when distributing or collecting at the beginnings or ends of teaching sessions.
6. Procedures for the distribution and collection of resources, books, etc., may vary, but the use of monitors encourages and prepares pupils for responsibility. Rotas ensure opportunities for all to experience responsibility. However, efficiency should not be compromised in selecting suitable monitors.

(v)   Maintaining the children's attention

Aim:
        To ensure all the children pay attention to the teacher.

Recommended strategies:

1. Establish the classroom routines at the first opportunity.
2. Be firm and insist the children learn the routines. Establish and keep to a vocal command for all to stop and listen.
3. Be consistent: do not change the routines unless it is essential.
4. Keep the instructions straight forward and simple. Do not give too many at any one time.
5. Keep any introduction to the lesson short, thus avoiding the children "switching-off".
6. When possible introduce an activity in groups. Talking to and involving   thus   maintaining   the attention of a small group can lead to more productive teaching and learning.

(vi)   Managing Time

Aim:
        To ensure we manage the teaching time effectively in order that the children remain on task.

Recommended Strategies:

1. Prepare activities carefully and decide upon a realistic time for the task(s).
2. Never allow a task to 'drag on'. Better to finish a task whilst it is going well than prolong it and lose the children's interest and therefore be off-task.
3. Always try to build into tasks other activities so individuals or groups
   can move onto them independently. These activities could vary in nature. An extension of the work already undertaken others may   take   the   form   of   reinforcement/practice   for   other associated skills. They should not be regarded as time fillers but should be a   purposeful activity from which some benefit will be derived.
4. Always prepare a back up activity - just in case. This covers for those unforeseen eventualities which prevent the planned activities taking place.

4. Managing Pupil's Behaviour Outside the Teaching Classrooms and in the Playground

(i)   The Corridor and Cloakroom Areas

Aims:

1. To ensure the corridors and cloakrooms are used in a calm, quiet, friendly and safe manner during the school day and at the beginning and end of the day.
2. To ensure the corridor and cloakrooms are used only as transient areas.

3.   To ensure the corridor and cloakrooms are kept tidy and free from obstructions.

<u>Recommended Strategies:</u>

1.   All staff Insist that pupils using the corridor and cloakrooms walk in a quiet and controlled manner.
2.   Supervise the corridor and cloakrooms at the beginning and end of school sessions including playtimes, insisting upon a quiet calm entry and exit.
3.   Waiting parents, brothers and sisters should remain <u>outside</u>. Space does not permit the corridor and cloakroom to be used a shelter during inclement weather.
4.   All pupils should have a clearly labelled PE bag, which is always hung on their peg or kept in the classroom. Large sports-bags should be discouraged.
5.   Regularly check the corridor and cloakroom area for 'clutter' and insist that children take care of their possessions and have regard for those of others by picking-up or returning belongings to their proper place.
6.   Organise a 'lost property' box in which unmarked or unclaimed articles are placed for a limited period.
7.   Children acting as monitors should be allowed to enter school before the whistle and their duties clearly identified and explained. All children who are in school should be supervised directly by a staff member.
8.   Regularly discuss the expected behaviour in the corridor and cloakroom areas. If appropriate allow the pupils to devise their own rules for conduct which they can monitor and promote.
9.   In inclement weather, pupils may be allowed in from 8.35 am onwards.

(ii)   <u>Playing Areas</u>

<u>Aims:</u>

1.   To ensure the children enter and leave the premises quickly, in a calm, orderly manner under the direct supervision of a member of staff.
2.   To ensure all children know where they may play, when and with what.
3.   To ensure the pupils care for their play environment.
4.   To ensure the children play appropriate games which are non-   confrontational.
5.   To ensure children respond appropriately to the signals which marks the end of playtimes.
6.   To ensure good, effective communication between staff on duty and in   the staffroom.

