

THE BRIDGES FEDERATION

Behaviour in School



INCLUDING ANTI-BULLYING

If you need any further information on any points made in this booklet please speak to your child's teacher.

Behaviour in School

Working together for success

Vision:

The Bridges Federation aims to provide our schools 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 children 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 schools and wider community. Children 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;
- emphasise personal responsibility;
- create a climate where people are willing to share difficulties and successes.

The Bridges Federation aims to;

- Create a caring and secure environment where all children can develop their moral, social, cultural and spiritual understanding
- Enable children to foster good relations in their own and the wider community by promoting a sense of responsibility, self-discipline, tolerance and independent thinking and where there is proper concern for the environment.

We achieve these aims by,

- Creating a safe, calm, secure and purposeful environment.
- Promoting true partnerships between staff, children and parent/carers.
- Providing a positive, stimulating environment in which children are motivated to learn.
- Respecting the fact that everyone has rights and responsibilities.
- Maintaining and enhancing self-worth.
- Building children's confidence in decision making, and in developing their independence.
- Encouraging children to take responsibility for their own actions.
- Using clear communication, with clear guidelines which are understood by all involved.
- Positive reinforcement of good behaviour.
- Actively encouraging good manners, consideration and courtesy between all members of our schools' communities
- By raising awareness of, and celebrating racial, religious and cultural differences among pupils and staff within our schools.

Our behaviour policy is a whole school policy agreed and implemented by the staff. It is based on key principles of respect for and awareness of oneself, other people and property for the benefit of everyone in the school.

We believe in positively encouraging good behaviour through incentives and rewards.

However, where sanctions are used, children will understand why they are used and sanctions will be appropriate and consistent, and in this respect a whole school approach is clearly vital.

Initially the class teacher is responsible for the well-being of the children in his/her class. This is overseen by the Head of School in each school. The Headteacher then has overall responsibility for the care of the children. The health, safety and well-being, of all members of our Federated schools, is at the heart of promoting a good code of behaviour.

What we mean by good behaviour

- be polite and friendly
- be helpful and considerate
- work hard in reasonable quiet
- play carefully and sensibly outside
- look after each other and our school
- keep our hands and feet to ourselves

This behaviour is encouraged in every area of school activities and children are helped to recognise examples of good behaviour at all times.

How we encourage good behaviour

- use of a zone board in all classrooms (more details to follow)
- positive comment/'smilies'/merit certificates/stickers/mention in assemblies/privileges/chance cards/golden time
- children negotiating their class rules and therefore having an understanding of them, including playground rules
- recognition of good behaviour
- demonstrations and explanations of the behaviour we wish to see by everyone
- a calm and responsive action by adults and children alike
- encouraging children to be responsible for their own behaviour
- letting parents know about children's good behaviour

Stopping inappropriate behaviour

Very occasionally children may forget our aims for good behaviour and be inconsiderate towards others. Everyone in our schools have agreed to try and prevent this happening by:

- reminding children of our schools' aims
- noticing good behaviour as it occurs

Sometimes this may not be enough and depending upon the situation, it may be necessary to deal with persistent misbehaviour by following these steps:

Firstly within the classroom

1. giving effective reminders and reprimands using the negotiated classroom consequences
2. separating the child within the class or moving to an adjacent class for reflection time

3. informing parents
4. implementing a behaviour monitoring system or star chart to encourage a change in behaviour
5. issuing a 'yellow card', which will mean the child being sent to the Headteacher or Assistant Head.

In the playground

1. giving a reminder of acceptable behaviour
2. issue a final warning
3. 'time out' ~ child is asked to wait in a designated place for a given time ~ after discussion of incident they may/may not rejoin the game
4. issuing a 'yellow card' as above

Yellow cards

If a child is issued three yellow cards within a half term it will trigger a further series of events:

1. discussing with the parents ways of helping the child to improve his/her behaviour
2. devising an 'individual behaviour programme' in conjunction with parents, which will help the child to learn appropriate social behaviour
3. contacting behaviour support agencies when necessary
4. separating the child from the class

Last resort.....

