



Positive Behaviour and Anti-bullying Policy

The following policy has been produced through consultation with children, parents, governors and staff.

At Rotherhithe Primary school we have a safe, calm and caring learning environment where mutual respect prevails enabling all adults and children to work cooperatively.

We treat others how we would like to be treated ourselves and take responsibility for our own actions.

In January 2012 we agreed with pupils, staff and parents, our 5 values that is part of all we do at school. The school council led on this consultation

Our Values are:

Courageous, Caring, Ambitious, Resilient and Empathetic

Aims

At Rotherhithe Primary School we aim to:

- Provide people with a safe environment where they are able to learn effectively and feel confident to tackle challenges in their learning.
- Promote intrinsic reward leading to children's growing sense of internal motivation (i.e. doing something for its own reward rather than an external one).
- Provide an environment in which staff, pupils and parents have the ability and security to ask for help when it is needed.
- Ensure all feel secure at school.
- Deal with problems calmly and resolve conflicts fairly.
- Foster positive self esteem and the confidence to deal with negative behaviour from others.
- Empower students by teaching them strategies to deal with unkind words or actions.
- Promote good citizenship, within the school, local and global communities.

Principles for promoting good behaviour

We recognise that when dealing with behaviour different situations may call for different responses. However there are certain principles that underlie our interactions with each other and the way we respond to situations:

- Everyone should be treated with respect and fairness.
- Everyone should speak politely to each other.
- Everyone should have cooperative learning as their focus.
- Everyone should take responsibility for their own behaviour.
- Everyone should aim to resolve conflicts peacefully with peer/adult support if needed.
- Everyone should promote a caring attitude towards others and their environment.
- Everyone should have high expectations of their own behaviour and that of behaviour of others.
- Staff should have effective organisation that promotes clear routines.

- Staff should communicate high expectations that are in line with established rules.
- Staff should promote the understanding that behaviour should be appropriate to the particular situation you are in, for example some playground behaviour is different to classroom behaviour.
- Staff should highlight the link between good behaviour and effective learning.

1) What classroom strategies and procedures do we use to promote positive behaviour?

There are many things that we do to achieve positive behaviour in our classrooms and around school, for example we:

- At the beginning of each year all class teachers and their pupils establish their own classroom rules together. This allows for ownership and makes it more relevant to each class. Teachers are reminded and encouraged to use the two headline rules as a basis for these discussions.

Headline Rules:

1. Listen to and do as all school staff ask you.
 2. Keep hands, feet and objects to yourself.
- Model appropriate behaviour to children and adults.
 - Differentiate work so that children are challenged appropriately.
 - Negotiate and display class and school rules.
 - Have class behavioural targets, as appropriate.
 - Consider behaviour when laying out the classroom and seating children.
 - Ensure that children understand rewards and consequences, alongside rights and responsibilities.
 - Use support staff to observe behaviour, focus children, reinforce positive behaviour and discuss negative behaviour.
 - Teach the PATHs programme to pupils to help them recognise feelings and teach them how to manage them
 - Give specific and explicit praise both verbally and in writing.
 - Use of the behaviour ladder in all classrooms, by the learning mentors, EMAG teachers and also in the office by AH/DH/HT.
 - Reward children for positive behaviour, including the use of stickers, certificates, 'star of the week' display boards, marbles in a jar, star charts and/or 'golden time'.

- Focus on positive reinforcement, including using proximal praise.
- Use deflection skills to divert children with poor behaviour.
- Share clear expectations explicitly with children, for example, what is 'good' and use positive phrasing when requesting appropriate behaviour.
- Give responsibilities to children who consistently demonstrate good behaviour.
- Give students the opportunity to acknowledge and encourage positive behaviour in their peers.
- Enable children to make positive decisions by giving them restricted choices.
- Devote some curriculum time to circle time/class meetings.
- Give children thinking time to consider their actions, think of solutions and give alternative positive behaviours (as used on the behaviour ladder).
- Communicate behaviour with parents through discussion, both formally and informally.

2) What school wide strategies and procedures do we use to promote positive behaviour?

