



BELMONT PRIMARY SCHOOL
Behaviour, Discipline and Antibullying Policy

Signed by Chair of Governors:

Date approved by governors:

Date shared with staff

Due for review:

Rationale

We would like Belmont School to be a safe place where children, teachers, parents/carers and the community, work together in an atmosphere of mutual respect to achieve the full potential of all individuals in the context of a well ordered, happy and purposeful learning environment.

Links with other Policies

Our Behaviour Policy underpins the working of the school. There are, however, specific links with other important school policies – Equal Opportunities, Single Equality Scheme, PSHE, Health and Safety, Attendance and Special Educational Needs, Behaviour and Staff Code of Conduct. It will be updated as necessary to include any new Government initiative or policy.

Key Principles

The following, taken from DfE Circular 10/99, Social Inclusion: Pupil Support, (Revised in June 2004), outline our principles of good practice:

- **Setting good habits early**

We strive to help our children establish regular punctual attendance and good behaviour from the start, involving parents/carers in the process.

- **Early intervention**

We believe in early intervention where there is poor behaviour, or unexplained absence, in order to help our children adapt to the rules and routines of school life.

- **Rewarding achievements**

The majority of our children follow the school rules. Rewarding them for their good behaviour and attendance is important in maintaining their motivation and sense of self-worth.

- **Supporting behaviour management**

We work as a team, in close liaison with outside agencies in dealing with children with behaviour problems. Staff support each other, through offering advice on strategies and through giving respite to the teacher and class for short periods of time. Behaviour management techniques, such as 'The Whole School Quality Circle Time' model, and behaviour charts are used to help improve and maintain high standards of behaviour and discipline.

Working with parents/carers

We believe that we can best support our children by working closely with parents/carers to improve a child's attendance and/or behaviour. We do this through home-school agreements, meetings with parents and regular communication in the form of newsletters. We expect parents/carers to keep us informed of any issues affecting the child.

Involving pupils

We encourage our children to be responsible for their actions and to play a part in setting themselves targets for improving their behaviour. We encourage them to contribute ideas through the School's Council and in class discussions;

Commitment to equal opportunities

We are committed to equality of opportunity for all our children, irrespective of race, gender, religion or disability. The effectiveness of our policy is monitored and any issues dealt with immediately.

Identifying underlying causes

We try to identify underlying causes; poor behaviour may be linked to a pupil's problems in understanding lessons or they may be due to circumstances outside of the school's control. In all instances we work closely with parents/carers and outside agencies to identify and address the causes of a child's behaviour difficulties.

Through the success of our Discipline policy we aim to:

- Create a calm, purposeful, safe and happy learning environment.
- Foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- Encourage each child to take responsibility for his/her own behaviour, leading to increasing independence and self-discipline.
- Create a consistent approach to behaviour management throughout the school, celebrating and praising acceptable behaviour and enforcing firm boundaries for unacceptable behaviour.
- Work in partnership with parents/carers in dealing with any behavioural issues.
- Encourage respect for individuals.
- Lead by example in the way that we treat each other and the children in our care.

In order to achieve these aims:

All staff should:

- Follow the hierarchy of rewards and sanctions.
- Make children aware of appropriate behaviour in all situations.
- Use adherence to the Golden Rules as a measure of good behaviour.
- Be aware of all children's behaviour in class and around school, dealing with every incident appropriately, giving mutual support to colleagues.
- Work in partnership with parents/carers in dealing with any behavioural issue.
- Inform parents of the victim and of the perpetrator, as soon as possible, where a significant incident has occurred and that it has been dealt with/will be dealt with.
- Act as a role model for desired behaviour, treating all adults and children with respect.
- Focus on good behaviour and positive reinforcement to raise self-esteem, giving praise for good behaviour and achievements and trying to 'catch the children being good'.
- Display the Golden Rules clearly and mention them frequently.
- Be punctual in meeting children.
- Escort his/her class around school, ensuring all children are monitored – stop the children at regular intervals, walking towards the middle of the line of children.
- Ensure children are never left unattended in the working area.
- Create a calm working atmosphere in the classroom, with access to resources and with well-established routines for clearing up, collecting equipment, changing activities etc.
- Ensure that each child has work appropriate to his/her level of ability.
- Deal with problems calmly.
- Be as consistent and fair as possible in the use of rules and sanctions, taking into account each individual child's needs.
- Work closely with senior managers and outside agencies, implementing advice and strategies in dealing with a child with behavioural difficulties.
- Remind children that they are representatives of the school when they are on their way to and from school and on school trips.
- Ensure incidents of inappropriate behavior are recorded and reported on CPOMS system.
- Ensure parents are informed of episodes of poor behavior.

