



NEWBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL

Positive Behaviour & Anti-Bullying Policy

POLICY FOR POSITIVE BEHAVIOUR

Our Core Beliefs:

Good behaviour is a necessary condition for effective teaching and learning to take place and an essential outcome of education which society rightly expects.

At Newborough, we strive to provide an environment where our children feel happy and safe and good behaviour is promoted and rewarded with our Christian Values of Love, Joy, Peace, Fellowship, Kindness and Forgiveness underpinning all aspects of our learning community.

Our Aims:

- To develop a whole school behaviour policy supported and followed by the whole school community: parents, staff, children and governors, based on a sense of community and shared values
- By applying positive practices to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills as this will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property
- To encourage good behaviour rather than to simply sanction bad behaviour by providing a range of rewards for children of all ages and abilities
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour

At Newborough, all children understand that good behaviour impacts on their learning. All children will:

- Recognise positive behaviour in others
- Aspire and work together in their learning
- Understand that positive behaviours will be rewarded
- Be positive role models for each other
- Respect themselves and each other by following the School Rules
- Understand that by not following the School Rules there are consequences
- Accept that the more severe the poor behaviour the more severe the consequence
- Recognise that every day should be seen as a new day with the opportunity to make a fresh start following a poor behaviour choice

Our School Rules:

- We are kind
- We are respectful
- We are responsible
- We are honest
- We are hard working

Positive Behaviour and Rewards:

At Newborough, we have a positive approach to managing behaviour and utilise a variety of rewards to promote and reward good behaviour, work and effort. Our reward system includes:

- 'Good to be Green' cards displayed for each child within the classroom. Every child starts each new day with a 'green card'.
- Children who have been consistently 'green' all week are rewarded with weekly Golden Time.
- Verbal praise and gestures which are specific to behaviour and learning.
- 'Proud Of' certificates to celebrate good work, effort or actions.
- 'Privilege Cards' and congratulatory post cards home.
- Weekly 'Celebration Assembly' led by the Senior Leadership Team.
- Attendance Awards each term and cumulative certificates.
- House Points and inter-house events and competitions.
- Individual class rewards (linked to class sticker charts).
- 'Green Raffle' lunchtime rewards.

This list is not exhaustive (see Appendix 1).

Inappropriate Behaviour and Consequences:

Rewards are the principle driving force in creating a positive and effective learning environment for all children and staff. We do, however, recognise that consequences should be issued when poor behaviour is displayed.

At Newborough, the children are aware of the boundaries and consequences placed on poor behaviour. They recognise that on displaying poor behaviours, they will receive a consequence that is in line with the behaviour. These consequences and levels of behaviour will be displayed in a consequence chart that is referred to by all staff and remains consistent across all Key Stages (Appendix 2)

It is expected that children will be given the opportunity to reflect on their behaviour and, when it is negative, make plans for a positive change. It would be expected that the child accepts responsibility for the behaviour and endeavours to restore the balance of relationships through an apology. It is also anticipated that children will develop their own strategies for controlling their behaviour.

If a child, over the course of five days, has received two 'Yellow Cards', they will receive a 'Red Card' should a third incident occur within this time frame. As a consequence of this, parents will be informed.

Weekly Behaviour Logs are reviewed by the Headteacher. If the Headteacher has any concerns about patterns in inappropriate behaviour, the Headteacher will use their discretion as to whether any further action and/or meeting is necessary.

If a child is regularly receiving 'Yellow Cards', a meeting will be arranged with the class teacher and parent/s to discuss how this can be best supported.

Records of 'Red Cards' issued are kept by the Headteacher; these can then be referred to when more serious consequences are issued and/or when reporting back to parents. If children receive three Red Cards within a half term period, a meeting will be arranged for the parents to discuss the behaviour and a Behaviour Support Plan (Appendix 3/4) will be completed to support the child.

Seclusions and Exclusions:

In the event of a child making a behaviour choice which is considered to be a 'high level' incident (Appendix 2), it may be necessary for the school to consider whether seclusion or exclusion would be appropriate.

a) Internal Seclusion

In this instance, an alternative location is found for the pupil to work within school for a short, fixed period, this may be in another classroom or another supervised space.

b) Seclusion Centre

This is a venue offsite provided by Peterborough City Council for primary aged pupils. Pupils will attend for an agreed period and complete work provided by the school. A programme for their return to school will be planned and monitored.

c) Exclusions

In a fixed term exclusion, a child is admitted back into school following a set period with a carefully planned programme and the Chair of Governors is informed. In severe cases, the next step is to consider a permanent exclusion.

If a child has a Behaviour Support Plan in place and the unacceptable behaviour persists, in spite of the steps taken within the plan and the involvement of the Headteacher and parents, a process of seclusions and exclusions may be considered.

Parents have the right of appeal to the Governing Body against any decision to permanently exclude a child from school.

