



# TWYNING SCHOOL

## BEHAVIOUR POLICY incl. ANTI BULLYING

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Review Date: Spring 2020 (Annual)

Designated teacher: School Senior Leadership Team

Designated Governors: from Standards Committee

# Introduction

The aim of the policy is to develop the school as a caring community, where staff can teach effectively and all the children are able to learn in a stimulating and positive learning environment.

## Statement of behaviour principles

To achieve this aim we recognise the importance to all school members of:

- Clear routines and expectations
- Self-discipline
- Co-operation and teamwork
- Mutual respect of people and property
- Collective responsibility of children, staff, parents, governors and outside agencies
- Providing a happy, stimulating, secure school environment
- Delivering a broad, balanced, engaging differentiated curriculum
- Recognising, praising and rewarding good behaviour
- Early identification and support of children experiencing difficulties with behaviour
- Strategies for dealing with difficult situations or conflict

This written statement of behaviour principles is reviewed and approved by the School Governor's Standards Committee, annually.

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour

policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- DfE guidance explaining that maintained schools should publish their behaviour policy online
- Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.
- Please refer to our Child Protection Policy and Procedures for allegations for more information on responding to allegations
- The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## Our Positive Behaviour System

Throughout Twynning School, we operate a rigorous yet positive behaviour system which we believe ensures consistency, fairness and above all, an emphasis on exemplary behaviour. Within each classroom, there is a zone board which provides a visual and interactive record of individual and whole class behaviour throughout the day. All staff including teachers, teaching assistants and lunchtime supervisors use the system to communicate and record significant behaviours. Each zone board consists of 6 sections: (Platinum, Gold, Silver, Green, Yellow and Red).

The following section of the policy explains the use of the zone board in detail:

- Every child begins each new day on Green (Green is Great)
- The Silver section represents good behaviour that has impressed the teacher and enabled the pupil / pupils to focus carefully on their work.
- The Gold section represents superb behaviour choices which are maintained throughout lessons, resulting in excellent work and effort and superb behaviour at play times
- Platinum awards are awarded to children who consistently maintain exemplary behaviour over time and are deemed to be excellent ambassadors for the school at all times.
- Each week, the whole school enjoys 'Celebration Time' as a thank you from the staff for children's positive behaviour and hard work. Any child who has unfortunately behaved in a negative manner during the week will miss some or all of this time.
- The Yellow zone is for warnings and reminders given to individual pupils.
- The Red zone of the board represents more serious negative behaviour choices that a pupil may make. A child is also moved to

red if they repeatedly need to be reminded to behave  
e.g. persistent low - level.

- If your child remains in the red zone at the end of the school day, you will be notified that day by the Class teacher or Head Teacher.
- When a pupil reaches Platinum, The Head Teacher makes a congratulatory phone call to notify parents of the success. Each child also has their photo put up on the "Positively Platinum" board in the entrance hall.
- Each day, the pupils who end the day on either Silver or Gold will receive a sticker as a reward. For every three gold stickers received, the pupil will receive a special golden sticker in the Celebration Assembly. Their name is also added to the 'Pot of Gold' on display in the entrance hall.

## Dealing with unacceptable behaviour

Although our Behaviour Policy is essentially positive in approach, it is important that everyone concerned is aware of the consequences of unacceptable behaviour. When dealing with unacceptable behaviour all staff must remain conscious of the need to maintain the child's self-esteem and to demonstrate that it is the behaviour that is unacceptable and not the child.

The zone board (as outlined above) effectively manages behaviour and encourages pupils to make appropriate choices. Those children who choose not to follow the rules have chosen to receive the negative consequences of their actions. All children are always given an opportunity to make the right choices and improve their behaviour:

- When a child demonstrates unacceptable behaviour, his name is moved to the red zone of the board and they may be sent to another classroom.
- In some circumstances, the pupil may be sent to the Head Teacher and has their name recorded in the Behaviour Folder which is kept in the Head Teacher's office. This provides a record which can be monitored and shared with parents. (This is also shared with the Chair of Governors on a regular basis)
- If the child persists with poor behaviour despite warnings and use of the zone board, it may be necessary for the Head Teacher or SENCO to intervene with a view to placing the child on the SEN register for social, emotional and mental health needs. Pupils will then be given an individual behaviour plan with specific targets for their behaviour (see next section of policy).
- If the above sanctions have been unsuccessful or the severity of the situation merits it, exclusion will be considered. This decision is made by the Head Teacher in consultation with those involved. A child may be

excluded for a variety of reasons which could include persistent disruption and disobedience or verbal / physical assault.

