



The Fenland Federation

Marshchapel Infant School
Grainthorpe Junior School

POLICY ON

BEHAVIOUR

BEHAVIOUR POLICY

1. Introduction

- 1.1 An important feature of our work with the children is to instil in them respect for themselves, other people, property and the environment. To do this certain rules or guidelines must be adhered to. It is the responsibility of all staff to ensure this happens at all times.
- 1.2 This policy aims to provide clear guidance on the implementation of a whole school approach to achieve this aim.
- 1.3 Other policies to be referred to include Anti-Bullying Policy, Equality & Community Cohesion Policy, Special Educational Needs & Disabilities Policy, Child Protection & Safeguarding Policy and our School's Behaviour Code.

2. Definitions

2.1 *Positive Behaviours:*

- i) These are the 'Three R's as given in the school's 'Our Behaviour Code' which stipulates the '3 Rs': Responsibilities, Rights and Rules.

As a member of School you have a **Responsibility:**

- To let others get on with their learning and play
- To work to the best of your ability
- To respect and care for others
- To listen and respond thoughtfully when being spoken to
- To be honest and truthful at all times
- To show care and consideration for the environment
- To tell a member of staff if you see or hear about someone being treated unkindly
- To behave well when travelling to and from school

As a member of School, you have a **Right:**

- To get on with your learning and play
- To be yourself and be proud of your achievements
- To be treated fairly and with consideration
- To express your views and know you will be listened to
- To feel happy, safe and confident
- To have clean and tidy surroundings
- To tell a member of staff if someone or something is causing you problems

As a member of School, you are expected to follow our **Rules:**

- Follow instructions when requested
- Speak kindly and politely
- Take pride and care in all that you do
- Always show good manners
- Keep hands and feet to yourself
- Walk quietly in school
- Be kind and caring towards others
- Respect our environment

2.2 *Anti-Social Behaviour:*

- i) Running, shoving or pushing when in the school buildings.
- ii) Shouting, swearing, spitting and inappropriate bodily gestures or using hurtful names to other children.
- iii) Violent and aggressive behaviour.
- iv) Verbal abuse between others based on colour, race, creed, gender, family circumstances or physical appearance or physical/mental disability.
- v) Rudeness to any member of the school community.
- vi) Not showing care, consideration or respect for the school environment
- vii) Stealing.

2.3 *Bullying:*

- i) Can be physical, physical gesturing, verbal, emotional or cyber.
- ii) Wilful, conscious desire to hurt, frighten or threaten another person.
- iii) Name calling, teasing and taunting which can be emotionally bruising.
- iv) Deliberate body contact with the aim to intimidate or inflict pain.
- v) Intimidation or extortion, eg: lunch or money; deliberately damaging or hiding others' belongings.
- vi) Indirect eg: spreading nasty stories about someone, excluding someone from social groups.
- vii) Repetitive / intentional actions of the above nature.

3. **Times when anti-social behaviour occurs**

- i) The learning community must be alert to the potential of bullying and anti-social behaviour at all times and in all places. Staff and children must always be vigilant to the potential of bullying.
- ii) The school has no authority to act on incidences of bullying and anti-social behaviour

occurring outside of school times, an example being cyber bullying. However the school may be able to offer information and / or guidance on conflict resolution.

4. Strategies to promote positive behaviour

- 4.1 Personal & Social Health Education is taught throughout the school.
We continue to use the Social and Emotional Aspects of Learning (SEAL) study materials.
- 4.2 Continual promotion, by all staff, of good, acceptable behaviour through high profile whole school House Point system which allow us to give **PRAISE!** Positive behaviour should always be modelled and commended. The child who helps another, who politely opens a door or bothers to pick up litter - all these characteristics should be recognised with praise and through our House Points system.
- 4.3 Reinforcement of school's Behaviour Code.
- 4.4 Provision of purposeful activities for the children to be engaged in during break and lunch times.
- 4.5 Providing responsibilities for older pupils which involve them in the care of the school and younger children.

