



**MELDRETH**  
Primary School

## **Positive Behaviour and Anti-Bullying Policy**

Date:	January 2016
Reviewed by:	Head teacher, Governor Resources Committee
Next review date:	Spring 2019
Other relevant policies:	Specials Educational Needs and Disability Policy; Physical Intervention Policy

# MELDRETH PRIMARY SCHOOL

## Positive Behaviour and Anti Bullying Policy

### 1. Introduction

The Education Act 2002 and Circular 10/99 require all schools to have in place a behaviour policy and to ensure that measures are in place to prevent all forms of bullying among pupils.

At Meldreth Primary School, the Governors, Headteacher and staff believe that a positive school ethos is the factor most likely to promote high standards of behaviour.

### 2. Statement of Principles

At Meldreth Primary School we believe that all members of the school community:

- Should show respect for one another
- Should be rewarded for good behaviour and sanctions should always be applied consistently for unacceptable behaviour, including bullying
- Should take appropriate action to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable individuals
- Whose behaviour and attendance may deteriorate through events such as bereavement, abuse or through the divorce or separation of parents should be identified and supported
- Should be listened and responded to
- Are entitled to learn in a safe and secure environment
- Should act as appropriate ambassadors for the school on, for example, school trips, sports events and journeys to and from school
- Should model positive behaviour and promote it through active development of children's social, emotional and behavioural skills
- Are always considerate towards the learning needs of each individual and supportive of the school as a learning community
- Should understand and accept the principles on which the behaviour policy is grounded.

### **3. Learning and Teaching Strategies:**

The Statement of Principles are promoted in all aspects of our work, beginning with the way people address and engage with one another and through:

- assemblies;
- approaches to teaching which aim to raise pupils' self esteem;
- promoting co-operative and inclusive activities in the playground;
- structures and routines such as lining up quietly before moving through the school;
- Personal Social, Health and Citizenship Education (PSHCE) lessons.
- Nurture Group (Owls)
- Anti-bullying Council
- Team Around the Child (TAC) meetings, where necessary
- Bubble Times (access to the Anti-Bullying Council or members of staff for talking time).

### **4. Structures and routines**

Teaching and non-teaching staff have equal status and equal responsibility in promoting these practical measures intended to reduce situations giving rise to negative behaviours:

- Children should not linger in cloakrooms, toilets or corridors. All staff should challenge this behaviour if it is observed and send children on their way. A team of older pupils – the blue bander/s – are on duty at lunch time at entrances and exits to encourage pupils to stay outside
- Lining up to move around the school should be orderly and quiet. Some teachers have found it helpful to have a lining up order to avoid placing distractible children together
- Walking around the school should be orderly. All staff should challenge individual children who run and ask them to go back and walk
- A range of activities should be provided for wet play.
- At least two members of staff will be on duty at playtimes. All staff in the playground/ field should be vigilant and engage eye contact with children as they patrol. Staff should move around and continually position themselves at various points around the playground/ field so as to see into all areas. If children are alone or in dispute, the person on duty can use distraction, engage children in conversation, suggest another game to play, etc, or direct children to work with the play leaders at lunchtime. Some staff are in the playground to care for particular children and are not on general patrol
- A member of staff is on duty in the library at morning break and lunch time for first aid and pastoral support
- An incident book is kept to record complaints and incidents of aggression, etc. Staff who have dealt with an incident should liaise with class teachers, Keystage Leaders and report to the Headteacher as appropriate. At lunchtime staff will pass information on to Senior Midday Supervisor.
- Teachers should establish routines within the classroom for gaining children's listening attention quickly, for clearing up, for seating arrangements, etc.
- Teachers should expect pupils to comply with a first reasonable request. A consequence is likely to occur if pupils have to be reminded more than once.

## 5. Rewards

Rewards for positive behaviour include:

- Praise – oral and written
- stickers
- individual class reward systems
- House Points
- Being sent to Headteacher / another member of staff for praise
- Golden Time (class and individual)
- Headteacher awards
- Celebration of individual achievement on newsletters

## 6. Managing everyday incidents

We expect all children to behave well and our key objective is to help children learn from the incident, including strategies to help children operate independently should a similar problem occur.

- Children will be listened to – separately or together as appropriate
- Children will be encouraged to talk to others involved to try to resolve the situation and consider alternative behaviour in future
- Adults dealing with the incident may suggest strategies to help pupils manage their own behaviour in a similar context and perhaps encourage the pupil to rehearse or role-play the new behaviour
- Children will be encouraged to use assertive strategies to others annoying them e.g. by saying firmly “*I don’t like that, please don’t do it again.*”
- Children will be encouraged to express their opinions and feelings and to talk through ways in which they feel it could be resolved
- Children will be encouraged to tell the teacher if someone is persistently annoying them and to know that this is not “*telling tales*”
- The child’s class teacher is likely to be informed
- There will be a brief review of playground issues at staff meetings and the outcomes communicated to all support staff.