In order to give children positive peer role models, support classroom systems and promote the feeling of our own school as a community we use school wide strategies and procedures to achieve positive behaviour.

a) Reward systems

- Use of the termly *Achievement Awards* to celebrate Knowledge, Skills and Attitude towards learning. Certificates being presented in weekly 'Purple Book' assembly where parents are invited to attend.
- Children who do not drop down the ladder are praised and receive in class rewards (Reward children for positive behaviour, including the use of stickers, certificates, 'star of the week' display boards, marbles in a jar, star charts and/or 'golden time')
- Children move down the behaviour ladder as their behaviour deteriorates and are able to move up (a step at a time) when their behaviour improves. This will be done at the discretion of the class teacher.

b) Consequences (Appendix 2)

Step 1

Children take 5 min Time Out in class. They should use this time to think about their behaviour and be ready to continue their learning.

Step 2

Children may be sent to take 10 min Time Out in Buddy Class. They use this time to complete the reflection sheet (see Appendix 1). Children need to be ready to continue their learning when they go back to their own class.

Step 3

Children are sent to their phase leader/assistant head with a note explaining what happened. Please ensure children take their learning with them must be completed or at least worked on (Maximum of 15min).

Step 4

Children are sent to the office to see the DH/ HT. Children might lose their play or receive detention. Class teachers should talk to parents informally. After school detentions (normally until 3:30) can only be given with the prior agreement of the DH/ H and agreement must be sought from the parent/carer. After school detention is not normally appropriate for children below Year 5.

Step 5

Children are sent to DH/ HT.
Might lead to detention or exclusion (internally or externally).
Parents will be informed. Serious incidents will be recorded and logged in the behaviour folder, kept in Galiema's office.

The behaviour ladder is to be used to promote good behaviour. More serious offences need more immediate attention and would require children to be placed on the appropriate step. Please use the guidance provided as an appendix to this document, to support your decision. Should you require any further help or support please talk to the Leadership Team.

During Playtimes

Lunchtime supervisors and Learning Mentors supervise lunchtimes

Poor behaviour is dealt with using the following steps for all members of staff:

Step 1 - child centred approach

We take into account the need of all the pupils whether they are the instigators or the targeted pupil i.e. SEN, LAC, CP taking into account that our pupils understanding will differ and approaches need to be tailored to suit to get to a fair outcome for all.

Step 2 - Peer mediators

Pupil to pupil problem solving for low level disputes. Pupils are identified by Learning Mentors for Peer Mediator training, complete a 6 week programme and after successful completions are timetabled for lunchtime duty.

Step 3 - Conflict resolution

Pupils are asked to find a peaceful solution to a disagreement among themselves. When a dispute arises, often the best course of action is negotiation to resolve the disagreement.

Step 4 - Restorative justice - tailored for primary school age

We use a system based on moral justice which allows for a process of reflection with an appropriate staff member to think about other ways in which the behaviour and outcome could have been avoided, so all parties involved could have had a more positive outcome.

Step 6 - Cause and effect

We explain to our pupils the effect their poor choice has on the targeting pupil for their sake to reflect on and for the targeted pupil to gain an understanding of why it happened to them.

Step 7 - accountability

Pupils have to take responsibility for their actions by means of discussion, explanation, expectations followed by apology to the targeted pupil and/or adults involved.

Step 8 - fresh start approach

An opportunity to start over without prejudice by all adults and children involved

Step 9 - reflective time out - sole or with peers

Pupil is requested to have a time out period as directed by an adult to think about their actions, it can also be used as a cooling down period or as a way of encouraging peer support

Kindness awards

This is an incentive used to encourage pupils to challenge themselves to show an act of kindness towards another pupil, particular acts of kindness are acknowledged in a weekly segment incorporated in the KS assemblies were parents are invited, certificates are awarded and a photograph displayed in a communal area of the school of child and their award.

Sanctions

Children who are unable to be supported by these approaches are referred to Head of School where consequences for poor behaviour is documented and a sanction given i.e. lost playtime, lunchtime, detention during or after school, letter home to parents , in extreme cases exclusion from school.

3) Conflict Resolution

In January 2013 we introduced the Highscope conflict resolution steps to our staff and pupils. We encourage children to take ownership of their feelings and behaviour and these steps support them in resolving conflict with their peers.