Behaviour and SEN:

Children who have been recognised to have a Special Educational Need with regards to their behaviour are given a Behaviour Support Plan (BSP) (Appendix 4). This outlines any difficulties the child may have and the approaches used by staff to help combat these problems. BSPs have clear success criteria and time scales incorporated into them to aid the evaluation and reviewing process. These are issued following discussions with parents, staff and other professionals where required. Early Help Assessments (EHAs) may be completed in conjunction with families where behaviour is impacting on children's learning and attitudes in school.

Equal Opportunities:

This policy adheres to our school Equal Opportunities Policy, ensuring there is no gender, cultural or other discrimination based on the nine protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Gender
- Sexual orientation

ANTI BULLYING POLICY

Definition:

Bullying can be described as being 'a repetitive, deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It is a series of such incidents.'

Peer Conflict Vs. Bullying:

Peer Conflict	Bullying
Equal power	Imbalance of power
Happens occasionally	Repeated negative action
Accidental	Deliberate
Remorse shown	No remorse
Effort to solve problem	No effort to solve problem

At Newborough School, staff, parents and children work together to create a happy, caring, learning environment and bullying, either verbal, physical or indirect is not accepted. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Research has shown time and time again that the extent of bullying in schools is greatly underestimated.

Consequently, the governors have approved this policy.

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people.

Strategy for identifying bullying:

Staff need to be aware of possible signs that might indicate that a child is being bullied and should act swiftly upon these in order for the situation not to develop. These would include:

- A child being continually left out of activities and group work
- A child becoming introverted
- A child becoming unusually emotional, upset or distressed throughout the school day
- A child is regularly being teased or called names
- A child is regularly subjected to physical violence

It is the responsibility of all staff to be vigilant and to be alert to any of the above actions. If a member of staff does recognise a situation as bullying they then need to follow the strategy below ensuring everything is recorded clearly and thoroughly on a Bullying/Harassment Incident Recording Form (File kept in Headteacher's office).

Strategy for dealing with bullying:

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach.

- Discussions with the victim. This will require patience and understanding. Remember – Listen, believe, act
- Identify the alleged perpetrators. Obtain witness statements and gather evidence that is clearly recorded. Inform the Headteacher
- If there is evidence to confirm that bullying is taking place, then discuss the situation with the child accused of bullying. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that this behaviour is not acceptable at Newborough School
- If they own up then follow the procedure outlined in the General Rules for Sanctioning in the Positive Behaviour Policy
- If they do not admit to the behaviour or cannot see how their behaviour could be viewed as 'bullying', then investigate further. If it is clear that they are bullying and evidence is available, continue with the procedure. Children usually own up if presented with all the facts
- Separate discussions with parents of child involved with bullying and the victim
- Sanctions for the children showing bullying behaviour may include withdrawal from favoured activities, loss of playtimes, being given a Behaviour Support Plan by the headteacher, exclusion from school during lunchtimes, exclusion from school, depending on the perceived severity of the incident(s).

- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition. Repeated incidents of bullying will be logged by the class teacher and the Headteacher will be kept informed on a weekly basis.
- As the behaviour of the child who displayed bullying tendencies improves, then favoured activities etc can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying.
- It is also important that as a school we support the child who has been bullied and his/her family to ensure they feel safe and confident whilst in school. There is likely to be a definite need to rebuild this confidence and this could be done through ensuring the child is given a 'class buddy or buddies' who are positive role models. Another option could be agreeing with the child a 'link adult' in school who could be a point of contact to discuss the positives about school and any worries they may have. There needs to be clear and open communication between the school and the family of the child involved.

Appendix 1: School Rewards

Reward	Purpose	Procedure
Golden Time	To reward children for staying 'green' all week.	Children will be given a choice of Golden Time activities on a Friday afternoon.
Newbucks Reward Shop	To reward children for staying 'green' all week.	Children will earn 5 Newbrennies which they can save up and/or spend in the Newbucks Shop.
'Proud Of' certificates	To reward children who have made their teacher proud of them for something exceptional.	Four children from each class will be chosen to receive a 'Proud Of' certificate during the Celebration Assembly.
'Privilege Card'/ Postcard Home	To reward outstanding effort and achievement.	One child from each class (year 1 to Year 6) each week will be given 15 minutes to choose from a menu of activities. A postcard is sent home to inform parents.
Headteacher Award	To reward excellent effort and achievement.	Children visit Mrs Marrs to share their excellent work or news from teacher.
House Points	Given by all staff for any positive reason.	Weekly total and House cup presented during the Celebration Assembly. Each half term, winning Houses are given a 'House' treat.
Governor Awards	To celebrate the effort that a child has made with their learning over a term.	These awards are presented in church each term by a member of the Governing Body (1 per class).
Perseverance Cups	To celebrate a child who has demonstrated perseverance with their learning.	These awards are presented in church each term in recognition of a child's perseverance with their learning (1 per class).
Maths Cups	To celebrate a child who has worked incredibly hard in Mathematics over the term.	These awards are presented in church each term in recognition of a child's hard work in Mathematics (1 per class).

