



# Policy for Behaviour & bullying

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Appendix A: Ladder of Consequences

## Aims:

At Stockbridge Primary School we believe every child has the right to learn and achieve to the best of their ability in a safe, secure and happy environment. We have this policy in order to promote and prepare children for life in modern Britain.

## School Values

Our School values link everything we do in both behaviour around the school and behaviour for learning – they are, in effect, our Stockbridge Standards. All adults model these values and actively tell children when they are living these values so that the language of behaviour and learning is everyday 'currency' in our school. Children are explicitly taught about the values during PSHEC time and assemblies and they are highlighted and talked about during everyday lessons and at breaktimes.



### If we are resourceful learners we...

- Use what we already know
- Ask good questions
- Imagine and picture things in our minds
- Use the resources around us
- Look for patterns and connections



### If we are collaborative learners we...

- Share our thoughts and ideas
- Agree to disagree
- Compromise
- Consider what others say
- Include everyone
- Take turns
- Encourage and support others



### If we are respectful learners we...

- Show good listening skills
- Be ready to learn and allow others to learn
- Look after what's around us incl. property
- Show kind actions
- Respect yourself
- Respect & value other's differences
- Watch, Walk, Wait



### If we are resilient learners we...

- Stick at it, even when it's tough
- Learn from our mistakes
- Try new strategies and are not afraid to start again
- Try to better our best
- Break big problems into small ones
- Manage distractions



### If we are proud learners we...

- Take care with what we produce
- Practice, rehearse and make sure we're well prepared
- Try to do better than our best
- Share our efforts with someone
- Work at the top of the effort mountain regularly



### If we're responsible learners we...

- Accept our part in what's happening
- Make the right choice and know the consequence linked to this
- Are organised
- Do things independently
- Work in a way that doesn't impact on others.

The values are written about in most newsletters and are the focus of our star worker award in celebration assembly with children's effort and attitude the main focus rather than their actual behaviour – through highlighting these core values for learning, behaviour will inherently improve.

The values for our children in Pre-school replicate the values above but with simpler language and a simplified approach for 2-4 year olds. They are named Rainbow rules and explained to parents and children as follows:



## Sharing our values and behaviour policy

Each classroom and pre-school will have a clear display dedicated to behaviour and general expectations of all. Resource circles will be hung in the classrooms, consequence ladder displayed and somewhere visible for success point collection also clear. Children should be able to identify and talk about these with confidence as well as discussing how they are used.

## Rewards

It is vital that our children see behaving correctly as a positive and not negative experience. Rewards are collected and celebrated by the whole class and subsequently whole school and are on an individual and team basis.

In pre-school, children are rewarded at the end of each session by one child being nominated for the 'rainbow ruler' of the session. Their name and reason for being nominated goes on the rainbow sheet and a rainbow certificate goes home with them each time.

The school has 4 'families'; red, yellow, blue and green. Each child in the school is assigned to a family. Children work collaboratively to build up family points as detailed below. We do recognise the importance of individual achievement however and the reward system is built around this, feeding into family points as the individual rewards progress.

Each child has a success point chart. They earn success points for a variety of reasons; good behaviour, extra effort in their learning, a significant step forwards in their achievement are some of the reasons a child will earn 1 success point.

These success points are collated on their success point chart and rewards earned when children reach multiples of 5.

#### ***5 success points***

Well done from the teacher

#### ***10 success points***

Celebration in class by the rest of the class, choosing from a choice of 3 activities.

#### ***15 success points***

A family point is earned and put on the family wall in celebration assembly. Family points are awarded to the child in class as soon as they reach their 15 success points. They are stuck on the behaviour board and then brought to assembly on Friday to share with the rest of the school and post on their family door.

#### ***20 success points***

Celebration in Friday assembly plus a praise postcard sent home from the headteacher. A family point is also earned at 20 success points in the same way as the previous multiple.

#### ***25 success points***

Celebration in Friday assembly plus children are awarded a badge which can be worn throughout the year and a visual reminder to them and others that they have been successful. The badges are graduated into bronze, silver and gold depending on the number of success points gained. Another family point is earned in the same way as before.

At the end of a half term, the family points will be tallied and the family with the most points is allowed to choose their reward from a selection presented by the headteacher.

## **Consequences**

It is equally important that children know when they have done something which goes against the Stockbridge values that there is a consequence. This helps to prepare them for later life and links actions to consequences.

To this end, we have a 'ladder of consequences' which every pupil, volunteer, parent and staff member has access to a copy of and many are displayed around the school. Children move up the ladder as the need for a sanction increases. By having this shared set of sanctions, the whole school community works together to ensure that a clear and consistent message is being given. A child's name may be placed on the ladder but at the end of each day, names are wiped off and the new day is a fresh start.

