

BRIXWORTH CEVC PRIMARY SCHOOL

MANAGING PUPIL BEHAVIOUR THROUGH THE DEVELOPMENT OF SOCIAL, EMOTIONAL AND COMMUNICATION SKILLS

It is important to consider the **Aims and Values** of our school. Pupil attitudes, conduct, courtesy and behaviour are subject to the highest expectations by all staff. The school has an obligation to help pupils consider, develop and adopt core values. These values are implicit in the model pupil described below.

We aim to develop pupils who are prepared for the challenges of the future. They will be confident, articulate, independent and adaptable young people. As good citizens they will show kindness, consideration, compassion and respect for all aspects of the world around them. They will have a positive self-image, an engaging curiosity to explore the wider world and a sense of excitement for the future.

Staff recognise the importance of delivering a stimulating, broad and balanced curriculum using a range of teaching methods which accommodate a variety of learning styles.

The development of high self-esteem, individual and social responsibility, self-control, understanding of consequences and the ability to empathise with others will lead to positive attitudes and behaviour.

The main systems of positively reinforcing positive behaviour and attitudes throughout the school are explained below:

In the **Foundation Stage** pupils receive a variety of **stickers** and special effort is celebrated by moving stars to earn a class reward.

Bronze, Silver and Gold Awards in Key Stage 1

Within each class teachers acknowledge effort in all areas of a child's learning, including behaviour, through the 'Well Done' board. Children are asked to place their name on this board for special effort by the teacher; names are then transferred to a cumulative tally sheet at the end of each day. The number of times a child goes on the 'Well Done' board accumulates towards the awards as follows:

25 times = Bronze Award

50 times = Silver Award

100 times – Gold Award.

These certificates are presented to children in the KS1 Celebration Assembly and acknowledged in Primary Word.

Teacher/Headteacher awards and Merit badges in Key Stage 2

These are essentially a cumulative system based on classroom rewards for all types of effort. Each teacher uses a class based system for acknowledging effort in a child's learning; these vary from "Smiley faces" to a "star" system and should always be accompanied by informative comments for the children.

Each of the class based systems in KS2 is cumulative, leading to **Teacher's Awards** stickers. These stickers may also be used individually when extreme effort has been made by a particular child - for instance a child presenting their own completed topic book made as an extra homework project. The stickers are attached to a child's special card in order to provide a continual reminder of each individual's progress. The **Teacher's awards** stickers are intended to be used across all areas of the curriculum, practical work as well as written, though in Personal and Social and Physical Education other systems operate in parallel and are described below. It is highly recommended that all staff concerned keep a class list tally sheet to enable an immediate picture to be gained of each child's progress in the scheme. **Think positively**, all children should gain a minimum of one **Teacher's award** per term.

When a child has accumulated three **Teacher's awards** these should be presented to the Headteacher with samples of the child's learning. This should take place as soon as possible after the child obtains the three awards to maintain relevance. The Headteacher will further encourage the child's efforts with the presentation of a **Headteacher's award** on their card. When a child achieves three **Headteacher's awards** they will be presented with a **Merit badge** in the next full assembly. The system will be carried from one academic year to the next, thereby encouraging **all children** to work towards these long term targets.

It should be emphasised that the system is intended to reward effort not high attainment; it is our intention, through this system, to reward all children whatever their ability range. The award of a **Headteacher's award** and/or a **Merit badge** will be acknowledged in Primary Word.

We wish to encourage achievement and development in the whole range of a child's life, not only that part concerned with academic learning. As such we have initiated other reward systems to positively encourage children's progress in areas other than direct classroom experiences; these are described below:

Courtesy Awards.

These are presented in an assembly, on the recommendation of a member of staff to the Headteacher, to any child who has **consistently** shown examples of politeness and good manners to other children, parent helpers or other adults in the school.

Helpers Awards

These are to be presented in an assembly, on the recommendation of a member of staff to the Headteacher, to any child who has **consistently** shown examples of helpfulness both within and outside their own classroom. Examples are those children who regularly give **of their own time** to clear classrooms ready for the next session, who assist with younger age groups, who give **of their own time** to keep the library and reading areas tidy and organised.

Values Awards

These are presented in an assembly, on the recommendation of a member of staff to the Headteacher, to any pupil who has consistently demonstrated the school's values – Excellence, Inclusion, Respect, Aspiration.

