



SNETTISHAM PRIMARY SCHOOL
Behaviour Policy
Incorporating Preventing & Tackling Bullying

School Vision: 'Learning Together, Succeeding Together'.

Our school vision promotes our aim to provide a school which is a safe and happy learning environment where everybody works together to develop healthy, successful caring members of the wider community. Our philosophy is that appropriate behaviour in pupils underpins the whole learning process. Individuals have the right to develop in an atmosphere of respect, trust and openness. We aim to promote positive relationships within the school and wider community. Pupils will feel secure in the knowledge that bullying in any of its forms will not be tolerated.

Purposes

Our policy will:-

- create a purposeful learning situation by allowing effective teaching to take place;
- enable pupils to develop self-esteem and confidence;
- encourage caring, co-operative and considerate attitudes;
- foster a safe and secure environment;
- emphasize personal responsibility;
- create a climate where people are willing to share difficulties and successes.

Positive Behaviour

Central to our behaviour policy are the '**Three Golden Rules;**'

- Show good manners at all times;
- Care for everyone and everything;
- Follow instructions straight away.

Discrimination

All individuals are to be treated with respect regardless of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Positive attitudes towards all social and ethnic groups are to be encouraged. (Equality Act 2010)

Reinforcing Positive Behaviour

The following system of rewards is a means of encouraging positive behaviour and recognising success. This is accessible to all;

- verbal praise;
- housepoints with appropriate recognition;
- referral to other members of staff and headteacher for reinforcement;
- invitation to take part in school activities such as clubs, assemblies,

- dramatic productions;
- represent the school in outside activities e.g. choir, school teams, special projects;
- recognition of hard work in annual report to parents;
- encouraging children to take on responsibilities (e.g. House Captain, Librarian, Monitors);
- Pupil of the Week Awards.

We also believe that

- teacher behaviour influences the behaviour of pupils;
- effective teachers are skilled at identifying potential problems and preventing their development;
- securing appropriate pupil behaviour is the responsibility of the individual teacher and the school in co-operation with the parents;
- there must be effective support systems for both pupils and teacher;
- in order to learn children need a calm and purposeful atmosphere.

Challenging Behaviour

There are a range of sanctions to be used appropriately and equably by all members of staff; all members of staff must therefore have the same standards and expectations. Matters deemed of a more serious nature must be dealt with by members of staff working together.

Unacceptable behaviour can include;

- lack of respect for adults and peers;
- bad language;
- stealing;
- lying;
- physical violence;
- verbal abuse;
- bullying including cyberbullying;
- deliberate disobedience;
- aggression;
- irritating, repetitive behaviour;
- destructiveness;
- abuse of school property including vandalism and graffiti;
- any style of behaviour which disrupts the lesson;
- discrimination, racist or otherwise.

Procedure

Any behaviour which causes distress to another is unacceptable. Most problems are usually not very serious and can be dealt with quickly by the supervising adult. If behaviour is unacceptable the supervising adult would issue a verbal warning to the pupil, stating why the behaviour is unacceptable. If the behaviour persists, sanctions may be issued. Unacceptable behaviour may result in a child being removed from the classroom or playground and other privileges may be lost as a result. If a child persists in unacceptable behaviour, or the behaviour was of a serious nature,

then the Headteacher would invite the parents of that child into school to discuss the issues so that they could work together to improve the situation.

Exclusion is a measure that, hopefully, will not be necessary at Snettisham. However, should the need ever arise, the Headteacher will consult with the Chair of Governors about the particular case and parents informed following the procedures and guidance issued by the Local Authority. It is necessary to report all exclusions to the Local Authority.

Sanctions

These will be immediate in more minor cases or at the end of a lesson. Punishments will be directed at individuals; 'blanket' punishment of a whole group (as well as repetition of work) is deemed unacceptable.

Corporal punishment in any form will not be supported by the headteacher and governors.

Sanctions include:

- verbal chastisement;
- constructive criticism;
- additional work;
- exclusion from classroom under supervision
- internal exclusion e.g. at break and lunchtime;
- withdrawal of privileges;
- referral to other member of staff for additional sanctions;
- communication with parents;
- financial penalty in the event of repeated damage or vandalism;
- referral to outside agencies;
- exclusion
 - i) fixed term
 - ii) permanent.

The Use of Reasonable Force

All members of school staff have a legal power to use reasonable force¹.

This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

¹ Section 93, Education and Inspections Act 2006

Reasonable force can be used

- to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder
- in a school, force is used for two main purposes – to control pupils or to restrain them
- the decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment - it is always unlawful to use force as a punishment.

(Please refer to Positive Handling Policy)

Pupils Making Malicious Accusations against Staff

‘Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).’

From the DfE’s statutory guidance, ‘Dealing with allegations of abuse against teachers and other staff’:

Behaviour Concerns Outside School Premises

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. (Section 89(5) of Education and inspections Act 2006. The headteacher should consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in their local authority of the action taken against a pupil. If the behaviour could be criminal or poses a serious threat to a member of the public, the police should be informed.