In very rare cases it may be necessary to suspend a child. This will only be considered after all other possible avenues have been explored.

Very careful arrangements will be made to ensure that any child returning to school after suspension is helped to behave appropriately.

Exclusion

If the Headteacher or Head of School excludes a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, it is made clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body has a discipline committee which is made up of three members, these must not include parents or staff who have an interest. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Behaviours for Learning – Zone Boards

As schools we want everyone to:

- Be involved in learning
- Aim for achievement at their highest possible level
- Experience and celebrate success

We want all this to happen within an inclusive community where relationships are based on mutual respect. This means that everyone has a responsibility to ensure that:

- Learning is the priority
- Children will display characteristics of the key behaviours for learning: independence, teamwork, creativity, curiosity, resilience and reflection.
- They show respect, courtesy and consideration towards all members of the school community
- They are honest and co-operative with others
- They follow the rules and procedures of the school.

All members of the school community are expected to contribute positively to these aims.

Each classroom will display a zone board (these look slightly different in each classroom but follow the same principles) for behaviour comprising of gold, silver, green, amber and red.

Behaviour Zone Meanings:

GOLD ZONE - Exceptional achievement (work, play, behaviour); displaying key characteristics of behaviours for learning

SILVER ZONE - A super effort / Being kind and considerate / Being very polite and well mannered

GREEN ZONE - Everyone begins the day in green- new day, new start! / Everything is as expected (work, play, behaviour)

AMBER ZONE - Disrupting lessons / Wasting time in lessons / Spoiling other children's playtimes / Talking when the teacher is talking / Not following the rules of the class/school / displaying disruptive behaviour in class or at playtimes

RED ZONE - Continued disruptive behaviour after AMBER zone

Children will always start the beginning of the day in the green zone. This is behaviour which is expected and if a child stays in the green zone all day then this is normal behaviour. Some children may be moved up and down the zone board according to their behaviours for learning.

Behaviour Zone Rewards and Sanctions:

GOLD ZONE

Children who achieve GOLD will:

- Explain the reason for the move to the rest of the class
- Receive a GOLD card to take home that day and a GOLD sticker to wear

SILVER ZONE

Children who achieve SILVER will:

- Explain the reason for the move to the rest of the class
- Receive a SILVER sticker

GREEN ZONE

Children who remain on GREEN all day will:

- Be congratulated by their class

AMBER ZONE

Children who move into AMBER will:

- Have to explain the reason of their move to their class teacher to ensure they know what was wrong with their choice of behaviour; and think about things they could do to make it better next time.

RED ZONE

Children who move into RED will:

- Have to explain the reason of their move to their class teacher to ensure they know what was wrong with their choice of behaviour; and think about things they could do to make it better next time.
- Record the reason in the class behaviour book
- Be sent to the Head of School at an appropriate time in the day to explain their behaviour
- If the child is on the red at the end of the school day they will: Receive a RED letter to take home in order to inform parents.

We encourage all parents to engage with their children to find out how their day has been. It would be a perfect opportunity to link their behaviour at school with a reward or sanction at home.

Restorative Practices

Restorative Approaches are an understanding that we learn best when part of a community.

To do so we need an understanding of how a community works, self-awareness of our responsibilities to that community and shared communication skills.

Ways we do this include:

Check in and Check out - Develop circle skills, taking turns, listening to other,

Icebreakers - Focus attention, enjoy learning and practice social skills

Aims for the day - Develop aspirations, identify skills, achieving goals.

Restorative 'conference' – to resolve issues as they arise.

Parent Support Advisor

If a parent is experiencing difficulties with their child's behaviour they should discuss this with their teacher who is able to support the parent in seeking help and advice.