Celebration Assemblies

A dedicated part of each assembly is given to recognising and celebrating pupil success and achievement. The weekly 'Star' assembly celebrates positive behaviour and attitudes of individuals, groups or classes of pupils.

General

Additional Achievements

All pupils are further encouraged to bring in to school certificates achieved outside their normal school activities; these will be presented to them in assemblies to celebrate the wide variety of achievements our children obtain. We believe it is essential for each child to understand that we are interested in their whole lives, in this way positive reactions are encouraged at each stage of the individual child's development.

Discipline

It has to be acknowledged that, despite all of the above, it will be necessary for staff to deal with children who misbehave, either in single instances or more persistently. Where children have gone beyond the bounds of acceptable behaviour - made clear by the existence of both classroom and school rules - they will need to be deterred from repeating this and reminded of their responsibilities as a part of the school community. Where instances of this nature occur, because of the wide variety of 'desirable extras' on offer, deprivation of privilege in various degrees needs to be operated in a consistent manner throughout the school - though the actual privileges may vary with the child concerned - provision of a progressive nature is outlined below. Movement through levels is at the discretion of the class teacher concerned. *The term 'level' is used because it is child friendly and less formalised. Pupils will be familiar with levels being used in the context of their own learning. 'Stages' are referred to when describing the formalised steps which in the later stages may lead to exclusion.*

Level 1 – First warning.

Level 2 – Second warning

Level 3 – Deprivation of one playtime/lunchtime or more, with reflective activity set appropriately.

Level 4 – Loss of golden time

Level 5 – Referral to Senior Teacher

Level 6 – Meeting with parents arranged.

Level 7 – Referral to the Headteacher

Level 8 - Exclusion

All of the above would be co-ordinated by the child's classteacher and it is assumed that appropriate activities would be provided for the child to complete during the indicated time. It is further assumed that the teacher concerned would see the child at the end of the period to ensure they were fully aware of the connection between the 'punishment' and the 'crime.'

The most important stages are those controlled by the classteacher, i.e. Levels 1 to 4, and even these would only occur after normal daily consultation between the child and teacher in the classroom. It is essential to acknowledge that poor behaviour is often the product of a child's internal struggles and may be due to a variety of causes. The classteacher is in the best position, with intimate knowledge of their children, to intervene at an early stage. Recognising the beginnings of poor behaviour, establishing the cause and responding with a caring but consistent approach, can produce positive responses from the child concerned before the situation develops into something more serious. There should be no hesitation from any member of staff to informally involve other staff whom they feel could be helpful to any situation they face. Consideration should be given earlier rather than later to passing on information about a child's behaviour to the Inclusion Manager.

In cases of persistent bullying, verbal abuse of staff, physical assault or other activities of this severity, immediate movement to Stage 7 should be automatic. **At this point the Headteacher or Deputy Headteacher must be involved and parents must be informed.** Joint meetings and behaviour improvement policies will be worked out and professionals involved as necessary.

Stage 8. Fixed Term and / or permanent exclusion procedures are only available through the direct intervention of the Headteacher. This Stage has many legal connotations, should any teacher feel they are approaching this Stage with a child the Headteacher and Team Leader **must have been informed.**

Behaviour Logs are used to monitor pupil's behaviour. Teaching staff and Midday Supervisors use the books to record incidents of misbehaviour by pupils. The logs record the name of the pupil, the date, the incident, and the action taken.

SEAL (Social Emotional Aspects of learning) is timetabled in all classes and provides a progressive development of social and emotional skills. Pupils requiring extra support in these areas of learning take part in small group SEAL sessions or similar.

Circle Time is timetabled in all classes and provides teachers and pupils the opportunity to discuss and share concerns, views, experiences and feelings in an open and supportive environment. Circle time can be used to explore complex issues, resolve conflict, remove, fear and anxiety and to develop understanding and empathy.

Central to the school's approach to rewarding good behaviour and positive attitudes is to develop in the pupils a commitment to 'doing the right thing for the right reason'. It is recognised that younger children are inclined to respond to immediate gratification and material rewards and as they mature be more accepting of delayed gratification and the value of doing the right thing for its own moral reason. As children mature rewards will be less material and more focused on the value of the process (learning) and the outcome (knowledge, skills and understanding).

Golden Time

Key Stage 1 – When pupils in KS1 are seen to follow one of the school rules, they move their Golden Time peg up. When they have received all their Golden Time they put their name on the 'Well Done' board. Once they have had their name on the 'Well Done' board 5 time they choose a small prize out of the treasure box.