## 7. ‘Peer Support’ strategy

When children have behaved inappropriately we use the Peer Support Group Method. This involves adults and children working together with all parties to agree a resolution and to reinforce our values.

**Staff should:**

- remain calm and in charge, avoid reacting emotionally
- take the incident or report seriously
- reassure all children but avoid being over-protective
- take action as quickly as possible
- talk to all parties separately and not publicly
- establish the facts – don’t let individuals reputation result in pre-judgements
- make it plain to all parties that you disapprove of the behaviour, not the person – point out their strengths and explain how their behaviour detracts from these
- professional judgement will be used to log incidents of a serious nature

### **The class teacher or more senior member of staff to whom this has been referred should**

- listen to parents' concerns / or the child's concerns
- encourage the children involved to talk to one another and to see different viewpoints
- decide on the next step – an individual plan, an apology, an agreement on the way forward. Individuals should understand why any particular action or sanction is applied and that the objective is that they behave differently in future
- talk to all parties about what they might do for themselves to avoid it happening again, rehearsing and role-playing an assertive response if appropriate
- record incidents, including the circumstances giving rise to it, what happened and the consequences. (This may help identify patterns of behaviour). Give the report to the Head teacher with actions/ sanctions clearly identified
- inform other colleagues – all staff are responsible for being vigilant and trying to prevent further incidents from occurring
- inform and liaise with parents and offer a constructive course of action, including individual plans or referrals

Dealing with bullying will often give rise to complex issues that extend beyond the school. It should always be handled sensitively but firmly. All reports will be taken seriously and children encouraged 'to tell'. It is particularly important to encourage pupils and parents to report bullying early on. The culture of "*not telling tales*" needs to be discouraged.

### **Role of the child:**

- Listen to each party's point of view
- Consider all perspectives
- Reflect on what can be learnt from the incident
- Work together to agree a resolution and a way forward
- Revisit within an appropriate period of time.

## **8. Sanctions**

We have a clear structure for dealing with unacceptable behaviour, at all levels. When the Peer Support strategy, explained above, does not resolve the issue or is inappropriate for the behaviour the following action will be taken:

- Time Out – sitting or standing apart from others for a set period of time, allowing time for calming down
- Reflection Time – loss of playtime or removal from classroom for a set period of time and supervised by a member of SLT/ the Headteacher
- Exclusion for a fixed period of time
- Permanent exclusion

The adult applying the sanction should try to ensure that the pupil understands that it is the consequence of the negative behaviour and that they are expected to think about alternative positive behaviours. Children should not be left unsupervised at any time.

## **9. Managing serious or persistent problems**

We accept that it is the behaviour that is the problem and not the child.

The behaviour of children giving cause for concern will be assessed.

Individual programmes will be planned.

- The school will consider whether the child would benefit from a Pupil Passport in accordance with the criteria in Cambridgeshire guidelines and a Pupil Passport may be drawn up with the child and parents
- Parents will be invited to discuss their child's behaviour and any individual programme drawn up will be regularly reviewed through TAC meetings
- Staff do not use any form of physical intervention unless it is necessary to prevent personal injury to the child, other children, adult or serious damage to property, Where physical intervention is used to manage a child's behaviour this must be recorded and parents/carers should be informed on the same day
- If the incident requires further investigation this will be logged by a member of staff and kept on file (see appendix B)

## **10. Pupil Passport for Behaviour (see also Specials Educational Needs and Disability Policy)**

Sometimes a child will need the support of a pupil passport and regular review meeting to help them address inappropriate behaviour. The Pupil passport will:

- identify objectives and address one target at a time
- include strategies for managing the environment, the class or group, the activities which give rise to the negative behaviours
- emphasise teaching the child alternative positive behaviours
- specify the behaviour that is unacceptable and the consequence should it reoccur, e.g. time – out, reporting to Head teacher, etc
- include some form of self assessment – e.g. chart to grade own behaviour during a session – to encourage responsibility
- include a timetable for review
- be applied consistently – all members of staff, supply teachers and parents will be made aware of the name of the child and the contents of the Pupil Passport
- reward positive behaviour and improvement

In implementing the plan, adults should avoid giving children attention only when negative behaviour occurs. Rewards can be included but with care, we want children to feel confident and proud of themselves when they meet our expectations independently. We want children to clearly understand that positive behaviour is the expectation – the reward not having to follow a prescriptive programme.

Referral for advice to Pupil Support, Educational Psychologist or other agencies will be considered if behaviour persists after several reviews of an individual programme, following Cambridgeshire guidelines.

