



# Behaviour & Anti Bullying Policy

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## Policy Amendments:

Date	Detail

All children within the school are entitled to a balanced and broadly based curriculum. Due to our inclusive approach, this may be modified to accommodate different learning needs. Some children have additional educational needs as a result of social, emotional and behavioural difficulties.

All of our children are entitled to a caring and supportive environment.

Consequently, high expectations of behaviour need to be established for all children.

Our children need to be taught how to behave, how to play and how to work successfully. Adults are the role models that demonstrate this.

We aim therefore to:-

- Help our children to develop the ability and skills to behave in ways which are acceptable to the school population.
- Enable our children to acquire the necessary interests, attitudes, values and personal resources that they may become responsible citizens in a rapidly changing world.

## **APPROACH**

- We believe that the most effective way of encouraging good behaviour is by providing the right emotional and physical environment for learning.
- All members of staff are expected to develop strong, supportive relationships with the pupils, and set good examples at all times.
- By providing a high quality environment for learning, we aim to give the message 'You are worth it' to the children in our care.
- We will maintain high expectations of behaviour, and will challenge behaviour that is not acceptable.
- All staff will use positive approaches to building self-esteem, effective communication, praise, encouragement and strong links with the family.
- There are clear expectations about pupil's behaviour set out in a simple set of Whole-School Rules.
- All staff should take opportunities to draw attention to children doing well and comment positively.
- All staff will use a clear directive of "Can I have your attention please?" across school when they want children to stop working or playing. Children will remove everything from their hands and look at the staff member ready to listen.
- We will work with Parents/carers, other schools, agencies and the LA to support positive behaviours.

## **Practice**

At the beginning of each term the school rules are reinforced as regards behaviour in the classroom, in school generally and in the wider community.

Our school operates a system of Rules, Rewards and Consequences. This system applies to all children and is implemented depending upon their age, stage of development and individual need. Each classroom operates what is known as a Classroom Discipline Plan that meets the needs of the whole class.

However, our school rules have been agreed by all the children including rules for playtimes, lunchtimes and on school visits. Rules are explained and reinforced as and when appropriate.

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## **Classroom rules**

At the beginning of the year, each class is taught about the expectation regarding their behaviour in school.

Parents support us in the care of their children by ensuring that each individual behaves appropriately and makes the right choices regarding their behaviour. Parents sign our Home School Agreement and Behaviour Plan when their child starts school.

### **Our rules are:-**

- We follow instructions
- We use kind hands and feet
- We move around school safely.
- We are caring and thoughtful to everyone
- We take care of our school

These are also general school rules that apply throughout the entire day.

### **We follow simple Line up and Listening codes as follows:**

#### Our Line up Code

- Walk to the end of the line
- Leave a person space
- Keep hands and feet to yourself
- Keep quiet and still

#### Our Listening Code

When an adult asks for my attention I:

- Stop what I am doing
- Empty hands/show me ten
- Look at the adult
- Keep quiet and still
- Listen

Each child's behaviour is assessed termly against our Desirable Behaviour Criteria (assertive mentoring) and a red/yellow/green rating is given to each child. This is then discussed with parents and children on a termly basis. The criteria cover a wide range of behaviours including the child's conduct, emotional and learning behaviours, attendance, punctuality, behaviour in and out of the classroom, the level of effort they put in at school, their attitude to homework and their adherence to

the school's policy on uniform.

## **Rewards**

We actively recognise good behaviour with verbal praise and with physical rewards in the form of Sunnyside Smileys. These can be given in all areas of the school by all staff. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:

- \* Particularly good work/effort.
- \* Displaying good manners
- \* Displaying a caring attitude toward others
- \* Staying on task
- \* Behaving well at break and lunchtimes etc.

When awarding the Smiley, staff should reinforce the specific behaviour. e.g. 'You can have a Smiley for using kinds hand a and feet'. Once a Smiley is awarded it can never be deducted. Smileys are intended to help staff focus on positive rather than negative behaviour.

The reward system is graded as follows and 'Smileys' are recorded on a class chart:-

100 Smileys	Bronze Award
200 Smileys	Silver award
300 Smileys	Gold award
400 Smileys	Platinum award

All of the above will be given out in Golden assembly.

A 'Smiley' can be awarded by any staff member to any child at any time. All staff should carry 'Smileys' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that the care of all our children is the responsibility of all adults in school.

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice.

## **Class of the Week**

Each week, on Friday morning, the number of Smiley's received by each class is added up and recorded. Results are announced in Golden assembly and the class with the highest total at KS1 and KS2 gain access to the golden table in the dining hall for the week.