<u>Recommended Strategies:</u>

1.   Always be in the classroom to receive the children upon their arrival; supervise their movements and insist upon a quiet, calm atmosphere.
2.   Give children enough time to clear away at the end of each session.
3.   Despatch children out of the classroom in small groups thus avoiding 'crushes' in a limited space. Position yourself to have some overview of the corridor or outdoor area.
4.   Ensure all children know the areas for playing and those which are out-   of-bounds   and frequently remind them through a) discussion b) code of conduct
5.   When on duty insist upon games stopping at the sound of the whistle.
6.   Encourage children to play co-operative games. Discourage aggressive games which involve play fighting.
7.   Encourage children to make use of playground markings and games. Encourage the use of appropriate lunchtime play equipment e.g. skipping ropes, small balls etc.
8.   Duty staff need to ensure they undertake their appointed duties and ensure absences are covered.
9.   Staff not on duty should ensure good time-keeping and be ready to assume responsibility for the pupils in the classroom at the end of play promptly.

<u>Playground</u>
        The children are allowed to play with small balls, for catching and throwing, skipping ropes and playground marked games at lunch-time.

<u>Field</u>
        In good weather the field may be used for all play activities.
10.   Use drama and PE sessions to act out imaginative games e.g. well-known stories etc. Assemblies and PSHCE lessons can be used to illustrate acceptable and unacceptable behaviour.

11. Encourage older pupils to play with younger children so encouraging co-operative play and teaching new games (red tops).
12. Duty staff should be on duty at 8.35 a.m. supervising their designated area and again at 1.15p.m.
13. Teachers on duty must insist that all children walk into school in a quiet and orderly manner. Sanctions should be used against those who persistently offend.
14. The duty teacher must ensure all children have entered the building before they enter with their own class.
15. The duty rota should be posted in the staffroom. Any alterations due to courses etc., should be arranged by the teacher.

(iii)   Lunchtimes

Aims:

1. To ensure that all children eating on the premises take their meal in an orderly and efficient manner.
2. To ensure that all children are properly supervised throughout the lunchtime period.
3. To ensure that all children are brought to their meals on time and without fuss.
4. To encourage good eating habits and sound personal hygiene.
5. To provide an organisation which deals with misconduct and imposes standardised sanctions against those pupils for whom it is deemed necessary.

Recommended Routines:

During all lunchtimes there will be one nominated person from the Senior Leadership Team to deal with more serious lunchtime behaviours. A teacher will also be present in the school hall to help supervise the hall and deal with poor behaviour.

1. Dry Dinner Time Arrangements: The Lead MTA will monitor and alter accordingly the arrangements for lunchtime in cooperation with the relevant Assistant Head Teacher and MTA staff. A rota will make clear who is responsible for which area of supervision.

2. Wet Dinner Time Arrangements : The Lead MTA will ensure that each class is adequately supervised at all times when not in the dinner hall.

3. Hygiene: It is very important for children to observe basic hygiene rules at meal-times. All children should be reminded of the need for personal hygiene and encouraged to wash hands en route to the dining hall. This cannot be directly supervised by the dining supervisor due to the pressures of time and child protection risks to staff when supervising toilets etc. However dining supervisors are expected to keep a watchful eye for dirty hands and ask pupils to wash hands.
Any pupils found with dirty hands should be sent immediately to wash them.

4. First Aid: A qualified first-aider should always be present in the school. Children requiring first-aid or who are unwell should be taken to the first-aider.

5. Teachers Lunchtime Duties: Teachers wishing to undertake lunchtime supervision in the dining hall are expected to perform the dinner supervision until 12.50pm. In return for those duties staff may take a free meal. Senior members of staff will take their lunch break either with the children in the hall or earlier/ later in lesson time, where possible.

6. Discipline Procedures:

a) Children should only be brought into the school if the Meal Time Assistant or teacher cannot resolve any problems immediately or if a serious incident has occurred.
b) When minor incidents or 'first offences' occur a warning should   be issued with an explanation of what will happen if the incident is repeated.
c) Any pupil who is persistent in misbehaving or refusing to co-operate with Meal Time Assistant should be withdrawn from the playground during the dinner hour by a senior member of staff or duty teacher.
d) Repeated poor behaviour should be accompanied by a telephone call or meeting with parents and incidents recorded in the discipline book.

e) Pupils who are removed from the playground should be given a task or told to stand silently in the corridor.

f) If a child's poor behaviour persists or for very serious incidents
e.g.