- In the first instance an exclusion will be fixed term and a child will be excluded for a determined amount of days.
- If a child is at risk of permanent exclusion, a Pastoral Support Plan (PSP) programme will be put in place to offer as much support as possible. This is drawn up in conjunction with parents, representatives from the LA and any other relevant agencies involved with the child or family.
- Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

In some circumstances, staff may use **reasonable force** to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### **Screening and searching pupils**

We will also confiscate any item which is harmful or detrimental to school discipline.

These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DE's latest guidance on searching, screening and confiscation.

## Identifying pupils with behaviour difficulties

We recognise that some children will have difficulty in following all of our rules and routines. It is our responsibility to identify the needs and support necessary to help these children to access the curriculum and opportunities available to them. In order to help us identify children with behavioural difficulties, we will follow the guidance of the SEN (Special Educational Needs) Code of Practice, the County's SEN Handbook and the 'EASI' pack. If a child's behaviour becomes an issue, this will be our 'Monitoring' stage, and will trigger adults to systematically gather information to decide whether the child should be placed on the SEN register at 'My Profile' or 'My Plan', with a MY PLAN (Individual Education Programme) put in place. This information will inform the My Plan targets, and will be a baseline against which progress will be measured. The My Plan will be drawn up by the class teacher and SENCO, in consultation with the parents/carers and child.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## House Points

**House Points are awarded for curriculum achievements and successful pieces of work. They are not usually given out as a reward for good behaviour.**

- Each classroom has a display showing children's names and houses. The chart lists the four colour teams; Ruby (red), Sapphire (blue), Topaz (yellow) and Emerald (green). Five tally marks in each square for ease of counting / space saving.
- House Point totals are collected on Friday by Owls Class. The House with the largest number of points that week will receive a mention in the Friday afternoon 'House Assembly'.
- Points given: Five for the winning House, 4 for second, 3 for third and 2 for fourth. So if the winning House gets 35 HPs the score for

the Friday assembly will be 5. Totals will be kept and added to over successive weeks.

- Children will earn a Bronze certificate when 5 squares are completed (25 Hips), a Silver award for 12 squares (60 HPs), and a Gold award for 20 squares (100 Hips). Those collecting 120 Hips will choose a reward from the 'Platinum Box' (books), have their name and class attached to the inside.
- The House with the highest points total will receive the House Cup, in the last assembly of the term (old half – term). A worthy reward will be given e.g. extra play.

## **Anti- Bullying Policy**

The aim of the anti-bullying policy is to ensure that children learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. The Anti- Bullying Policy is included within the Behaviour Policy, so that Bullying is seen as part of a continuum of Behaviour and not separate. Only when all issues of bullying are addressed will children be able to fully benefit from the opportunities available at schools. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend them.

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, 'hate crime'
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence, 'hate crime'
Racial	Racial taunts, 'hate crime', graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, 'hate crime'
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns,

lacking concentration or truanting from school. Some groups maybe at more risk of Bullying behaviour and are carefully monitored (e.g. groups with protected characteristics such as LGBTG, SEN).

Children must be encouraged to report bullying in schools.

The schools teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

### **Statutory duty of schools**

**Preventing and tackling bullying advice DFE July 2017**

**Cyber Bullying advice for school staff Nov 2014**

### **Implementation**

#### **The School**

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded and given to the head teacher.
- The head teacher will interview all concerned and will record the incident.
- Class teachers will be kept informed, the teacher will advise appropriate other staff.
- Parents will be kept informed.
- Punitive measures will be used as appropriate and in consultation with all parties concerned
- Detailed records e.g. incidents will be kept, which will be scrutinised by a Governor. Records will be analysed for trends and patterns.

#### **Children**

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice.
- Provision of support to parents
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

Children who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parents or guardians to help change the attitude of the pupil

The following disciplinary steps can be taken:

- Official warnings to cease offending
- The use of the School's Sanction system
- The speedy involvement of Parents - bullied and bully
- Detention

- Missed playtimes
- Exclusion from certain areas of the school premises
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PSCHE, class time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. 'E- Safety sessions' covering Cyber- Bullying are delivered to across the school as part of the class curriculum.

Within Twyning School, there is an emphasis on the importance of reporting bullying behaviour to an appropriate adult. We teach the children that the best way to do something about bullying is to report it.

**Monitoring, evaluation and review.** The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.