Whiting Writing	To celebrate achievement in writing.	This award is presented to one child in school, each term, who has made an outstanding effort with their writing.
Richardson Sports Awards	To celebrate outstanding achievement in sport.	One Year 6 boy and girl receive these awards in the Summer Term in recognition of their contribution to sports.
St. Bartholomew's Music Award	To celebrate outstanding achievement in music.	One Year 6 child receives this award in the Summer Term in recognition of their contribution to music.
Bishop's Award	To celebrate outstanding achievement in RE.	One Year 6 child receives this award in the Summer Term in recognition of their contribution to RE.
Class Reward	To reward the class as a whole for good effort.	Each class will have an agreed number of stickers/marbles that they need to earn in order to earn the class reward. The reward will have been agreed with the class.
Behaviour Bee	To reward the class with the best weekly behaviour.	The Behaviour Bee will be awarded each week to the class with the best behaviour. This will be monitored over a half term, with a reward given to the class with the best overall behaviour each half term.
'Green Raffle'	Lunchtime staff to reward good behaviour, table manners, tidiness in hall.	Raffle drawn each week during the Celebration Assembly – child chooses from a menu of rewards.
Attendance Awards	To award 100% attendance each term (cumulative over the year).	Certificates awarded to all children with 100% attendance each term.
Attendasaurus	To reward the class with the highest weekly attendance.	The Attendasaurus will be awarded each week to the class with the highest weekly attendance. This will be monitored over a half term, with a reward given to the class with the highest half termly attendance.

Appendix 2: Consequences for Poor Behaviour (this is not exhaustive)

<p>Examples of 'Low Level' incidents would include:</p> <ul style="list-style-type: none"> Distracting others Running in school Not lining up properly Interrupting Not listening Name calling Answering back Shouting out Ignoring staff instructions Throwing objects (not at people) Invading other's personal space Play fighting Inappropriate noises Deliberate time wasting 	<p>Consequences:</p> <ol style="list-style-type: none"> 1. Verbal warning (1) 2. Stop and Think Card (2) 3. Yellow Card issued: -15 minutes of the following break time or lunch time is lost 4. Red Card issued: -Visit to the Head/Deputy Head -The following break time or 15 minutes of lunch is lost -Parents are contacted and notified about the behaviour by the class teacher
<p>Examples of 'Intermediate Level' incidents would include:</p> <ul style="list-style-type: none"> Swearing or using offensive language which the child knows to be wrong 	<p>Consequences:</p> <ol style="list-style-type: none"> 1. Yellow Card issued: -15 minutes of the following break time or lunch time is lost 2. Red Card issued (if persists): -Visit to the Head/Deputy Head -The following break time or 15 minutes of lunch is lost -Parents are contacted and notified about the behaviour by the class teacher
<p>Examples of 'Medium Level' incidents would include:</p> <ul style="list-style-type: none"> Refusing to complete tasks Refusing to accept consequences Damaging/destroying other's work Leaving class without permission Throwing objects at people Threatening other children Hurting other children on purpose 	<p>Consequences:</p> <p>Red Card issued: -Visit to the Head/Deputy Head -The following break time or 15 minutes of lunch is lost -Parents are contacted and notified about the behaviour by the class teacher</p>
<p>Example of 'High Level' incidents would include:</p> <ul style="list-style-type: none"> Bullying Racist behaviour Physical assault on another child including fighting Physical aggression towards an adult Threatening an adult Leaving school without permission Stealing Damaging property Malicious swearing 	<p>Consequences:</p> <p>Red Card issued: -Visit to the Head/Deputy Head -The following break time or 15 minutes of lunch is lost - Parents are contacted and notified about the behaviour by the class teacher</p> <p>Plus: 1 session of internal seclusion with</p>

	Head / Deputy Head or 2 sessions of internal seclusion with Head / Deputy Head or All day internal seclusion with Head / Deputy Head or Seclusion Centre visit Or Exclusion (Fixed/Permanent)
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Where a member of staff feels a child's behaviour is a 'high level' incident, the appropriate consequence will be decided upon by the Head/Deputy Headteacher.

In addition to the Consequences outlined above, when a child receives a Yellow Card they will miss 10 minutes of their Golden Time. Two Yellow Cards would result in a loss of 20 minutes of Golden Time and a Red Card would result in complete loss of Golden Time. The child will sit out from Golden Time for this allotted lost time.

Appendix 3: Letter to parents

Dear Parent/Carer,

This letter is to inform you that your child has received a Red Card as a consequence of their behaviour in school today. Mrs Marrs/Mrs Goulbourne has spoken to your child about their behaviour and they have (insert appropriate sanction). This decision was not taken lightly and is in line with our school Behaviour Policy.

As this is the third Red Card that your child has received this half term, I would like to invite you into school to discuss their behaviour and how we can best support them moving forward. Please can you contact the school office to make an appointment to see me as soon as possible.

Yours sincerely,

Class Teacher

Appendix 4: Behaviour Support Plan

Behaviour Support Plan

Pupil:

Year:

Start date:

Target Behaviour:

Strategies to increase appropriate behaviours:

Strategies to decrease inappropriate behaviours:

Skills to be taught to the pupil to support the plan:

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Support needed:

By Child:

By Parent:

By Class Teacher:

By Support Staff:

Review Date:

Outcome:

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