



Behaviour Policy

Effective Jan 2015



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THIS POLICY AIMS TO STOP UNWANTED OR UNACCEPTABLE BEHAVIOUR

Bullying, of any form, is not tolerated at Summerlea School.

LISTEN – ACT - BELIEVE



1. Behaviour

1.1 Aims and Expectations

It is a principal aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has well established Golden Rules and a shared set of values which underpin expectations and ethos. It is a means of promoting nurturing relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Our Golden Rules are:

- WE TREAT OTHER PEOPLE WITH RESPECT
- WE LOOK AFTER OUR SCHOOL
- WE ARE KIND, POLITE AND WELL MANNERED
- WE SET A GOOD EXAMPLE TO EVERYONE
- WE SUPPORT EACH OTHER

Our values are known as 'The Summerlea Seven' and are as follows:

- Honesty
- Equality
- Aspiration
- Respect
- Resilience
- Responsibility
- Trust

(Three Rs – within 'HEART')

We will treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community and society.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote excellent behaviour, using positive discipline.



1.2 Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways, for example:

- Smile
- Public or private praise
- Stickers
- Reward certificates
- Work and achievements on display (not just academic)
- Child is sent to another member of staff for praise
- Parent is informed
- Star Pupil certificate
- House points
- Class reward
- Postcard home
- Desk award

The school employs a number of sanctions to enforce The Golden Rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Possible sanctions include:

- A look of disapproval
- Verbal comment
- Warning by outlining the child's choices and possible consequences
- Reasoned explanation of why the behaviour is unacceptable followed by an appropriate sanction e.g. a verbal or written apology, repetition of an unsatisfactory task.
- Removal of part of Golden Time
- The child is moved to an alternative place within the class
- Part of playtime is missed or restricted
- The child is sent to the Team Leader, Senior Leader or Head Teacher
- Parents are informed by the teacher
- Individual targets are set and monitored by staff for a specified period of time
- Internal exclusion. The child may be placed in an alternative class for a specified period of time, where they have no contact with their class. They do not participate in playtime.
- Temporary exclusion from school
- Permanent exclusion from school

1.3 Recording and Monitoring Behaviour Incidents

Significant behaviour incidents are logged on Blue or Orange Cards (see separate guidance for staff regarding recording information on Blue and Orange Cards).

Behaviour incidents where one child is deliberately unkind to, or harms another child (perceived as deliberate or not) are logged on Orange Cards (as are incidents reported to us by parents when one child is 'accused' of harming or being deliberately unkind to another).



1.4 Expectations and Procedures

We expect all children to follow The Golden Rules. If we feel a child has not done so we explain the behaviour that we do not like and outline their choices and the consequences.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child misbehaves repeatedly or disrupts the learning of others, we will always give a warning, and should the behaviour continue, we may isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. Golden Time may also be taken away as part of a sanction, as may playtime or another privilege.

The safety of all children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and ensures all pupils are in a safe environment.

If a child threatens, hurts or is deliberately unkind towards another pupil, the incidents are recorded (as described above).

When unwanted behaviour occurs the sanctions as described above, are followed.

Class teachers use the PSHE curriculum and the Nurture Programme to ensure that children develop self-awareness, self-esteem and empathy for others. The staff follow principles from the Nurture Programme and school Values to ensure a firm, fair and consistent approach to behaviour issues.

All members of staff are aware of the regulations regarding the use of restraint. Staff only intervene physically to restrain children or to prevent injury to a child, if a child is in danger of hurting him/herself.

The actions that we take are in line with government guidelines on the restraint of children (Team Teach Training has been undertaken by the vast majority of staff).

Taking account of Special Educational Needs, Disability and circumstances of other vulnerable children when applying the Behaviour Policy

The focus here is on children with Special Educational Needs or Disabilities (SEND) but also includes certain other groups considered by OFSTED as 'at risk' within the education system:

- minority ethnic and faith groups
- travellers, asylum seekers and refugees
- pupils who need support to learn English as an additional language.
- children in public care
- sick children - young carers
- children from families under stress
- any other students at risk of disaffection and exclusion



- All of these groups may at some point require us as a school to take into account their individual needs and circumstances when applying our behaviour policy.

For example:

- A child on the autistic spectrum is disciplined for making personal comments about an adult's appearance. The student has no sense that such comments can be hurtful and should be avoided.
- A looked after child is sent out of class after an emotional outburst. The night before she had been told by her social worker that her foster family could no longer keep her and that she would shortly be moving to another family and school.
- Legislation makes it unlawful for schools to discriminate against disabled pupils on grounds of their disability.

Disabled children are those who have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The definition is broad and includes learning difficulties and health conditions. Some children with social, emotional and/or mental health difficulties may also be considered disabled. Such disorders do not have to have been officially diagnosed in order for a child to be classified as disabled; the impairment simply needs to exist.

As a result we need to be aware that there are circumstances in which some children may be treated differently from others, and why. We will always take children's additional and special educational needs and disabilities into account, making reasonable adjustments where necessary. In these circumstances the Behaviour Policy should be read alongside our SEND policy.