## **Certificates**

A weekly KS assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. These children are included on the 'Golden Wall' or the KS1 Achievers Wall.

Caring behaviour is also recognized through inclusion on our 'Sunflower Wall' which is located outside the Head Teacher's office.

## The Role of the Class Teacher and Supporting Staff

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class/group, and that their class behaves in a responsible manner during lesson time, when they are moving around the building and when they enter and exit the building. They should give regular reminders so that the overriding ethos in the school is that of good behaviour. This is crucial for good pupil progress.

Part One of the Teachers' Standards says that teachers should "manage behaviour effectively to ensure a good and safe learning environment"

Supporting staff also play a significant role in enforcing the school's Behaviour Policy and re-enforcing positive approaches to behaviour.

All staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Staff model positive behaviour, using a calm and caring approach to supporting children. They are fair and consistent in their approach and each day is a fresh start for a child.

All staff are expected to treat each child fairly and enforce the classroom code **consistently**. They are expected to treat all children with respect and understanding. They should wish all children to succeed.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Pastoral Team and Head Teacher/Deputy Head.

The Pastoral Team liaise with outside agencies and contribute to meetings regarding the behaviour of individuals. The Pastoral Team and class teacher may, for example, discuss the needs of a child with the Head of Inclusion, Education Social Worker, or any other service or agency involved with the child/family. The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child in partnership with the pastoral staff.

## Consequences

If children choose to break the school or classroom rules, there are a series of consequences that will occur in any one day. These procedures need to be followed at all times to give the children opportunities to make the right choice and take ownership of their behaviour at any point in the stages. The system must be fair to all children. All children must move through the stages in the same way, although we recognise that in some instances some children move escalate quickly to Stage 4 without accessing earlier stages. Staff should be using the stages in a preventative way encouraging the child to reconsider their actions, rather than punitive.

It is important to give regular reminders of the school rules in order that children have every opportunity to choose the right behaviour.

It is important that incidents are investigated before consequences are applied. Children need to be listened to.

Staff should support the child in order to succeed in modifying their behaviour with the help of the Pastoral Team and close communication with the family.

## Stages and Consequences

<b>Pre Stage 1</b>	<ul style="list-style-type: none"> <li>Reminder of rules and expectations. Peer praise</li> </ul>
<b>Stage 1</b> Minor inattentiveness Distracting others Off task and not working Unkind remarks Inappropriate talking Not following instructions	<b>Verbal warning</b> <ul style="list-style-type: none"> <li>Clear reminder of rules</li> <li>Proximity/peer praise</li> <li>Verbal warning</li> </ul>
<b>Stage 2</b> Repeated offence	<b>Short time out – class allocated space</b> <ul style="list-style-type: none"> <li>Clear reminder of rules</li> <li>Proximity/peer praise</li> <li>Verbal warning</li> <li>Time out in class – 5 minutes and copy out Golden Rules</li> </ul>
<b>Stage 3</b> Inappropriate language/name calling Swearing at another child Verbal or racial abuse Refusal to comply Back answering to an adult	<b>Time out (Isolation) – in another class</b> <ul style="list-style-type: none"> <li>Recorded incident on CPOMs</li> <li>Abusive language slip completed ( orange – copy to HT and copy to home)</li> <li>Year 3/4 children to Year 1</li> <li>Year 5/6 to Reception</li> <li>Lower school children will stay in isolation for <u>half an hour</u></li> <li>Key Stage 2 children for <u>1 hour</u></li> <li>If more than one child is sent at a time an alternative place may be required</li> <li>All children should be sent with work</li> <li>An isolation slip needs to be completed by the member of staff sending the child</li> <li>The slip needs to be returned to the class teacher, signed by the isolation partner, at the end of the isolation session</li> <li>The class teacher must make a phone call home in order that parents are aware</li> <li>If 5 isolation sessions happen in a fortnight a half day internal exclusion will occur and parents/carers <b>MUST</b> be informed</li> </ul>
<b>Stage 4</b> Leaving school without permission Threatening and adult Fighting with another child Damage to school property	<ul style="list-style-type: none"> <li>DHT/HT informed. Pastoral Team intervene</li> <li>Parents/carers informed</li> <li>HT/DHT to meet with parents/carers</li> <li>Any physical intervention requires completion of a Serious Incident form ( purple) copy to HT and copy to be given to parent/carer ‘face to face’</li> <li>Isolation ( as Stage 4) or time spent with HT/DHT</li> <li>Possible withdrawal of privileges( ie non curriculum events such as discos,clubs)</li> </ul>
<b>Stage 5</b> Assault on an adult Deliberate violence or assault on another child	<b>Fixed term exclusion – this may be up to 3 days depending upon the Severity of the incident.</b>
<b>Stage 6</b>	<b>Repeated violent offences against adults or pupils will lead to PERMANENT EXCLUSION – as agreed by the Governing Body</b>