- spitting
- stealing
- physical aggression
- bullying
- racism/homophobic bullying
- swearing
- Inappropriate sexual behaviour
- Non cooperative

the child should be removed from lunch-times for a longer period.

Exclusion should only be a last resort following repeated attempts to encourage the pupil to conform to the expected standards of behaviour through the procedures outlined or when the incident is so serious as to jeopardise the safety of, or compromise the education of others. Consideration at all times should be made of a child's circumstances and needs. Pupils may be permanently excluded if the behaviours meet the criteria detailed in the Tarka Learning Partnership's Exclusions Policy

(iv) Assemblies

Aims:

1. As for those outlined in movement about the school.
2. To create a calm, responsive atmosphere.
3. To encourage each pupil to sit as a member of a large audience and respond appropriately, i.e. sit still and quietly and attentively.
5. To ensure prompt time-keeping.
6. To arrive smartly and well dressed.

Recommended Strategies:

1. Finish lessons/register on time and leave adequate time to prepare to start the assembly. Avoid rushing the pupils into the hall.
2. Insist the children line-up quietly. Ensure they know where they are expected to sit. Alterations to normal placements should be carefully supervised.
3. A member of staff should always be at the front of the hall to receive the children into assembly.
4. Movement into and out of the hall should be efficient and not excessive in its "consumption" of time.
5. Classes which have PE immediately before assembly should clear away in good time thus avoiding any delays to incoming classes.
6. The person or group taking assembly should aim for an assembly of approximately 15/20 minutes – see collective worship file for exact times.

(v) Wet Playtimes

Aims:

1. To establish a set procedure for indoor playtimes.
2. To provide appropriate activities for indoor playtimes.

Recommended Strategies:

1. Each teacher should remain in their own classroom during an indoor play time or organise teacher cover. (This does not apply to lunchtimes).
2. There should be suitable identifiable resources for indoor playtime activities. These should be of a desktop nature or safe floor play and decided only the classroom teacher.
3. All pupils should be made aware of the routines for each classroom, during wet playtime.
4. Noise should be kept to acceptable levels.

5.   Children should clear away and be ready for the next session on time.
6.   At lunchtimes dining supervisors should be on duty to cover class-room. Similar arrangements should apply as in playtimes.
7.   MTA's should ensure that the classrooms are tidied up at 1.10 pm.
8.   MTA's are responsible for organising playboxes and for updating resources.

4. Whole School Rewards and Sanctions

Rewards

School staff may use a range of rewards to promote high standards of behaviour:-
- verbal praise for behaviour/achievement
- pupils can be sent to other members of staff including partner year group teacher, child's previous teacher, family group teacher or relevant Assistant Head Teacher to share achievements
- whole school assembly celebrates pupil achievement
- pupils can be sent to the Head Teacher or Deputy Head Teacher to celebrate individual or small group success
- Teachers can talk openly praising a pupil in front of parents

At Roundswell Community School Primary Academy we have long held the view that pupils should be self disciplined and not need constant reward to strive for their best. Reward systems can often be hard to moderate across the school and lead to reduced motivation and a feeling of inequality. On some occasions pupils with SEN may need an individual reward system to encourage certain behaviours as part of an Individual Education Plan or Individual Behaviour Plan.

(i)   Classroom Disruption and Non-co-operation

Initially, all teachers should look to their own classroom organisation; choice of activities and teaching methods; relationships with pupils and personal strategies and techniques of avoiding and defusing potentially difficult and counter-productive situations.

- teacher communicating achievement to pupils through parent contact
- where children have particular social, emotional and behavioural needs a wider range of strategies can be deployed through agreement between the Deputy Head Teacher, parents and other members of staff. These strategies promote inclusion.

This document is concerned with the strategies to be adopted when such self-examination has been exhausted and sanctions of some description are needed to preserve a satisfactory learning environment for the pupil involved and his/her classmates.

Unacceptable behaviour must, to some extent, be defined by individual teachers and teams of teachers in the light of the learning activity, the strength of their relationships with the pupils etc.