Pupils should:

- Follow the Golden Rules.
- Co-operate readily with all school staff.

Parents/carers should:

- Support the school's hierarchy of rewards and sanctions.
- Help the children understand the rules and the need for them in an ordered society.
- Work in partnership with the school to promote high standards of behaviour at all times.
- Ensure their child attends school regularly/punctually and notify the school of reasons for absence.

Rewards for Appropriate Behaviour

The majority of our children behave well and are a credit to themselves, their parents and the school. We believe in rewarding them for following the Golden Rules:

The following details the hierarchy of rewards available to the children for following the Golden Rules (all do not need to be followed):

- Verbal praise; body language (smile, thumbs-up, nod) – specific to the child and directed to a rule; Golden Time.

Remember – overt praise can embarrass some children.

- stickers; star of the day/week; stamps; achievement passports, golden tickets
- celebrations assembly; certificates, whole class awards
- Headteacher stickers
- attendance awards
- Reader / Writer of the Week
- Recognition on the Freeflow Info platform
- Parent/teacher consultation – positive comments and report on target sheet; annual reports - recognising good behaviour and attitude to school.

Class teachers may also operate other 'informal' methods of recognising appropriate behavior.

Early Years

The Foundation Stage supports the Golden Rules to encourage good behaviour. If necessary, children who are unable to behave appropriately are given 'time out' - i.e. removed from an activity, sitting apart from the others for a period of time. Foundation Stage staff work very closely with parents and outside agencies in dealing with children who may be experiencing difficulties.

Behaviours and Sanctions

The sanctions used are highlighted by the use of posters which will be displayed prominently for both staff and student reference. (See appendix 1)

Use of Reasonable Force

Where there are concerns about children hurting themselves or others, damaging property or causing disorder, reasonable force may be used. 'Reasonable in the circumstances' means using no more force than is needed. More information is published in 'Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies' (DfE. July 2013).

Strategies to Support Inclusion

We have a range of support mechanisms to help the inclusion of pupils with emotional/behavioural difficulties and enable their access to the National Curriculum and wider school life. These may include;

- Circle time
- Anger management strategies
- Class profiles - looking at a child's behaviour in relation to the rest of the class

- Team building
- SEN referral – IEP formulated and strategies to support
- Educational Psychologist referral
- Pastoral Support Plan – an improvement plan to support children at risk of exclusion
- Regular meetings with parent/carer, referring parent/carer to the LA Parent Advice Service
- Referral to CAMHS (Child and Adolescent Mental Health Service)
- Individual Behaviour Contracts e.g. stating targets and outcomes
- Home/school diaries
- Thrive

These following strategies are over and above the strategies that are used for the majority of pupils and may include;

Social skills group - this will usually involve a mixture of children who need support in improving their behaviour and who are positive role models and attend as a reward for their good behaviour.

Close liaison with the Primary Behaviour Support Team, who support pupil through observation and advice on teaching strategies/behaviour management techniques

Other children may access Play Therapy and/or other professional help such as counselling.

Anti-Bullying Policy

What is Bullying?

There are many definitions of bullying, but we consider it to be:

- Deliberately hurtful (including aggression)
- Repeated often over a period of time
- Difficult for victims to defend themselves against

The three main types of bullying are:

- Physical - hitting, kicking, taking belongings
- Verbal - name-calling, insulting, making offensive remarks
- Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, being a bystander supporting or encouraging such behaviour.

N.B Modern technology has given rise to a more insidious type of bullying which involves the use of mobile phones and the internet 'Cyber-bullying' which in some instances can be a criminal offence.

Bullying will not be tolerated at Belmont Primary School

Any suggestion that bullying is taking place will be investigated.

Whole School Strategies

In order to prevent bullying and deal with any incidents of bullying, we employ a range of strategies:

- A concerns box is situated in the library
- Circle time and other Personal, Social and Health Education lessons develop social skills and strategies for getting on with other children
- Assemblies
- Monitoring of cloakrooms at start/end of the school day
- Monitoring of playground by staff on duty - walk around, keeping 'an eye' on certain areas, especially those out of sight
- Monitoring alleged bullies/victims at playtime, around school and in class
- Providing literature to raise awareness
- Specific lessons on bullying issues
- Each year group has 'Anti Bullying Ambassadors' who work alongside designated teachers to support children across the school
- Anti Bullying Week is recognised each year

What staff should do

Listen to the victim, bully and any other pupils with information to establish the facts. Bullying issues can be complex and may involve counter-accusations – log facts, not opinion