Parents can also contact our Parent Support Advisor – Mrs Toni Clarkstone through the school offices

Behaviour Concerns Outside School Premises

Headteachers have a specific statutory power to discipline children 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 child. If the behaviour could be criminal or poses a serious threat to a member of the public, the police should be informed.

Allegations against staff

DfE guidance – dealing with allegations of abuse against teachers and other school staff. Guidance for LAs, schools, Headteachers, staff and Governors.

Key points:

- If an allegation is made against a member of school staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned.
- At all stages of consideration or investigation all unnecessary delays should be eradicated.
- In response to the allegation, staff suspension should not be the default option.
- An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate the reasons and justification should be recorded by the school and the individual notified of the reasons.

Parental Relationships

We give high priority to clear communication within our schools and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern, all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. Early warning of concerns should be communicated to the Headteacher or Head of School by the class teacher, so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Parental participation in many aspects of school life is encouraged to develop positive relationships. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation.

Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Attendance

Good attendance is an indicator of a child feeling secure within the school.

The schools track attendance and have a first day response system for those who are absent. Where difficulties cannot be resolved by the school and the parents, outside agencies are involved such as the Education Welfare Officer

Complaints

If parents have any concern about the way that their child has been sanctioned, they should initially contact the class teacher or class teaching assistant. If the concern remains, they should contact the Headteacher, then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. Advice regarding complaints is held within the school's Prospectus.

Reasonable Force

On extremely rare occasions, staff may have to use measures, including reasonable force, to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline within our schools. These occasions are fully documented and reported in line with Norfolk LAs Safe School guidelines.

We follow the Norfolk Steps approach – giving children recovery time and when calm discussing the event and their behaviour with them. Serious incidents are reported to the Headteacher and records made on the Record of Harm form.

If a child shows repeated unsafe behaviour parents are informed and investigations will occur into why. Support and advice will be sought from the School Support Team, PRU or County Advisor for Managing Behaviour [Norfolk Steps]. An Individual Behaviour Plan (IBP), a Risk Reduction Plan and as appropriate an Individual Risk Assessment will be devised based on advice received. If unsafe behaviour repeatedly occurs, it becomes our primary objective to support the child in modifying his/her behaviour.

Our Federated schools can apply appropriate sanction for chosen, pre-mediated, unacceptable behaviour regardless of ability or disability.

Allegations of abuse

Allegations of abuse will be taken seriously, and we ensure we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality. Serious action will be taken against children who are found to have made malicious accusations against school staff including exclusion.

Powers of search

Again, on extremely rare occasions it may be necessary to search for, and confiscate, inappropriate items which are brought into school, or for any stolen property. These will be retained and returned to parents or child as appropriate. This is related to the principle of the safety of all members of our schools' communities and follows government guidance. [Screening, Searching and Confiscation. DfE 2011 Advisory document].

Searching

In incidences when there is concern that a child may be intentionally or unintentionally carrying a dangerous object or substance and they are denying this/not prepared to hand the item to a member of staff, then the school will contact the police and the child's parents immediately. Our Federated schools do have the right to search suspected children for knives or other weapons without consent. However, this will only be done by the Headteacher, Head of School and in the presence of another member of staff.

On the rare occasion when an item clearly appears to have been stolen, the class teacher will discuss this with the class and appeal for the return of the item. Children may be asked to look through their belongings with a member of staff present. For health, safety and safeguarding reasons, staff have the right to look through a child's belongings, with a senior member of staff present, and without the child/parents permission.

Confiscation

A member of staff is permitted to confiscate an item of property belonging to a child if the item:

- poses a threat to others: for example, a laser pen is being used to distract and possibly harm other children or staff;
- poses a threat to good order for learning: for example, a child uses a personal music-player in class;
- is against school uniform rules: for example, a child refuses to take off a baseball cap on entering a classroom;
- poses a health or safety threat: for example, a child wearing large ornate rings in PE may present a safety threat to other children;
- is counter to the ethos of our schools for example, material which might cause tension between one community and another, or
- is illegal for a child to have: for example, racist or pornographic material.