## **11. Extreme behaviour**

When an extreme behaviour occurs, including violence, temper-tantrums, swearing, etc, this will be dealt with promptly and calmly by all adults. In all cases, the adult should

remain with the class, with the teacher sending for assistance if required (by sending a red triangle to the office or nearest available adult). The child will be removed from the room, or if this is not possible without physical intervention (see Physical Intervention Policy), the other children will be asked to line up quietly and taken to the hall or another area of the school for safety. He/she should not be left unsupervised or sent out of the room alone or with another child. The adult dealing with the incident will listen to the child, encouraging him/her to describe the incident and give him/her the chance to explain how she/he feels. If the child is on a Pupil Passport for behaviour and the behaviour is within its scope, the relevant consequences will be applied. At other times, depending on the severity of the actions, the Deputy or Headteacher will decide whether parents should be informed and what next action should be taken.

## **12. Exclusion**

**This is governed by the Education Act 2002 Section 52 and set out in various circulars and guidance documents. (See Cambridgeshire guidelines on exclusion April 2010)**

**The only justification for exclusion is ‘on disciplinary grounds’, ‘in response to serious breaches of the school’s behaviour policy’ and ‘if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other pupils.’**

Only the Headteacher can exclude a pupil from school. It should not be a ‘heat of the moment’ decision but based on firm evidence to support the allegations made. The test of the evidence is ‘on the balance of probabilities’ rather than ‘beyond reasonable doubt.’

A serious offence, for example involving violence, could by itself justify a pupil’s exclusion. Otherwise exclusion would be applicable only when alternative strategies have been tried and have failed. Examples of alternative strategies are:

- Pastoral Support Programmes
- Restorative justice processes
- Internal exclusion
- Support from Cambridgeshire Access and Inclusion Specialist Teaching Services.

The guidance of the Secretary of State will be followed. Cambridgeshire County Council have issued Exclusions guidance for schools. A copy of this is kept in the Headteacher’s office and is also available on the county portal: [www.ccceducation.net](http://www.ccceducation.net)

## **13. Bullying**

We believe that bullying can best be prevented by the promotion of a positive school ethos and the measures described in this policy for promoting positive behaviour generally. Isolated incidents of verbal, physical or psychological abuse are not always bullying and it is important that children learn how to use the word “bullying” appropriately.

The Four P’s of Bullying

- Power
- Persistent

- Planned
- Painful

Bullying may involve:

- hitting, kicking, spitting and other physical approaches
- name-calling, racist comments or jokes, threatening remarks, provocative behaviour
- taking or hiding people's possessions
- spreading stories about someone or ignoring them

Bullying might occur because the child who is bullying:

- thinks it is just a bit of fun
- may not have been taught that it is wrong to bully others
- they are unhappy at school or elsewhere
- they have been encouraged to bully by their friends
- they have themselves been bullied in the past
- displays prejudice

Opportunities for children to increase their self esteem are included in our general planning for teaching across the curriculum, such as PSHCE lessons and assemblies. By doing this we reduce the likelihood that they will become children who are either bullied or bully others. We need to be aware of children who are likely to be vulnerable to being bullied or display bullying behaviour. In both cases the child will be helped to learn new behaviours.

Children vulnerable to bullying may be new to the class, or the school, of different appearance, speech or background to other children, demonstrate entertaining reactions when bullied, e.g. tantrums or loss of control, be more nervous or anxious than others.

*See Anti-Bullying Charter in appendices*

#### **14. Responses to bullying**

See the clear structure outlined in this policy.

#### **15. Monitoring Standards of Behaviour**

This will be against whole school targets, e.g. lining up to go in quietly within one minute; class targets, e.g. *everyone ready to listen when the teacher asks within three seconds*; individual targets agreed as part of a Pupil Passport for behaviour. Lunchtime incidents will be recorded, reflecting the type and frequency of incidents. All behaviour logs and incident sheets will be monitored by the Headteacher. Annual reviews of the policy implementation and its impact will be held in staff meetings and reported to governors.

#### **16. Policy Review**

This policy was agreed by staff in Spring 2016

It was agreed and adopted by Governors in Spring 2016

The policy will be reviewed in Spring 2018

Appendix A

**Meldreth Primary School Anti-Bullying Charter**

We want a school and community free from all forms and types of bullying, including cyberbullying.

**In our school community**

- √ **We want people to respect differences.**
- √ **We want bullying to never be acceptable online, offline, at home or at school.**
- √ **We ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively.**
- √ **We support staff to identify and tackle bullying appropriately.**
- √ **We report back quickly to parents/carers regarding their concerns on bullying.**
- √ **We look to learn from anti-bullying good practice elsewhere when appropriate.**
  - √ **We discuss, monitor and review our anti-bullying policy on a regular basis, so we can change parts that don't work**

Chair of Governors \_\_\_\_\_

Head teacher \_\_\_\_\_

Representative of Staff \_\_\_\_\_

Representatives of pupils \_\_\_\_\_  
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***Devised and reviewed by Anti-bullying Council***