Such behaviour as *racism, repeated bad language, rudeness to staff, refusal to work acceptably, stealing, physical harm to others, damage to property, spitting, persistent patterns of behaviour, bullying including homophobic bullying and inappropriate sexual behaviour should be passed on to the Head Teacher or Deputy Head Teacher.*

(ii)   Action Flow-chart

The flow-chart provides procedural guidelines for the teacher. If behaviour becomes more serious or rapidly deteriorates stages may be missed out, at the discretion of the teacher.
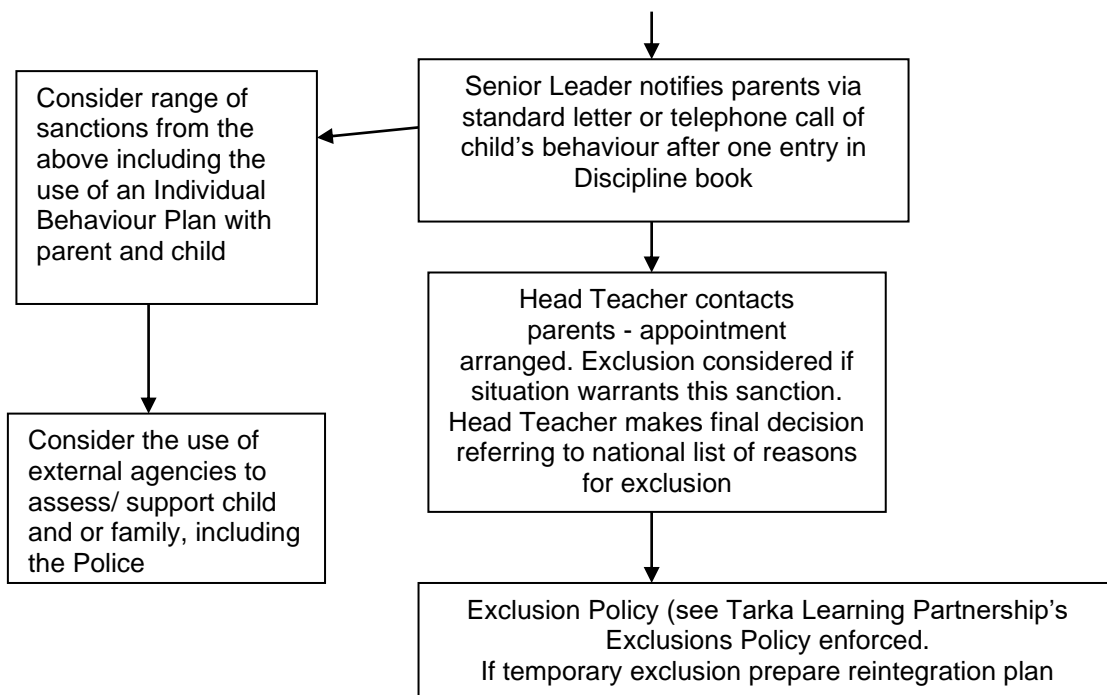
In extreme cases all stages can be by-passed and the pupil taken directly to the Head Teacher or to the Deputy Head Teacher. Removal from the teaching classroom for serious behaviours, under normal circumstances, should always be followed-up with a letter or telephone call home.

SUGGESTED METHODS FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

It is essential that the following points are actively promoted in the school to *prevent* poor behaviours:-

> ➢ Well organised environment and resources
> ➢ Clear, consistent procedures and boundaries
> ➢ Appropriate task and expectation, clear aims of lesson
> ➢ Decisive communication; body language, tone voice, non-verbal cues
> ➢ Recognise achievement and enhance esteem; specific appropriate praise
> ➢ School Code of Conduct- rules, reinforces boundaries, de-personalises issues, children make an informed choice, sense of ownership and commitment, establishes expectation, "in our school we…."
> ➢ Manage behaviour through positive strategies and clear sanctions first, don't allow behaviour to escalate (Appendix 3)

Poor Behaviour(s)

| Quiet word with child | Respectful change of tone to signify concern over the behaviours | Address issue with child and class | Class reminder |

Stopping group or class to make a more forceful warning

Move child to another table or work area or more isolated part of the classroom

Use of break and/or lunchtimes to complete work. Remedy problem caused – tidy up, apology, repeat work

Support staff would discuss issues with class teacher/CAIRB teacher/Lead MTA unless serious behaviours were being dealt with. Escort / send child to partner year group teacher or for more serious issues to relevant Assistant Head Teacher or Deputy Head Teacher in case of CAIRB or SEN needs.