If there are any concerns that confiscation might inflame a situation, degrade or humiliate a child, or give rise to child abuse allegations, then the Head, Head of School should be called for.

Confiscated items will either:

- be disposed of if of no value to the child or anyone else, eg. a scrap of paper;
- be returned at the end of the lesson or day as appropriate;
- need to be picked up by a parent/carer, or be passed onto an external agency.

ANTI BULLING

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our schools. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. We are **TELLING** schools. This means that **anyone** who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments

- Homophobic - because of, or focusing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - All areas of internet ,such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

WHAT TO DO?

It is important that all reports of bullying are taken seriously and responded to quickly and appropriately according to the following procedures.

If a teacher thinks a child is being bullied:

- Talk to the child
- Note their concerns
- Discuss with the child the actions you are proposing to take. This could be:
 - a. Meet with the victim and the bully together
 - b. Speak to the bully on their own
 - c. Agree to record what has happened at this stage, monitor the situation and agree a further meeting with the child
 - d. Speak to one or both parents

Be clear with the child at all times about what will happen and the resolution you expect. It is important that the victim feels happy with your proposed action.

Monitor the situation. If the bullying continues or the situation remains unresolved:

- Speak to the Head of School or Headteacher.
- Agree a course of action. This may involve meeting parents.
- Agree with all parties a resolution and a follow up meeting.

If as a child at the school you feel you are being bullied:

- Tell somebody.
- It's best to speak to an adult you feel comfortable with, a teacher, or your parents who should tell your teacher.
- A teacher will do something about it and they will explain to you what they intend to do and why.
- If the bullying continues tell the teacher again or another adult, for example another teacher, the Head of School or Headteacher.
- Adults will take what you say seriously and try to sort it out.

If as a parent you are worried that your child is being bullied:

- Tell your child's teacher. The school has a procedure to deal with bullying, which will be followed, and you will be kept informed.
- Let the school know quickly and always speak to the school first rather than trying to sort out the problem out yourself. Usually more than one family is involved and the school can act in the best interests of everyone.

- If you feel that the situation is not resolved speak to the Headteacher.

If you think your child is bullying others, please raise the matter with the Assistant Head who will be able to support and advise you.

The schools is committed to:

- Opening up the issue of bullying through whole school and classroom discussion. The school council is also involved in this.
- Awareness raising and monitoring of bullying by taking part in Anti Bullying week activities.
- Involving parents in supporting the school in dealing with bullying.
- Supporting the child experiencing bullying.
- Supporting children in changing their behaviour, both in terms of bullying behaviour and empowering children to deal with bullying behaviour.
- Ensuring children who witness bullying do not tolerate, or keep silent about it, but will speak up.

Through this commitment we will:

- Monitor and reduce the incidence of bullying.
- When bullying occurs, take measures to ensure it is resolved

Emergencies

In the classroom the primary concern is the safety and welfare of everyone. If possible escort the offender to the Head of School, Headteacher or to the nearest senior teacher but if the class cannot be left, a reliable child should take a message/red card to the Head of School or Headteacher or another adult.

Home School Agreement

Parents / Carers and their children by accepting a place at our schools agree to the Home/School Agreement which defines acceptable standards of behaviour between individuals. This contract makes clear exactly what is expected of children.

Annual reminders are sent out so that everyone knows what they can and cannot do.

Monitoring

We recognise that much of what we do in our schools requires constant reinforcement.

Therefore our monitoring focuses on effective management of behaviour rather than the decline of discipline problems.

Monitoring occurs:

- informally through adult contacts
- formally through staff meetings, pupil records, records of support, parental consultations and annual reports.

Mobile Phones

For reasons of personal safety and child protection, children 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.