Years 3 and 4 – Pupils have to earn their Golden Time by being seen doing the 'right thing'; this includes in their learning and behaviour. When they are noticed, they fill in a number on a 100 square and write their initials on it. Once the hundred square is full, the children will choose an activity from a list. Children will miss Golden Time for behaving inappropriately.

Years 5 and 6 - is timetabled in all classes. It can be used to provide reward and re-enforcement of good behaviour or as means of applying a sanction. It must be a structured session for providing a valuable opportunity for promoting positive attitudes, behaviour and social skills.

Assemblies are organised around themes, which change on a weekly basis, but are all planned to promote high expectations of behaviour and attitude in line with the Christian ethos of the school.

The vast majority of our children do respond well to our positive rewards system. We must continue to expect high standards of behaviour and act swiftly to rectify small issues in order to

ensure that the larger issues occur only on an infrequent basis. When the latter so occur it is vital for staff to act together, resolving any issues as swiftly and positively as possible, to the benefit of all concerned.

Pupil of the Week – Years 3 and 4

In conjunction with the above there is the ‘Brilliant Pupil of the Week’ trophy, where again pupils spotted doing the ‘right thing’ put their name in a box and each week a name is drawn at random. The pupil of the week takes the trophy home for the week.

THE SCHOOL’S ANTI-BULLYING POLICY

Bullying is an unacceptable form of behaviour which permeates many elements of society in a variety of institutions and workplaces. Bullying will not be tolerated at Brixworth Primary and every member of the school community, including pupils, staff, parents and governors, has a duty to respond to it in order to eliminate it, support the victim and to assist the culprit to improve and grow as an individual. The implementation of this policy plays a significant part in the achievement of the School’s Mission Statement, to reflect the love of God and to mirror the value which God puts on each individual. This policy applies equally to adults in the school who may be subjected to bullying by pupils, parents and other staff, as well as to pupils.

Children at Brixworth CEVC Primary know that **TRUSTING** someone enough to **TELL** the truth about proven wrong behaviour is the best way of keeping everyone safe. **Trusting and Telling** will help the person misbehaving to change their behaviour and to keep out of trouble. We all understand that we have the **right** to be safe as well as the **responsibility** of looking after each other. This means that if we see someone being picked on, or repeatedly teased, or having their belongings taken, we know that we have a duty to help this to stop. While we know that sometimes it is useful to sort things out ourselves, we also know that involving adults is a good way of solving more serious problems for us all.

At Brixworth we have:

- opportunities for children to talk about what is going on to any member of staff. *(proactive)*
- clearly understood, consistent, open and fair responses to bad behaviour, (as described in the Discipline section of our Policy for fostering positive attitudes.) *(proactive)*
- a commitment from the adults to constantly reinforce the “**trusting & telling**” message. *(proactive)*
- clear procedures for dealing with incidents of **proven bullying**. *(reactive)*

- a **nurturing approach** to children who are most likely to become victims of bullying or bullies themselves. Special provision is made at lunchtimes and playtimes for pupils at a high risk. (*proactive*)
- regular staff training to ensure that all responsibilities in respect of this policy can be delivered well. (*proactive*)

What is Bullying?

This definition was developed in consultation with pupils, parents, staff and governors.

“Anything that makes someone feel a victim.”

- Bullying behaviour deliberately causes hurt (either physically or emotionally).
- Bullying behaviour is usually repetitive (though one-off incidents, such as the posting of an image or sending of a text that is passed around a group, can quickly spiral into bullying behaviour).
- Bullying behaviour involves an imbalance of power (the person or people on the receiving end feel like they can't defend themselves).
- Bullying behaviour is not teasing between friends without intention to cause hurt.
- Bullying behaviour is not falling out between friends after a quarrel or disagreement (though in some cases this can lead to bullying).
- Bullying behaviour does not include activities that all parties have consented to and enjoy (though watch this one as coercion can be very subtle).

(Tackling Bullying in schools)

There are three main types of bullying:

Physical - hitting, kicking, taking or damage to belongings;

Verbal - name calling, insulting, racist remarks, threats, comments made about an individual's religion, culture, disability, appearance, health, home circumstances, sexual orientation or gender;

Indirect - spreading nasty stories, excluding from friendship groups, via phones or the computer.

Each type is potentially just as damaging as the other; there is no “insignificant” bullying.