## Stages and Consequences – outdoor behaviour

<b>Pre Stage 1</b>	<ul style="list-style-type: none"> <li>Reminder of rules and expectations. Peer praise</li> </ul>
<b>Stage 1</b> Unkind remarks Inappropriate talking Not following instructions	<b>Verbal warning</b> <ul style="list-style-type: none"> <li>Clear reminder of rules</li> <li>Proximity/peer praise</li> <li>Verbal warning</li> </ul>
<b>Stage 2</b> Repeated offence	<b>Short time out – stand on the wall</b> <ul style="list-style-type: none"> <li>Clear reminder of rules</li> <li>Proximity/peer praise</li> <li>Verbal warning</li> <li>Time out on the wall – 5 minutes</li> </ul>
<b>Stage 3</b> Inappropriate language/name calling Swearing at another child Verbal or racial abuse Refusal to comply Back answering to an adult	<ul style="list-style-type: none"> <li>BLUE SLIP OFFENCE</li> <li>Reported to class teacher – BLUE SLIP GIVEN TO TEACHER</li> <li>ALL BLUE SLIP PUPILS SENT TO HT OR DHT</li> </ul>
<b>Stage 4</b> Leaving school without permission Threatening and adult Fighting with another child Damage to school property	<ul style="list-style-type: none"> <li>REQUEST SUPPORT FROM SENIOR LEADER</li> <li>CHILDREN REMOVED FROM OUTSIDE</li> <li>ISOLATION TIME WITH HT OR DHT</li> <li>PARENTS INFORMED BY DHT OR HT</li> </ul>
<b>Stage 5</b> Assault on an adult Deliberate violence or assault on another child	<b>Fixed term exclusion – this may be up to 3 days depending upon the Severity of the incident.</b> <b>PARENTS INFORMED</b>
<b>Stage 6</b>	<b>Repeated violent offences against adults or pupils will lead to PERMANENT EXCLUSION – as agreed by the Governing Body</b>

### Sometimes stages may be omitted or adapted to meet individual needs

- Children with emotional/ behavioural needs may need a more individualised behaviour plan as set out in their EHCP or Behaviour Support Plan
- On occasions, children may go straight to Stage 3 - Isolation - for the following behaviours

Fighting	Throwing/damaging objects
Hurting another child	Refusing to work
Calling another child names	Refusing to follow instructions
Swearing heard by member of staff	Leaving the classroom without permission
Being rude to a member of staff	Leaving the site

## **Golden Time penalties**

Penalties are applied in Key Stage two. When a child is given any of the above stages, time will be taken off their golden time. Five minutes will be deducted for each of the stages given i.e. stage 1 five minutes, stage 2 ten minutes, stage 3 fifteen minutes, stage 4 twenty minutes. If a child has had to have an internal exclusion, then all of Golden Time will be forfeited.

## **Nurture Room**

We have now created a small and comfortable room to support pupils who need reassurance and a comfortable, welcoming space in which they can feel calm and settled. It is easily accessible from the main hall and is visible to all staff and pupils in the hall. Adults will be present at all times with a pupil when using the space. Resources will be available in the room for adults and pupils to play with.

## **Serious Incident**

Is one where a child has needed a physical response by a member of staff as a last resort after every other approach was used, and where the child was in danger of hurting someone or damaging property. A SERIOUS INCIDENT is also where a child has caused unacceptable hurt or damage to a person or property before an adult could intervene. Where a serious incident occurs, or where an incident requires physical intervention then a SERIOUS INCIDENT REPORT must be completed by the supporting adult (on purple). A copy must be given to the parent/carer and HT for records. There must always be a de-briefing for the child in order to learn from any mistakes and the intervention process. This report must be completed within 24 hours by supporting adults. A copy will be sent to parents/carers at the earliest opportunity with the supporting letter for signature.

## **Physical Intervention**

Following the guidance from DFE (Use of Reasonable Force 2013) the school has clear guidelines on when physical intervention may be used.

*Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. DFE 2013*

We believe this should be a last resort and following every possible de-escalation technique. We have been able to reduce the number of incidents requiring Physical Intervention to the current situation where we believe that all the challenging behaviours within our school can be resolved through other means.

Any physical intervention will be graded and offer appropriate opportunities for de-escalation throughout.

All staff will be trained and rehearsed in managing conflict and aggressive behaviour, including physical intervention where absolutely necessary. Appropriate training, including Team Teach will be provided on a regular basis. Approaches will be reviewed in the light of Government & LA recommendations and amended where appropriate.

Only staff/carers who have received appropriate training are allowed to use physical intervention and such intervention must be within the guidelines of that training and Circular 10/98. The Head Teacher



will exercise his discretion in nominating people (other than Teachers) who are allowed to use physical intervention.

Additional guidance on Physical Intervention is given to every member of staff who has completed the Team Teach training.

Following every Physical Intervention a SERIOUS INCIDENT REPORT must be completed (see above)

### **Emergency Classroom Support**

Due to the challenging nature of some of our children we have established routines to support each other where necessary.

Where a situation has escalated to the extent that further support is required, the options are:

1. to send for a supportive adult in the school who may have a particular relationship or understanding with the child(ren) needing help.
2. to send for any supportive adult from a nearby classroom.
3. to move the rest of the class or group out and into another area.

### **Policy on Physical Contact (see also Contenance Policy)**

Because of the nature of many children in our care, their age maturity and backgrounds, we endeavour to support children in a variety of different ways.

We wish to help children feel wanted and valued at all times in the school. Many of our children either do not understand, or are still learning to understand the appropriateness of physical contact. Children look to us for approval and are testing out responses all the time.

It is often appropriate for children to be given some physical contact and comfort, but this must always be offered with the following caution:

1. Always ensure there are other adults or responsible children around.
2. Never show favour to individual children.
3. Never touch a child in the area between the waist and mid-thigh or near the chest.\*\*
4. Never touch a child in a way that could be mis-interpreted as being anything other than friendly appropriate adult-child support.
5. Where a child tries to get closer than appropriate, the message should always be along the lines of, "I like you and I enjoy being with you, but I would rather you held my hand like this".
6. Some very active children sometimes calm down and focus on a lesson when having a gentle stroke on the back of the neck. In this case such a support mechanism must be written into the child's Care Plan.
7. Cuddles should be short and side by side.
8. Never kiss a child, and do not encourage children to kiss adults other than their parents.
9. A child should only sit on an adult's knee for a short time and for a specific reason such as following an injury, or sadness and not too close to the body. If a child may need to sit on a member of staff's knee for longer term support, this must be written into the child's Care Plan.
10. Ticks are not encouraged.
11. For children within Foundation Stage, appropriate relationships are still being established, and there is a greater need for a more nurturing environment where it may be more appropriate for

closer physical contact during some activities. The above cautions still apply, except that sitting on a knee, or longer cuddles may be more acceptable until the child is established and confident in school.

12. Where children require help with changing or toileting, the dignity of the child must be maintained at all times. Great care must be taken to ensure that all physical contact is specifically and only for the purpose of the operation being carried out.

\*\*Exceptions would be made in a physical intervention using only Team Teach approaches with trained staff or with pupils who require additional toileting support

Appropriate touches include:

- Hand shakes
- Shoulder hugs
- Linked arms
- Holding hands during playtimes or outings
- Guiding children using “Caring Hands”
- Team Teach approaches for trained staff only

### **Children’s response to touch**

Staff must always be aware that all children interpret and react to touch in different ways. Some children are over-demonstrative and try to demand a great deal of affection and physical contact, whilst others shy away from or have a dislike of physical contact. We must never assume that a child will accept a touch that is meant as a friendly gesture.

There may be children in our care who have backgrounds where there has been inappropriate physical contact, or even emotional, physical or sexual abuse. These children will be confused about adult-child contact and will need very sensitive support and care. Wherever there is physical contact, this must be seriously considered.

### **Extended role of the pastoral team**

Sunnyside Academy promotes child welfare and has built an affective support team, which consists of a SEND Inclusion Officer, Family Liaison Officer, Behaviour Support assistant and Pastoral support worker who meet regularly to discuss the different needs of pupils. Parents and carers are signposted to these staff on admission.

### **Role of parents/carers**

The school promotes partnership working with parents and carers, so that pupils receive consistent messages across home and school. A Home School Agreement must be signed and a Behaviour Agreement contract on admission. We also explain the Golden Rules and re-inforce these on a regular basis. Parents and carers will be informed if there are any concerns in regard to their child’s behavior in school and we encourage home/school communication to encourage positive behaviour.