The ladder of consequences is attached in **appendix A**.

For incidents involving violence or physical, verbal or racist abuse, homophobic or religious intolerance we will immediately move to step 4 and Mrs Jefferies (or her deputy in her absence) makes the decision whether to contact parents immediately, asking them to come into school or allow the child the opportunity to change their behavior depending on the severity of the incident.

## **Lunchtimes**

Children earn success points and have the same sanctions applied at lunchtimes. If a child earns a success point at lunch, this is shared with the class teacher at lining up time and the child given the opportunity to add their success point on once back in the classroom.

Sanctions apply in the same way as in lesson time and time outs are given by asking children to sit on the border around one of the flower beds or stay with the mid-day supervisory assistant for a given period of time to allow for reflection.

Children are partnered with their buddy throughout the year for lunchtimes. This is to encourage a sense of support and enhance the familial atmosphere throughout the school. Older children help younger ones to wash hands, cut food, serve drinks as well as being a buddy on the playground.

## **Moving around school**

Transition times between playground and class, class and lunch and general behavior when moving around the school site are key trigger points for potential misbehavior. Because we aim to manage behavior positively, staff and children play an active role in maintain a calm and appropriate atmosphere; corridor monitors and toilet monitors help children keep safe during these transition times. Staff collectively work together to ensure that children are following rules established.

When moving around school, children have hands behind backs and are not talking as they move back into or out of class. This helps to reinforce the message of hands to yourselves and allows an adult to hear if there is a problem as this noise will be out of the ordinary.

## **Bullying**

Everyone has the right to feel happy and safe in our school environment. Bullying is intentional (not an accident; **Several Times On Purpose**), a bully hurts someone on purpose. Bullying is repetitive. This means that the bully hurts someone over and over again, it isn't an incident that happens only once. Bullying can be by one person or a by a group of people.

Bullying can take many forms; verbal, physical, indirect (eg. spreading stories about someone) cyber-bullying (social media) or texting. Some types of bullying can be against a group to which people may belong, for example, racial comments, bullying because of a person's religious beliefs, sexual bullying (homophobic), transgender or bullying because of people that have special educational needs or disabilities.

Stockbridge is a zero tolerance school. Bullying of any form will not be tolerated and consequences made clear to all children. Children are taught about how to successfully build friendship groups and look out for and after one another in PSHE & RE lessons, circle time and assemblies as well as being reinforced in everyday situations. Posters on the walls in pupil communal areas remind children of the need to be kind to one another.

Staff know and care for children well and our open door policy encourages parents to discuss any concerns however, a minority of issues may occur without any intervention. As soon as they arise, staff will take them very seriously and discuss the incidents with the Headteacher. Any conversations or further incidents will be recorded on the pupil logs for each individual and a record kept in the bullying log.

Support will be given to children who are bullied. They will be reassured that they do not deserve to be bullied and that it's not their fault. They will be encouraged to talk about their feelings and they will be involved in making choices about how to resolve the matter. They will be asked to tell someone if any bullying happens again and we will involve their friends for support.

We will talk to the child (or children) involved in the bullying separately and listen to their version of what happened. We will talk to anyone else that saw the bullying. We will remind the child (or children) that bullying is not acceptable and expect bullying to stop. We will contact the child's parents. We will make sure we check that the bullying has not started again.

Children that have been involved in bullying may be removed from the group, not be allowed out at break times and lunchtimes, not be allowed to join in with school events, placed on the behaviour tracker or may, in the most serious of cases, be excluded.

Some incidents of bullying make take place outside the school site. Inevitably, this affects children's well being in school. If the school becomes aware of a cyber-bullying incident which has taken place outside the school (ie. on home computers or mobile devices) and therefore not directly through school, a conversation with the children involved plus their parents will take place so that all parties are aware of the known situation and the school can offer support where needed. The school will actively monitor behaviour to ensure that bullying is not taking place within school.

We are aware and staff are trained in the Prevent duty and the risks associated with prolonged bullying which may lead to children seeking radical or extremist views. The Designated Safeguarding Lead (DSL) Emma Jefferies, is trained in the Prevent Duty and has trained all staff. The PSHE leader has also attended training and the whole school staff work together to prevent children from the risk of radicalization. Governors are similarly trained and at least 1 has attended the Prevent Awareness sessions, this is usually the safeguarding link governor. Because of the risk of e-bullying (through social media, texts, emails and other forms of web communication), this policy should be read in conjunction with our e-safety policy.