- Meet with the Key Stage Leader to discuss next steps. Other staff may also be involved, depending on their knowledge of the children
- Work with the bully to try to establish the triggers/ reasons /underlying causes of the behaviour
- Record reports of bullying on CPOMS
- Inform parents of reported incidents – victims & perpetrator

The next steps will usually be to:

- Meet separately with the victim and bully and try to encourage them to talk about the situation and establish actions needed to eliminate the bullying.
- Reassure the victim that s/he is safe; explain that bullying will not be tolerated.
- Explain that all relevant staff will be made aware of the situation and will be monitoring it.
- Meet with the parents/carers of the victim/bully and explain all your actions. Arrange another meeting to review the situation
- Check regularly with the victim to see if bullying has stopped
- Meet with a group of friends of the victim and encourage them to report any incident.
- If felt necessary meet with the peer group of the victim and bully. This should be led by a senior member of staff and the class teacher
- Any of the strategies listed above under 'Strategies to support inclusion' may be used as appropriate.

What parents/carers should do

- Listen to your child and try to remain calm. An emotional reaction can worry the child so that they will not tell you of their concerns
- Make an appointment to see the class teacher to share your concerns
- Give the class teacher the facts
- Reassure your child that the school will deal with the bullying and encourage him/her not to fight back

What children should do

The victim:

- Tell the class teacher if s/he feels threatened and unsafe
- Try to identify positive things about him/herself and build on these to improve self esteem
- Stay with a group of friends
- Be appropriately assertive
- Talk to their parents
- Tell the class teacher when anything else happens or when it has improved

The Bully:

- Use given strategies and adhere to any specific rules introduced as part of the process above
- Listen to the advice given and make sure that he/she does not **deliberately** hurt another child
- Try to identify positive things about him/herself and build on these to improve self esteem

Sanctions We follow sanctions as laid down in the school's behaviour policy.

Behaviour and Discipline Policy (An outline of behaviours, strategies and sanctions) APPENDIX 1

	Types of behaviour	Strategies to minimise poor behaviour	Sanction
Level 1 behaviour (minor incidents)	<ul style="list-style-type: none"> *Fidgeting/moving about/disrupting/interrupting *Time wasting *Chatting/calling out on the carpet/in assembly *Deliberately distracting other children. 	<ul style="list-style-type: none"> *Identification of behaviour & reminder of rules. *Whole class discussion of problem although it may be one child who is causing the problem. *Teacher/child discussion. *Rewarding good behaviour. *Use other children's good behaviour as a positive example. 	<ul style="list-style-type: none"> *verbal warning. *name on whiteboard
Level 2 behaviour. Continued Level 1 incidents or more serious incidents)	<ul style="list-style-type: none"> *Continued Level 1 behaviour. *Being significantly off task Ignores instruction and fails to correct behaviour when asked after a 2nd warning. *Continued inappropriate verbal or non-verbal noises. *Inappropriate/disrespectful verbal responses. 	<ul style="list-style-type: none"> Ongoing strategies as listed above 	<ul style="list-style-type: none"> *isolate within class 'Time out' for 5 minutes to allow 'cooling off' time *Playtime detention to allow child to catch up on missed work or to write a letter of apology to the teacher/child they have upset
Level 3 behaviour.	<ul style="list-style-type: none"> *Continued Level 1/2 behaviour. *Deliberate swearing or other verbal abuse to children or adults 	<ul style="list-style-type: none"> Ongoing strategies as listed above and: *Class teacher to inform parents/carers of concerns re 	<ul style="list-style-type: none"> *Time out' in another class (if this happens more than 3 times in one week parents /team leaders and SENco need to be informed. Class teacher needs

Continued Level 2 incidents or more serious incidents	<ul style="list-style-type: none"> *Damaging property *Persistently refuses to respond to instruction. 	<p>inappropriate behaviour.</p> <p>Behaviour monitoring chart set up</p>	<p>to meet with parents/carers to discuss monitoring chart</p> <ul style="list-style-type: none"> *Behavioural Chart *Children may be asked to replace damaged items *Incomplete work will be made up in playtime detentions *Formal interview with Parents/carers.
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Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from outside agencies may be necessary.