More serious behaviours or persistent behaviours
- -

Consider range of sanctions from the above

Escort or send child to Deputy Head Teacher (SEN/CAIRB) or Head Teacher (or Teacher i/c of School) to speak to about behaviours

Work in the Assistant Head Teacher's Class/Deputy Head Teacher's Room

Entry in Discipline book for serious classroom incidents or repeated behaviours. Recorded by Senior Leader or entry into CPOMS system

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┌─────────────────────┐              ┌──────────────────────────────┐
│ Consider range of   │              │ Senior Leader notifies parents via │
│ sanctions from the  │ ◄──────────  │ standard letter or telephone call of │
│ above including the │              │ child's behaviour after one entry in │
│ use of an Individual│              │ Discipline book              │
│ Behaviour Plan with │              └──────────────────────────────┘
│ parent and child    │                          │
└─────────────────────┘                          ▼
           │                          ┌──────────────────────────────┐
           │                          │ Head Teacher contacts        │
           ▼                          │ parents - appointment        │
┌─────────────────────┐              │ arranged. Exclusion considered if │
│ Consider the use of │              │ situation warrants this sanction. │
│ external agencies to│              │ Head Teacher makes final decision │
│ assess/ support child│             │ referring to national list of reasons │
│ and or family,including│           │ for exclusion                │
│ the Police          │              └──────────────────────────────┘
└─────────────────────┘                          │
                                                  ▼
                              ┌──────────────────────────────────────┐
                              │ Exclusion Policy (see Tarka Learning  │
                              │ Partnership's Exclusions Policy enforced. │
                              │ If temporary exclusion prepare reintegration plan │
                              └──────────────────────────────────────┘
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- At all stages the needs of any victims need to be considered in addition to the needs of the child exhibiting poor behaviours.
- At all stages support staff/class teachers can bypass layers of responsibility to address concerns with person in charge of the school/Deputy Head Teacher/ Head Teacher, especially for the list of serious poor behaviour.
- CAIRB pupils and pupils with SEN will be dealt with by the Deputy Head Teacher for more serious behaviours in the first instance.
- MTA's (Meal Time staff) will deal with poor behaviour as above liaising with the Lead MTA and/or dinner time duty staff – one senior member of staff and one teacher.

(iii)   Break time behaviour

(a)   Moderate misbehaviour - dealt with by teacher on duty on playground.
(b)   More serious misbehaviour - kept with teacher on duty - class teacher informed.
(c)   Extreme misbehaviour – Head Teacher or Senior Leaders informed - Parents informed - entered in Discipline Book.

(iv)   Removal from classroom

When the decision has been made to send a child to the Head Teacher or Senior Leaders the following should be observed:

1.   The misbehaving child should be accompanied to the Head or Senior Leader or the Head/ Senior Leader informed to come to the classroom.
2.   The Head or Senior Leader should provide the pupil with an appropriate activity.
3.   At the end of the session the Head or Senior Staff and the class teacher should decide upon when the child may return to class.
4.   Where a child is regularly sent out of the classroom and a decision by the Head or Senior Staff must be made as to the next step to be taken.
5.   Parents should be kept informed of regular or serious misconduct. Any correspondence relating to serious misconduct should be posted. Pupil post should not be relied upon.

(v)   Procedures to follow when a pupil refuses to co-operate and leaves the classroom or the school

1.   Immediately send confidential message to Head Teacher or Senior Leaders giving outline details of what has happened.
2.   As far as possible establish whereabouts of pupil if missing from classroom, by sending an adult to check the toilets, cloakrooms etc.
3.   Having alerted Head Teacher or Senior Staff concentrate on the rest of the class. If pupil remains in classroom but is refusing to co-operate make a clear statement to the pupil that he/she will be dealt with in good time and concentrate on the other pupils.
4.   If pupil has left classroom the Headteacher or Senior Staff should try to establish if the pupil is still on the premises. If it is decided that the pupil has left school the parents should be contacted immediately, either by telephone or personal visit.