5. Sanctions and Actions to be Applied

- 5.1 All members of staff should use the agreed methods of action as given in the Behaviour Modifying Flowchart.
- 5.2 Loss of classroom or other privileges. - This will only be effective if:
 - i) The child is missing something pleasurable (and not being educationally penalised, unless on health and safety grounds).
 - ii) Another task is substituted.
 - iii) Explained to the child.
 - iv) The sanction is proportionate to the nature of the incident.

The teacher on duty and / or the Midday Supervisor will be informed which children are losing their playtime privileges (eg field/apparatus access). These will be recorded on the whiteboard in the staffroom.

5.3 Detention at Playtimes

A child may be given a playtime detention in his/her own classroom. This should be determined by following the agreed process as given in the Behaviour Modifying Flowchart.

Children must never be left in a classroom unsupervised. Thought must be given to what a child will do in the classroom. It may be to complete unfinished work. Punishment for anti-social behaviour should be appropriate to that behaviour. As much as possible, children should

be given a reflective task. What happened? Why did it happen? How does the injured child feel now? How I would feel if I was bullied?

5.4 Detention at Lunchtimes:

Teachers may give lunchtime detentions to children in their own class. As with playtimes, they must be properly supervised.

5.5 Children will not be detained after school hours as a sanction.

5.6 Exclusion from school

Children whose behaviour is affecting the well being of others within the school community, may be excluded by the Headteacher. Exclusion at lunchtime or for a fixed period will *automatically* be considered in these circumstances:

i) Children not abiding by the '**3R's**'- **Rights, Rules, Responsibilities**

Permanent exclusion will be considered in these circumstances:

- i) A previous fixed term exclusion has not altered behaviour.
- ii) Violent, aggressive or abusive behaviour directed towards a member of our learning community.
- iii) Persistent interruption of teaching and / or learning opportunities.
- iv) A Pastoral Support Programme has not led to modification of a pupil's behaviour.
- v) The school has taken every measure to support a pupil using available internal and external support.

Exclusions will **usually** only follow on from a range of other behaviour modification strategies which have proved ineffective.

5.7 Generally, sanctions should be as immediate as possible, especially with younger children. However, staff should be aware of applying sanctions to a child because of 'hearsay'. Time and care should always be taken to establish the facts where an incident is not witnessed directly. A 'cooling off' period is sometimes beneficial.

5.8 A hierarchical approach will normally be taken as to which staff should deal with an incident:

- i) The member of staff witnessing an incident or receiving a report.
- ii) The child's class teacher.
- iii) The class teacher and parent/carers.
- iv) The Headteacher (or Base Lead/Senior Teacher)
- v) The Headteacher and parent/carers.

6. Actions Specific to Bullying

- 6.1 Children should be made aware that bullying will not be tolerated. They need to talk about and discuss what bullying is, how the victim feels, how 'weak' the bully really is, that it is not part of the ethos of this school.
- 6.2 When it occurs, a clear procedure, known in advance to the children, comes into operation:
- Both bully and victim give a 'report' of what happened.
 - A senior member of staff is involved.
 - Parent/carers are involved.
- 6.3 The victim needs to know there is a sympathetic person with whom he or she can share their problem. A person to whom a victim reports, be it a teacher, midday supervisor or any other adult **must act positively** in support of the victim. The first step in this is to **listen**.
- 6.4 Reported and observed bullying must be logged in the class behaviour record or lunchtime record. This is important in establishing patterns and allowing action to be taken to prevent recurrence. Follow up to reported incidents is necessary to ensure that the victim, who may be seen to have 'grassed', is not bullied again because of that action.
- 6.5 Staff should be aware of introspective, withdrawn behaviour, deterioration of work, repeated absences or general unhappiness in a child that might result from being a victim.

DON'T BULLY THE BULLY!

It is important in dealing with bullies not to model aggressive behaviour. Bullying bullies can have the unfortunate effect of teaching them to use aggressive or even violent means to solve social problems.

7. Review

This policy is reviewed annually to monitor its effective implementation.

Created By: Amanda Turner	Revision number: 1
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