Preventing & Tackling Bullying

‘Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.’ (Preventing & Tackling Bullying DfE 2012) This includes ‘virtual’ bullying via media such as mobile phones and social networks.

At Snettisham Primary School:

- Bullying in any form will not be tolerated.
- The whole school will adopt a uniformity of approach.
- All members of the community have an equal responsibility in identifying and

reporting instances of bullying.

- We aim to foster an atmosphere in which the subject may be openly discussed so that all children may be given the opportunity to approach an adult for help.
- Curriculum provision will give opportunities to discuss and explore the issues of preventing and tackling bullying.
- Reassurance will be given to pupils so that they feel confident that teachers acknowledge the problem and will deal with it.
- Relationships will be established whereby children feel able to trust the adult's ability to help.
- All pupils and parents should be aware of the policy and of the strategies contained in it.

Lines of Action:

- Alleged incidences of bullying will be reported in the daily behaviour log;
- We will endeavour to devote time and commitment to deal with incidents as promptly as practicable;
- We will have concern both for the target and the bully;
- Attempts will be made to resolve the problem rather than to punish.
- Attempts will be made to modify the behaviour of the bully.
- As a staff, we will maintain a high level of communication regarding instances of bullying.
- Concerns will be shared with parents.
- Access to the internet will be monitored as per the Internet safety policy.

Mobile Phones

For reasons of personal safety and child protection, pupils are not permitted to bring mobile phones or other electronic equipment to school. We take no responsibility for any loss or damage to property of this kind (including i-pods, MP3 players or other electronic devices). If a child has a genuine need to bring a phone to school, it must be deposited at the school office at the beginning of the school day and picked up at the end of the day. Anyone abusing this rule will have their phone confiscated and parents will be asked to collect the equipment from school.

Screening, searching and confiscation

The school will follow guidance published by the DfE for screening, searching and confiscation when carrying out searches for prohibited items, with or without consent of the pupil.

Prohibited items are defined in the Education Act 1996 and Schools Regulations 2012 as

1. Knives or weapons, alcohol, illegal drugs and stolen items
2. Tobacco and cigarette papers, fireworks and pornographic images
3. Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property
4. Any item banned by the school which has been identified as an item which may be searched for (e.g. mobile phones).

Success Criteria

We shall be succeeding when

- all staff own and practise the behaviour policy, treating pupils with courtesy and respect.
- all pupils own and practise the behaviour policy, treating adults with courtesy and respect.
- staff demonstrate shared responsibility.
- all staff believe there is a supportive framework in which to operate.
- requests for support are dealt with sensitively and professionally
- all staff are alert to any signs which could be indicators that a child is being bullied (see Appendix I)
- bullying in all its forms is recognised as unacceptable by the school community.
- pupils feel secure and have confidence that incidents of bullying will be dealt with through clearly defined procedures.
- there are opportunities in the curriculum to enhance the understanding of bullying, its effects and possible preventative strategies.
- pupils treat each other, their possessions and the environment with respect.
- rewards and privileges are accessible to all children.
- pupils value the acknowledgement of their successes and achievements.
- the system of rewards is genuine, deserved and specific.
- recognition of successes is a collective responsibility.
- the supervision of pupils throughout the school is seen as a continuous and collective responsibility involving parents and staff.
- the pastoral system responds effectively to the needs of pupils parents and staff.
- the relationship between pupils and adults in the establishment is of a high order.
- the school environment is safe, calm and attractive; issues of damage are addressed.

External Links

- parents are informed of the school's behaviour and anti-bullying policy and have confidence in it.
- governors are fully involved in shaping and maintaining good practice throughout the school.
- support services receive, understand and support the principles of the behaviour policy.
- it is acknowledged within the wider community that the school deals effectively with behavioural issues.
- the school is perceived as 'successful'.

The effectiveness of this policy is wholly dependent upon the recognition by parents of a home-school partnership. Success will only be achieved if parents accept their responsibilities.

Monitoring and Evaluation

All adults in the school will monitor the implementation of this policy. Concerns should be reported promptly to either the deputy head or headteacher.

Reference should be made to:

Safeguarding Policy
Inclusion Policy
Positive Handling Policy
Snettisham School Touch Policy
Behaviour Log Record

APPENDIX I

The following behaviours **can** be signs that a child is being bullied.

- school refusal
- frequent illness
- not wishing to go out to play
- not wishing to attend certain classes
- frequently has no dinner money
- often 'forgets' games kit
- easily upset
- often loses books
- seems frightened of walking to/from school
- begs to be driven to school
- changes route to school
- begins to do poorly in school work
- comes home regularly with clothes or books destroyed
- comes home hungry (no dinner money)
- becomes withdrawn, starts stammering
- becomes distressed, stops eating
- low self-esteem
- has frequent nightmares
- has unexplained bruises/cuts etc
- has possessions go missing
- asks for money or starts stealing money
- 'loses' pocket money
- refuses to say what is wrong
- gives an improbable excuse to explain any of above