5.   If parents cannot be contacted then emergency contacts should be informed.
6.   If none of these can be contacted and the school cannot organise a search, the police should be advised of the situation.
7.   Under normal circumstances it would be expected that the pupil returns to school. Individual circumstances may dictate that the pupil be taken or remain at home, pending further discussion with the parents.
8.   An appointment for the parents to discuss the matter should always be arranged.

(vi)   Procedures to follow when a pupil displays extreme confrontational behaviour (see also Physical Restraint Policy)

1.   Initially the same procedure for alerting the Head Teacher/Senior Leaders should be followed. A clear statement to the pupil about the consequences of continuing to misbehave should be made and a reminder that he/she will be dealt with when appropriate. Continue with the activities/lesson with the rest of the class.
2.   Any decision to restrain a pupil who is endangering the safety of others, or him/herself, is the individual teachers and should be made in the knowledge that they may be struck in one way or another.
IT IS IMPORTANT TO RECOGNISE THAT A PUPIL MAY ONLY BE RESTRAINED IF IT IS THE TEACHER'S OPINION THAT THE PERSONAL SAFETY OF ONE OR MORE PEOPLE IS AT RISK INCLUDING THAT OF THE POORLY BEHAVED CHILD (see Restraint policy for further details).
3.   Parents should always be informed of such conduct in writing or by telephone. If the situation is severe they should be called to the school immediately and may be asked to remove their child from the premises.

If the Head Teacher is not available to deal with such serious mis-conduct the Senior Leaders should be informed instead. It may not be possible for the Senior Staff to be called from class for a prolonged time.
Under such circumstances it would be expected that the parents be immediately summoned to school to remove the pupil and an appointment made to see the Head Teacher at the earliest opportunity.

(vii)   Procedure to follow when concern is felt over a pupil's social or emotional behaviour

1.   A pupil experiencing problems socially or emotionally may display "out of the ordinary" behaviour.
2.   If concern continues, the Head Teacher or Senior Staff should consult with parents initially and then various agencies i.e. Health, E.W.O. and Social Services. An I.E.P./IBP may be drawn up to meet the needs of a pupil. On some occasions it may be necessary for the school to consult with outside agencies first e.g. in the case of a child protection matter where the child may be at risk from parent behaviour.
3.   Depending upon the information received from these agencies a decision should be made as to how best to tackle the problems.
4.   Parents should be informed as soon as possible and a meeting arranged to discuss the concerns.
7.   All reportable incidents should be recorded in the School's Discipline Book – see appendix 2
2.   The Discipline Book should be kept safely in the Head Teacher's room and is not for public inspection.

(ix)   Procedures to be taken when a child is known to have taken part in a theft

1.   All property should be respected and looked after regardless of its ownership or value. This point should be stressed regularly.
2.   If a pupil is known to be have stolen property, the teacher should immediately attempt to establish the whereabouts of the property and retrieve it, if possible.
3.   If it is the pupil's first known offence a severe warning should be issued to the child and in ALL cases the parents informed.
4.   If it is not possible to return stolen goods and if the victim is another pupil, the parents should be informed of the action taken. Parents of the child should be invited to recompense the victim.
5.   A record of the theft should be entered in the Discipline Book.
6.   Any pupil caught stealing repeatedly, will have an entry made in their pupil's record folder, (Any   entry should be regarded as temporary and be removed after a fixed period of time). Parents should be invited in to discuss the serious nature of the theft and advised of the action taken.
7.   The Chair of Governors and Police should be informed if appropriate to do so. The Police may wish to pursue matters if the child is above the age of criminal responsibility as with all other offences.
8.   Parents of victims may be advised that they may inform the police and register a complaint at any stage.
9.   Police involvement in school should be kept to a minimum and should follow the legal guidelines relating to the police and minors in school.
10.   Any child who continues to steal and is not responding to any help being given shall be excluded for a fixed period whilst the governors consider a permanent exclusion.