<p>More Serious Behaviours</p> <p>(Continued Level 1,2 and 3 behaviour or one off serious incidents</p>	<ul style="list-style-type: none"> *Bringing in dangerous objects. *Being very aggressive e.g., threatening another Child/member of staff. *Fighting/hitting/pushing/spitting/biting/kicking persistently *Unprovoked attacks. *Persistent bullying *Stealing/damaging other children's or school property. . *Racist comments. *Very violent/dangerous/damaging behaviour e.g. throwing furniture. *Refusal to cooperate, creating a danger. 	<ul style="list-style-type: none"> *Involvement of other agencies (Behaviour Support, Pastoral Support, EP) *Team Leader to see child on a regular basis 	<ul style="list-style-type: none"> *Removal from activity or visit. *Separate eating area at lunchtime in designated place. *Possible redress for damages. *Internal seclusion i.e. lessons and/or social time/ lunchtimes to be spent in isolation from other pupils but within the school. Modification of school times may be involved in consultation with parents. (Head teacher's decision, or deputy in his absence) *Fixed term or permanent exclusion (see note below)
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*When these steps have been exhausted, or in the event that an incident or persistent misdemeanours are deemed sufficiently serious / present an on-going risk to other pupils or staff, or serious risk to property, a temporary or permanent exclusion may be given at discretion of the Head teacher. Following any exclusion there will be a reinstatement interview where terms and conditions of behaviour will be agreed.

Behaviour and Discipline Policy
(An outline of behaviours, strategies and sanctions for use at
Playtimes and Lunchtimes)

	Types of behaviour	Strategies to minimise poor behaviour	Sanction
<p>Level 1 behaviour</p> <p>(minor incidents)</p>	<p>For minor incidents</p>	<p>*Identification of behaviour & reminder of rules.</p> <p>*Discussion, what behaviour needs to stop and why</p> <p>*Use other children's good behaviour as a positive example.</p>	<p>*verbal warning.</p>
<p>Level 2 behaviour.</p> <p>Continued Level 1 incidents or more serious incidents)</p>	<p>*Continued Level 1 behaviour.</p> <p>Ignores instruction and fails to correct behaviour when asked after a 2nd warning.</p> <p>*Inappropriate/disrespectful verbal responses.</p>	<p>Ongoing strategies as listed above</p>	<p>Child holds hand of teacher/supervisor</p> <p><i>(In KS2 it may be more appropriate for the child to walk around with the teacher / adult on duty)</i></p>

<p>Level 3 behaviour.</p> <p>Continued Level 2 incidents or more serious incidents</p>	<p>*Continued Level 1/2 behaviour.</p> <p>*Deliberate swearing or other verbal abuse to children or adults</p> <p>*Damaging property</p> <p>*Persistently refuses to respond to instruction.</p>	<p>Ongoing strategies as listed above and:</p> <p>*Time out</p> <p>*Report to class teacher immediately after lunch</p>	<p>*Time out' in a particular area or zone e.g. stand against a wall or sit against a specific bench</p> <p>*Children may be asked to replace damaged items</p>
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Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from outside agencies may be necessary.

<p>More Serious Behaviour</p> <p>(Continued Level 1,2 and 3 behaviour or one off serious incidents</p>	<p>*Being very aggressive e.g., threatening another Child/member of staff.</p> <p>*Fighting/hitting/pushing/spitting/biting/kicking persistently</p> <p>*Persistent bullying</p> <p>*Racist comments.</p> <p>*Very violent/dangerous/damaging behaviour e.g. throwing furniture.</p> <p>*Refusal to cooperate, creating a danger.</p>	<p>* Report to the member of teaching staff on duty (Head teacher or Deputy)</p>	<p>(a red card with the child's name and the date on it will be given to the class teacher)</p> <p>If a child reaches this stage at playtime, their name and brief details of their behaviour will be registered in an 'incident book'.</p> <p>*referral to the member of staff on duty (Head teacher or Deputy) will lead to sanctions listed for teaching staff being applied as above and may include lunchtime exclusion in exceptional circumstances (1/2 day exclusion)</p>
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If the child's name is recorded 3 times in one week it will trigger further action

- For lunchtime misbehaviours at this level, the class teacher will inform the parents/carers and invite them in to discuss the problem. A memo should be sent to the Team Leader and SENCo.
- For playtime misbehaviours at this level the consequences will include; Loss of Golden Time (KS1)
- Playtime detention (KS2)

- If behaviour continues at this level, parents will be invited in to school to discuss the issue with the child's teacher
- If there is no improvement, the team leader will interview the child and their parents and outside agencies may be involved (Behaviour Support, Pastoral Support Plan)

*When these steps have been exhausted, or in the event that an incident or persistent misdemeanours are deemed sufficiently serious / present an on-going risk to other pupils or staff, or serious risk to property, a temporary or permanent exclusion may be given at discretion of the Head teacher. Following any exclusion there will be a reinstatement interview where terms and conditions of behaviour will be agreed.