If there are any concerns that cannot be resolved in discussion with the Head Teacher or Deputy Headteacher then a formal complaint can be made using the school’s Complaints Procedure.

## **Role of Governors**

The Governing Body has the responsibility of setting down the guidance on standards of discipline and behavior and must review their effectiveness regularly.

The Head Teacher as the day to day authority to implement these policies and practices under the guidance of the Governing Body.

## **Fixed-term and permanent exclusions**

The Head Teacher may exclude a pupil for one or more fixed periods (of up to 3 days in any one fixed period) adding up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently with the approval of the Governing Body.

Parents and carers must be informed immediately if any pupil exclusion is to be given. A verbal confirmation must be followed by a written letter as soon as possible, following the incident. The Head Teacher must also make it clear that parents and carers can appeal against the decision to exclude the pupil. These procedures will be explained at the time of instruction.

The Governing Body will appoint a Discipline Committee, if required, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When the Discipline Committee meets to consider any exclusion, they consider the circumstances in which the pupil was excluded, consider any representations by parents and carers and consider if the pupil should be re-instated. The Head Teacher must comply with any ruling that is made by the Appeals Panel.

# **BULLYING PREVENTION POLICY**

## **INTRODUCTION**

Sunnyside Academy is committed to providing a caring and supportive environment for all children. This commitment is made explicit in our school mission statement which details individual rights within school.

We aim to:

- Prevent bullying in this school
- Ensure that all staff, parents, pupils and governors are aware that bullying is viewed seriously
- Provide an environment which is safe and caring
- Provide challenges which are non-threatening
- Encourage children to feel secure
- Value children's opinions and involve them where appropriate in determining policy and rules.

In order to fulfil these aims we will adopt strategies which ensure that when bullying is suspected or alleged the victim can expect:

- that they will be listened to in an appropriate setting and that every effort will be made to establish facts
- that appropriate action will be taken to address the concerns
- that the action intended to be taken will be made clear to the child, and if appropriate, the child's parents.

Similarly, a pupil suspected of bullying another child is entitled to expect;

- to be listened to in an appropriate setting and that every effort will be made to establish facts.
- to be informed about the action the school can take.
- to be informed about the action the school intends to take.

## **APPROACH**

Within the school's caring and supportive environment, we are seeking to develop the whole child.

We have a range of approaches to reinforce good behaviour within the school.

We are developing approaches to encourage citizenship within a curriculum for Personal and Social Education. This will include spiritual and moral elements and will be our main vehicle for the teaching of values which respect the worth of the individual. Teaching and learning styles will also reflect the value we place on the individual.

Opportunities for children to explore difficulties will be built in to curriculum time and the structure of the school allows children to speak to staff in private if they wish.

Pupils are actively encouraged to share their feelings, concerns or worries with their parents or carers, in the knowledge that open communication between home and school will combat bullying.

Pupils are also encouraged to share their concerns with other pupils and adults.

## **ACTION**

Where bullying is suspected, or where an allegation has been made, the victim will be given time and space to talk to an adult in a safe and friendly place. Every effort will be made to establish facts. The child's feelings will be explored, as will ways of managing and overcoming bullying.

A similar process will be undertaken with the suspected perpetrator(s).

Outcomes and action will be monitored by the Pastoral Team.

## **Monitoring**

The Head Teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **Review**

The Governing Body reviews this policy every two years. They may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

## **Equal Opportunities**

Our school applies rules, rewards and consequences to all children irrespective of gender, culture or race.

## **Appendix 1**

### **Bullying**

*We define bullying as being –*

- deliberately hurtful behaviour (emotional or physical)
- repeated often over a period of time
- difficult for those being bullied to defend themselves.

#### **Bullying takes three main forms –**

- physical (hitting, kicking, taking belongings)
- verbal (name calling, insulting, racist remarks)
- indirect (spreading nasty stories about someone, excluding someone from social groups)

#### **We tell the children that –**

“A pupil is being bullied when another pupil or group of pupils say or do nasty things to them on a regular basis. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, when no-one ever talks to them.

These things can happen frequently and it is difficult for the pupil being bullied to defend himself. It is also bullying when a pupil is teased repeatedly in a nasty way. However, if two pupils of equal power and strength have an occasional fight or quarrel, this is not bullying.”

Bullying is not acceptable and will not be tolerated.

**It becomes an immediate stage 3 in our list of consequences.**