Statistical information on exclusions and issues with behaviour will be presented to Governors annually.

This policy should be reviewed annually and in accordance with the Governor's monitoring processes.

Appendix 1
Anti-bullying statement and policy
(see whole school policies and guidelines)

ROUNDSWELL COMMUNITY PRIMARY ACADEMY

ANTI-BULLYING STATEMENT

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

- The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied, and that staff are free from fear of bullying by pupils.
- Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.
- Throughout this policy the term 'parent' is used to mean a pupil's parent, carer or guardian.

Unfortunately bullying is something that happens in all walks of life. In spite of our best efforts bullying does still happen in schools, including ours.

It is in the nature of bullying that it can take place in secret or without adult knowledge. In our school we have many approaches which provide children with opportunities to bring these problems out into the open. These include *family groups, worry box* and the *School's Council* as well as more traditional routes such as talking to Class Teachers, Teaching Assistants and Mealtime Assistants.

We take the issue of bullying very seriously and it is important that we know exactly what we mean by bullying.

Children come to school to learn about many things. One area in which they often have much to discover is how to get along with others. In this, as in all areas of children's learning, they will not always get it right first time and it is from the mistakes they make that they will learn and become more mature in their relationships. It is important that children should have the freedom to explore these issues and that their less successful attempts should not be misinterpreted as bullying.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Statutory Duties of Schools

Head Teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Under the Education Inspections Bill 2006 the duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so. Schools also have a duty to 'safeguard and promote the welfare of pupils' (Education Act 2002) and to ensure that children

and young people are safe from bullying and discrimination (Children Act 2004). Government guidance advises that the policy should also address the bullying of staff by pupils ('Safe to learn' DCSF 2007).

Scope of this policy and links to other policies

This policy includes:
- bullying of pupils by pupils within school
- bullying of and/or by pupils outside of school, where the school is aware of it
- bullying of staff by pupils within or outside school
- allegations about bullying of pupils by staff will be dealt with under the school's Safeguarding Policy.

This policy has links to the following school policies and procedures:
- equality and diversity policy
- behaviour policy
- acceptable use policy (internet safety)
- safeguarding (child protection) policy
- complaints procedure

What is bullying?

Bullying is any behaviour by an individual or group that:

- is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it.
- happens more than once – there will be a pattern of behaviour, not just a 'one-off' incident.
- involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves.
- It can be:
  - Physical, e.g. kicking, hitting, taking and damaging belongings
  - Verbal, e.g. name calling, taunting, threats, offensive remarks
  - Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
  - Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM)

  Where individuals or groups bully different people, this will be seen as a pattern of bullying behaviour and treated as such."
  (Adopted from Warwickshire's Anti-bullying Partnership 2007)

This school recognises that bullying which is motivated by ***prejudice*** is a particular concern, for example racist, sexist and homophobic bullying and bullying related to perceptions about disability and/or special educational needs. All staff will be provided with appropriate training in equality and diversity, so that they are equipped to tackle these issues on a wider scale as well as in relation to bullying.

Bullying is not falling out with friends – this happens all the time and is a normal part of school life.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Identifying and reporting concerns about bullying

- All concerns about bullying will be taken seriously and investigated thoroughly.
- Pupils who are being bullied may not report it. However, there may be changes in their behaviour, such as those. School teaching and support staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.
- Pupils who are bullying others also need support to help them understand and change their behaviour.
- Pupils who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way.
- All pupils will be encouraged to report bullying by:-
    - talking to a member of staff of their choice
    - placing a concern in the class 'worry' box
    - contacting local and national support agencies for advice/support
- Staff who are being bullied will be encouraged to report it to a colleague of their choice.
- Parents will be encouraged to report concerns about bullying and to support the school in tackling it. Trying to resolve bullying directly with pupils or their families can lead to problems escalating.