Serious bullying incidents

Schools may face a situation where one or more pupils are involved in a serious bullying incident. All incidents of bullying are painful and have consequences – but occasionally there are incidents that may result in exclusion, a criminal investigation and/or a referral to a specialist agency such as social care teams in the local authority. These are also the types of bullying incidents that may result in exclusion or a referral to specialist support:

- threatening or actual physical assault
- threatening or actual sexual assault
- the use of technology to bully and harass
- theft
- coercing others to commit a crime

- hate crime (for example, a racist attack).

Bullying outside of school

Bullying behaviour can take place both inside and outside of school. Bullying outside of school can impact on the school day – this may include incidents of cyberbullying; bullying on the way to and from school; and any arguments between peers outside of school that can lead to bullying behaviour. There may also be additional problems in families and the wider community that have an impact on bullying behaviour in school, such as a climate of racism and harassment, family feuding, domestic violence and gang-related behaviour.

Procedures for investigating alleged incidents of bullying

- All members of the school, children and adults, have a responsibility to recognise bullying and to take action when they are aware of it.
- All staff, both teaching and non-teaching, should treat seriously any report of bullying and take appropriate action.
- Staff should first listen to the child or children, and make such enquiries as may be necessary to clarify exactly what has been happening. Independent witnesses should be sought if at all possible, and any evidence, such as emails, collected.
- The child or children being bullied, or those reporting the bullying, should be assured that they have acted correctly in reporting the bullying. (Gentle reminders as to what constitutes bullying may be given if the teacher judges it to be appropriate.)
- An anti-bullying whole school assembly takes place at the beginning of each year at the same time as class rules are discussed, and will be revisited in school assemblies through the year.

Dealing with incidents of bullying

- If a non-teaching member of staff becomes aware of an incident of bullying they should immediately report it to a member of the teaching staff belonging to the appropriate Team.
- If a member of the teaching staff becomes aware of an incident of bullying, they must take immediate action along the lines detailed below.
- The first step will be to gain a clear understanding of exactly what has been happening. Once this has been done the aim of the intervention will be to stop the abuse whatever its form. The most effective way that this can happen is to ensure the bully changes their behaviour. They are the cause of the damage and the first step must always be to stop their unsafe actions.
- The child or children doing the bullying will be made to recognise that not only is their behaviour damaging the child being bullied, but that the other people in the school do not approve of this behaviour. The bully must be removed from the classroom / playground environment where the bullying has occurred and be clearly informed about why they are being removed. The length of this period of removal will be at the discretion of the teacher involved. (Bear in mind that an initial incident is at **Stage 4 of our Discipline**

Policy, whilst a repeated offence is at **Stage 7**.)

- The bully may be asked to write a letter to the child being bullied, explaining their behaviour and apologising, should this be a repeated offence then a copy of the letter must be provided to the parents of both pupils and put on the child's file for future reference. This is a useful way of checking if the bully has understood the reasons for their punishment clearly and can lead to further productive discussions.
- The child being bullied will be told that we are relieved that the behaviour is now out in the open and that it can now be dealt with. They will be given advice on how to deal with any further incidents and which member of staff to refer to if the situation does recur.
- Parents and / or guardians will be made aware of this policy and the Discipline Policy through the school brochure, newsletters and Headteacher's Issues evenings. They have an automatic right to see the full policy at any convenient time.
- When a **Stage 7** bullying incident has been reported to the Headteacher or the Deputy then the parents of both the child/children doing the bullying and the child being bullied will be informed of the incident and of the school's response. It will be stressed to both that if the bullying continues then further appropriate disciplinary sanctions will be used, up to and including **Stage 8** procedures.
- Any complaints from parents regarding the way a bullying incident has been dealt with will be immediately referred to the Headteacher and dealt with promptly in accordance with the School's Complaints policy.

Recording incidents of bullying

All reports of bullying, racism or homophobic abuse will be recorded in the school's Bullying and Racism File, kept in the school office.

Maintaining the Initiative.

Even the most successful initiative loses its edge over time. It is therefore important that the issue of maintaining a safe environment retains a high priority in each new academic year. Awareness raising activities must be carried out during the first half-term of each new school year. These can be associated with the formulating of new class rules - an activity which each class undertakes in September.

The school's core values and key rules must be regularly affirmed and modelled by all staff as part of professional expectations and code of conduct.

(Amended September 2014)