1.5 The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that The Golden Rules are understood and adhered to in their class, and that their class behaves in a respectful and responsible manner at all times during the school day.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children are supported to work to the best of their ability.

Class teachers keep records of behaviour incidents on Blue and Orange cards. Regular team meetings ensure that vulnerable pupils, and those experiencing difficulties with behaviour, are monitored, supported and known to the Senior Leadership Team and wider staff team.

It is the responsibility of the class teacher to liaise with the parent or carers of pupils regarding behaviour. S/he may also liaise with the Inclusion Team who may involve external agencies as necessary to support the pupil.



The class teacher regularly reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of their child.

1.6 The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher and Senior Leadership Team keep records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term external exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both of these actions are only taken after the school governors have been informed.

1.7 The Role of Parents/Carers

The school wishes to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

Our Golden Rules are explained to all children on a regular basis, and we expect parents to support them.

We expect families to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We aim to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to address behaviour issues, parents/carers should support the actions of the school. If parents/carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Team Leader before the Headteacher or Senior Leader and then the school governors. If these discussions cannot resolve the problem, a formal complaint may be undertaken.



1.8 The Role of the Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

1.9 Fixed Term and Permanent Exclusions

Only the Headteacher (or the acting Head teacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it 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 Local Education Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has a duty to assemble a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

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

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

1.10 Monitoring

The Headteacher with the Senior Leadership Team, and other staff, monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the



effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher keeps a record of any pupil who is internally or externally excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.



2. Bullying

2.1 Aims and Expectations

Summerlea School aims to create for every pupil a stable, happy and caring environment within which to develop self-confidence, self-respect, tolerance and empathy for others. All have the right to join in any activity without being hindered by the behaviour of any other person or group.

Aims:

- All governors, staff, pupils and parents/carers should have an understanding of the shared whole-school definition of bullying (created in consultation with all stakeholders).
- All governors and staff should know what the school policy is for behaviour and anti-bullying.
- As a school we take seriously any incidents during which a child has been deliberately harmed (either physically or emotionally). Pupils and parents/carers should be assured that they will be supported when incidents are reported.
- Incidents resulting in harm to any of our pupils will be fully investigated and dealt with according to this policy.

Bullying:

- Is unacceptable.
- Happens in every school and national studies show that bullying occurs widely.
- Can detrimentally affect a large group of people in some cases.
- Affects people who may be drawn in by group pressure (and this may be as a result of social media and networking).
- Is not an inevitable part of school life, will not be tolerated and will always be acted upon.
- Does not usually sort itself out.

We all agree to be active and work together to make school life safe and secure and happy for all pupils.

2.2 What is Bullying?

Bullying is defined by our school (all stakeholders have been consulted) as:

Pupils Definition (created in consultation with School Pupil Council representatives)

Bullying is done on purpose and it makes you feel threatened or intimidated. It can be done by one person or group of people. Bullying is when something happens more than once and it continues. Bullying can happen in or out of school. It can be physical; it can be emotional, where your feelings are hurt. Bullying can happen through using phones, computers and the internet. Bullying can be



whispering behind people's backs and teasing that goes on and on. Bullying can be damage to your personal property or when you are excluded all the time from games. Bullying can be when you are called names or nasty words. It can be when people use negative body language and facial expressions. Bullying can lead to people feeling frustrated or angry, possibly causing people to lash out and get into trouble.

Summerlea Adult Definition (created in consultation with Teachers, Teaching Assistants, Learning Support Assistants and Governors)

Bullying is a deliberate attempt to intimidate another or harm them physically or emotionally. Bullying occurs when there is an imbalance of power and one party feels threatened by another. Bullying is sustained and happens over a period of time. Bullying is repetitive and can take the form of any of the examples in the list below.

Having asked the views of all **Summerlea Parents/Carers** concerning behaviour in school, the majority of parents/carers who responded consider bullying to be:

Deliberately causing hurt (either physically or emotionally) – 100% agree Posting an image or comment on line to cause upset or humiliation – 94% agree

An imbalance of power where one child feels they can't defend themselves – 91% agree Unwanted repetitive attention – 86% agree

Anti-Bullying Alliance Definition (taken from the ABA Website)

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It includes behaviour such as name calling, spreading hurtful rumours, excluding someone from groups, taking possessions or money, hitting, pushing or kicking and unwanted sexual touch. Cyberbullying has the same effect as face to face bullying but takes place over the internet or through phones. Bullying is often driven by prejudice and can be targeted at someone's gender, culture, religion or perceived sexuality. Children and young people may also find themselves a target because of a disability, disfigurement or illness.

Types of bullying to be aware of are:

- Emotional - being repeatedly unfriendly, excluding, tormenting
- Physical – repeatedly pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Religion/Culture – because of, or focusing on the issue of difference
- Sexist/Sexual - unwanted physical contact or sexually abusive comments



- Homophobic - because of, or focussing on the issue of sexuality
- Disabilities/Special Educational Needs – because of, or focusing on the issue of disability
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - the use of Information and Communication Technology (ICT) and Social Media to deliberately upset and/or influence someone else

(This list has been taken from the Anti-Bullying Alliance)

2.3 Signs and Symptoms of Bullying

A child may indicate that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school
- becomes withdrawn, anxious, or lacking in confidence
- begins to do poorly in school work
- has a desire to remain with adults
- shows changes in their behaviour
- increased visits to the medical room

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and should be investigated.

