PENSILVA PRIMARY SCHOOL

BEHAVIOUR AND ANTI-BULLYING POLICY

Context

At Pensilva Primary School, we believe that everyone has the right to feel safe, feel special and to have their needs met. We are a community with a commitment to tolerance and inclusion.

We are a community where the development of positive social, emotional and learning behaviours is at the heart of our Behaviour Policy.

Aims

- To create a calm, orderly, safe environment for all members of the school community.
- To model and encourage good manners, respect and tolerance for each other and a high standard of behaviour.
- To enable children to become self disciplined through clear understanding of rules, rewards and sanctions.
- To empower all staff to discipline consistently, effectively and fairly.
- To support the school's ethos and the children's developing sense of morality.
- To support children in developing an active understanding of regulating and managing emotions and how to apply thinking between feeling (sensation and emotion) and action.
- To support children to develop empathy and understanding of others – this is core to our learning. .
- All pupils will be encouraged to build tolerance, make good choices and take responsibility for their actions.
- To enable pupils to gain a sense of pride and build self-awareness.

CODE OF CONDUCT

- We are kind, polite and show respect to one another.
- We listen to adults and do as we are asked.
- We look after our belongings and care for our school and environment.
- We work and play safely.

Pensilva is committed to preventing harassment and bullying on grounds of race, disability, gender, religion or belief and sexual orientation.

Approaches to developing positive behaviours:-

 High quality, differentiated education which involves pupils, builds on successes, ensures progression and involves and informs parents;

 Social, emotional and academic learning to be recognised, planned for and explicit descriptive feedback given, as appropriate;

 Whole class THRIVE screenings and online tools to enable a strategic response to individual, group and cohort development;

 Within our curriculum, PSHE (Personal, Social and Health Education) and British Values provide rich, cross curricular opportunities which are embedded in all areas of school life and learning;

 Clear expectations.

Rewards

- Our behaviour policy is based on positive expectations and praise.
- The school celebrates appropriate, thoughtful behaviour, as well as good work, in a variety of ways including a system of Reward Time and team points for Key Stage 2, stickers for Key Stage 1, and certificates presented at a weekly celebration assembly.
- Raffle ticket reward system at lunchtime, for a weekly draw.

Breaking Rules – Sanctions

A child from Year 3 upwards choosing to break our code of conduct, will be subject to the following sanctions:-

1. name on board = warning
2. √ next to name = 10 minutes lost play within own class
3. √√ next to name = ½ hour work in another classroom
4. √√√ next to name = seeHeadteacher and parents informed

This cancels out daily – a clean sheet
Swearing and fighting go straight to 4, with parents informed.

<u>Early Years Foundation Stage and Key Stage 1:</u>
Poor behaviour = name moves down the “ladder”.
Once = warning; twice = lose 5 minutes of play; thrice = time out from class (number of minutes equal to their age).

If a child has a specific disability or Special Educational Need that makes it difficult for him / her to meet the expectations of this behaviour policy, they will be dealt with on a case by case basis.

PLAYGROUND CODE OF CONDUCT

- We are kind, polite and show respect to one another
- We listen to adults and do as we are asked
- We play safely
- We do not accept bullying, swearing, fighting and play fighting

If a child breaks a rule, their name will be written in the meal time supervisor’s book.
Name in book once → lose some minutes of playtime / see Duty Teacher
More than once, or for more serious incidents → Head teacher - who will inform parents, if appropriate.

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Referrals

Teaching staff may refer pupils to the Special Educational Needs Coordinator or the Headteacher. These senior members of staff may in turn refer children to the Behaviour Support Team, the Educational Psychologist, the Education Welfare Officer, the School Nurse or Social Workers.

Restrictive, Preventative Intervention

On very rare occasions, if a pupil is in danger of injuring themselves, others or property, positive handling may be used by staff, in the interest of safety.

PENSILVA SCHOOL'S ANTI-BULLYING POLICY

It is our aim that children should be able to take part fully in the life of the school, without fear of bullying. It is for this reason that Pensilva operates a strict policy of "Zero Tolerance" towards bullying. Our common values require that there are behaviours we should not tolerate: racism, bullying and cruelty are never acceptable in any form and are always challenged.

Definition

Bullying is the intentional, repetitive or persistent hurting of one person by another where the relationship involves an imbalance of power. Bullying can be done face-to-face, through third parties, or through sending messages. It can be physical and emotional, including:

- Name-calling
- Taunting
- Threats
- Mocking
- Making offensive comments
- Kicking
- Hitting
- Pushing
- Taking and damaging belongings
- Gossiping
- Excluding people from groups

Bullying is explained to the children in the following terms: "Bullying means that one child is deliberately using his or her power over another to make them feel bad. Bullying is not having a single argument or fight with someone. It isn't saying something bad to someone once when you are angry. Bullying goes on deliberately (on purpose) over a period of time".
A Bullying and Harassment Incident Reporting Log must be filled out by any member of staff who deals with bullying or harassment.

Remedial Action

Children are encouraged to disclose their fears immediately to someone who can act appropriately for them. Pensilva is a "telling school" where it is encouraged that all acts of bullying should be reported.
Children are taught to:

- Tell a member of staff, who will inform the class teacher or head.
- Tell a parent who will be encouraged to tell the class teacher or head immediately.
- Tell a friend who will tell an adult in authority.

Children are discouraged from retaliating. It is our belief that retaliation makes matters worse.

Action for the Teacher

- Listen to child/ren involved
- Involve support staff, including mealtime assistants, as appropriate
- Consider using a class Circle Time to discuss the issues raised
- If judged appropriate, parents could be contacted
- Keep a written record in the Class index file for serious incidents or concerns and inform the Headteacher

Pro-active measures/Prevention

The school's ethos encourages children to feel part of a warm and caring community in which their positive contributions are nurtured.

Many of the moral issues raised in Religious Education, PHSE, the SEAL (Social Emotional Aspects of Learning curriculum) Citizenship and Assemblies reinforce the arguments addressed in this policy.

Children are taught to "say no to bullying" as part of the school's PHSE programme. The school explicitly focuses on anti-bullying during the national Anti-Bullying Week in November each year, and uses the SEAL (Social and Emotional Aspects of Learning) materials. All work on bullying is within the context of PHSE and other teaching on keeping safe. Staff should be conscious of the need to follow the school's child protection procedures if children's responses give rise to concern.

Cross Reference

This policy should be read in conjunction with the school's policies on PHSE, Citizenship, Drug Education and Child Protection.

Co-ordinators	Mrs Clinick and Mrs Tween
Co-ordinators' role	To ensure policy is being carried out To offer advice and support
Training needs	Co-ordinator to ensure that new staff are familiar with this policy
Monitoring arrangements	Highlighted aspects monitored twice yearly by coordinator.
Policy evaluation	Every 2 years by the whole staff
Success criteria	Children respecting the code of conduct

PENSILVA PRIMARY SCHOOL

Staff consistently enforcing code

Improved discipline throughout school – all staff happy and confident about expected standards

Fewer complaints from parents concerning undesirable behaviour and bullying.