Responding to reports about bullying

School

The school will take the following steps when dealing with concerns about bullying:

- If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it and in accordance with the School's Behaviour Policy.
- A clear account of the concern will be recorded and given to the Head Teacher.
- The Head Teacher /Senior Leader will interview everyone involved and keep a detailed record. This will be held in line with the school's data protection policy/practice.
- Class Teachers will be kept informed.
- Parents and other relevant adults will be kept informed.
- Where bullying occurs outside school, any other relevant schools or agencies will be informed about the concerns and any actions taken.
- Punitive measures will be used as appropriate and in consultation with all parties Involved and in accordance with the School's Behaviour Policy.

Pupils and staff

Pupils and staff who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- providing reassurance that the bullying will be addressed.
- offering continuous support through pastoral counselling where appropriate.
- the use of specialist interventions and/or referrals to other agencies e.g. educational
- psychology, where appropriate.

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents to help change the attitude of the pupil
- the use of specialist interventions and/or referrals to other agencies where appropriate

The following disciplinary steps can be taken:

- official warnings to cease offending
- detention
- exclusion from certain areas of school premises
- confiscation of mobile phones, in line with our Acceptable Use (internet safety) policy
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

Parents

- Most concerns about bullying will be resolved through discussion between home and school. However, where a parent feels their concerns have not been resolved, they are encouraged to use the formal Complaints Procedure.
- Where a pupil is involved in bullying others outside school, e.g. in the street or through the use of the internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example restricting/monitoring their use of the internet or mobile phone.
- Referral of the family to external support agencies will be made where appropriate.

Preventative measures

The school will:
- raise awareness of the nature of bullying through inclusion in PSHCE, family group time, assemblies, subject areas and informal discussion, as appropriate, in an attempt to eradicate such behaviour.

Monitoring, Evaluation and Review

A senior member of the school staff will be identified to lead on the implementation of the policy and act as the link person with the Governing Body.

An annual report will be made to the governing body, including statistics about:
- the number of reported concerns
- monitoring information about the pupils involved
- motivations for bullying
- actions taken and outcomes

Statistical information will be provided to the local authority as required.

The school will review the policy annually and assess its implementation and effectiveness.

ROUNDSWELL COMMUNITY PRIMARY ACADEMY

DISCIPLINE BOOK REPORT

Date: _____   Pupil's name: _____

Year Group:_____   Date and time of incident: _____

Description of incident:

Witnesses/victim views:

Decision and reasons:

Sanction:

Parents contacted: Yes/No   When _____   How_____

Outcome of Parent meeting:

Signed: _____ Senior Leader   Date: _____

Signed:_____Head Teacher   Date:_____

Behaviour Management-
*'Stepped' Corrective Strategies

- **Praise**- catch them being good!

- **Distract** – create a diversion
  "What's the next bit of work you have to do?"
  "Do you need a hand?"

- **Tactically ignoring**- give positive attention to others

- **Verbal and Non-verbal messages**- Be aware of agreement of tone of voice and gestures; use of voice as a tool but remember non-verbal cues too; action prompt, nod, finger on lips, point eyes and ears, thumbs up, shaking head, hands up, blocking hand

- **Simple brief directions**- separate behaviour from the pupil; pause…….direction.
  "Jordi, facing the front, thanks"
  "Eva, can you see everyone is showing me 'good listening' "

- **When….then…..**
  "Yes Jordi, you can go on the computer *when* you have tidied up."
  "If you finish that bit of writing *then* you can do your drawing."

- **Rule reminders**- simple reminder of rules, rights, responsibilities. Allow for 'take-up' time.
  "We have a rule about speaking, I'd like you to use it"
  "What's our rule about calling out, Eva?"

- **Simple Choices**- give child a choice of action
  "You can either finish the work now or in your own time."
  "Put the toy in your bag or on my table."

- **Partial Agreement**-
  "You may think this is boring but it's still what you have to do today

- **Clear Consequences**- consistent, certainty
  "If you carry on talking, you'll have to sit on your own."
  "As you haven't stopped talking, I'll have to see you at break time."

- **Cool Off, Time Out**- stay calm, avoid conflict, make space to consider behaviour

- **Removal from room**

*Bill Rodgers- Classroom Behaviour