2.4 The School's Approach

All members of the schools' community must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

The reasons for bullying will vary from cases to case so it would not be appropriate to use the same response on every occasion.

Our aim will be for the person harming another to recognise and stop his/her behaviour and to support both parties following the incidents.

Should any member of staff receive information about an alleged bullying incident, they will pass this information directly to the child's class teacher. The class teacher will inform their Team Leader. Together they will decide steps for investigation.

These steps may include:

- Talking to the children involved
- Informing the Headteacher
- Informing parents/carers of all children involved



- Setting up a meeting between the children involved, where apologies will be made and actions to resolve the situation, will be agreed
- Devising a support programme for either/both pupils, if appropriate
- Arranging a follow up meeting with parents/carers (more than one meeting may be required if the matter is not immediately resolved)
- Arranging a follow up meeting with the children concerned, if appropriate

Possible sanctions to be used where children have deliberately caused harm or distress to others:

- Internal exclusions.
- Child placed 'on report' with either Team Leader or Head Teacher
- Monitored and/or limited play times.
- Removal of the privilege of accessing the Internet in school.
- External exclusion from school at lunchtime.
- External exclusion from school.
- Involvement of the police.

Summerlea CP School will:

- Help all children develop positive strategies and assertion (through PSHCE curriculum and circle time activities)
- Allocate a member of staff who will regularly monitor the situation and support the children concerned.
- Use peer group pressure to actively discourage bullying.
- Break up groups if they are discovered, in which bullying behaviour has occurred.
- Involve parents at an early stage.
- Be equally concerned about bullying outside of school.
- Request help from outside agencies if necessary.
- Involve the police if necessary.

2.5 Guidance For Parents/Carers

If you think your child is unhappy as a result of the behaviour of another child, please inform the school immediately and in the first instance, ask for a meeting with the class teacher.

If you are unhappy with the outcome of this meeting, please request a further meeting with the Team Leader for your child's year group.

If you are dissatisfied with the outcome of this further meeting, please request a meeting with a member of the Senior Leadership Team or the Head teacher.

If you are still dissatisfied, please request a meeting with a Governor to talk about your problem.



Please allow the school time to investigate the problems thoroughly. Parents/carers will be regularly informed of the progress of any investigation.

All reports will be investigated as a matter of priority.

3. Cyber-Bullying

3.1 Strategies to Prevent Cyber-Bullying

At Summerlea School we will work together to raise awareness and promote understanding about cyber-bullying:

- Pupils will learn about cyber-bullying through PSHCE, assemblies, anti-bullying week activities, the ICT curriculum and other curriculum projects.
- Pupils will sign an Acceptable Use of ICT contract when beginning to use emails in Year 3.
- Parents will be provided with information and advice on how to combat cyber-bullying.
- All reports of cyber-bullying will be investigated, recorded, stored in the Headteacher's office and monitored regularly.
- The Local Authority can provide support and assistance in dealing with incidents of cyber-bullying and can be contacted by staff and parents.
- The police will be contacted in cases of actual or suspected illegal content.

3.2 Procedures for Staff when dealing with Cyber-Bullying

Staff will:

- Record incident on Orange Card and make known to Headteacher and eLearning coordinator.
- Make sure the child knows not to retaliate or return a message (if relevant).
- Ask the child to think about what information they have in the public domain.
- Staff to keep relevant evidence for any investigation (e.g. messages, images and perhaps by taking screen capture shots and noting web addresses of online cyber-bullying instances).
- Check the child understands simple ways to prevent it from happening again, e.g. by changing contact details, blocking contacts or leaving a chatroom.
- Take action to contain the incident when content has been circulated. If we know who the person responsible is, ask them to remove the content. Contact the host (e.g. the social networking site) to make a report to get the content taken down.
- Use disciplinary powers to confiscate phones that are being used to cyber-bully. Ask the pupil to tell you who they have sent messages on to.
- In cases of illegal content, contact the police, who can determine what needs to be kept for evidential purposes.



This policy was approved by the Governing Body of Summerlea Community

Primary School on:

Signature of Chair of Governors:

Signature of Headteacher:



Policy Review Form

Please complete this section when reviewing and updating this document.

Author	Name	Date
	FGB	November 2012
Reviews	Name	Review Period (to be carried out every 2 years)
	Karla Strong and Jane Blackman	October 2012 – January 2013
	Karla Strong	January 2015 – December 2017

Information

Source	Name	Date
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Change

Control	Sections Amended	Author	Date
	1.2 Rewards and Sanctions	KS	Jan 15
	1.5 Inclusion Team	KS	Jan 15
	1.1 Golden Rules added	KS	Jan 16
	1.4 Reasonable adjustments for SEND	KS	Jan 16