CONFLICT RESOLUTION STEPS

Approach calmly, stopping any hurtful actions. Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than take sides.

Acknowledge children's feelings. Say something simple such as "You look really upset;" let children know you need to hold any object in question.

Gather information. Ask "What's the problem?" Do not ask "why" questions as young children focus on that what the problem is rather than understanding the reasons behind it.

Restate the problem: "So the problem is..." Use and extend the children's vocabulary, substituting neutral words for hurtful or judgmental ones (such as "stupid") if needed.

Ask for solutions and choose one together. Ask "What can we do to solve this problem?" Encourage children to think of a solution but offer options if the children are unable to at first.

Be prepared to give follow-up support. Acknowledge children's accomplishments, e.g., "You solved the problem!" Stay nearby in case anyone is not happy with the solution and the process needs repeating.

4) Support systems

Some pupils may find appropriate behaviour challenging. We have many support systems in place to further assist children in displaying positive behaviour. These include:

- Learning Mentors
- Safeguarding and Intervention officer for input into pastoral support programmes
- 'Behaviour Books' may be used as a short term strategy. SMT should always be consulted prior to using one. Up to 3 positive targets will be put in place. Following a meeting with the child's carers/parents the book will be used to track behaviour over a set period of time with the day split into smaller chunks.
- Attendance officer
- Inclusion Leader (Positive opportunity programmes)
- Educational Psychologist
- Behavioural support team/ safeguarding team who meet once a week and consider which children need further support, monitoring and intervention beyond normal day to day class routines. A log is kept and updated termly.
- Home-school support worker
- Community police liaison officer
- Other outside agencies that carry out specific behavioural programmes with small groups or whole classes, such as drama groups.

Restraining children

Despite using a range of strategies and procedures to obtain positive behaviour, including warning children and repeating requests, there may be times when a staff member needs to physically restrain a child. When there is urgent risk, for example when a child is disruptive and there is direct risk to people or property, staff may need to try to deal with the situation through the following strategies.

Staff may:

- lead by the hand or arm
- shepherd a child away by placing a hand in the centre of the back; or (in exceptional circumstance) using more restrictive holds
- also in exceptional circumstances take any necessary action of 'reasonable' force.

Staff should not:

- Hold a child around the neck, or by the collar or in any way that might restrict the ability to breathe
- Slap, punch or kick
- Twist or force limbs against a joint
- Trip a child up
- Hold a pupil by the hair or ear
- Hold a child down
- Hold or touch a child in a way that might be considered indecent

Incidents of exceptional circumstance, where staff have had to use physical force should be noted and the Head Teacher informed. (Incident sheets could be used for this purpose.) Incidents where injury has occurred to the child or adult should be recorded in the Accident Report Book, in the school office, and the parent should be notified.

Where we are aware that a child is likely to behave in a way that may require physical control or restraint we will develop an individual behaviour management plan involving the parent/s, if possible.

For some children we recognise that physical contact is particularly unwelcome, because of their cultural/religious background or history of abuse. We aim to deal sensitively with these children.

Anti-bullying

We believe that the above aims, principles, strategies and procedures will counteract bullying and establish positive behaviour within our school. However incidents of bullying can occur in school and they are treated seriously. Below we have included further details that deal specifically with bullying. They work within the context of the 'Positive Behaviour' policy as a whole.

How do we define bullying?

Bullying is a subjective experience and can take many forms, including physical and emotional bullying, making it extremely difficult to define.

We believe that bullying is deliberate hurtful behaviour, often unprovoked and typically repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying reflects imbalance and misuse of power between the bully and the person being targeted. More than one bully and more than one victim may participate in the interaction.

What behaviour classifies as bullying?

Bullying can involve many types of behaviour. Examples include the following:

- Children that are singled out for being different and not conforming e.g. fashion, disability, homophobic comments, size.
- Persistent name calling
- Exclusion from social groups, negative body language and/or nasty looks
- Being made the subject of malicious stories
- Racist/sexist remarks both direct and indirect
- Physical violence
- Threats from the outside, "I'm going to get my brother on you."
- Undermining family and social status
- Ridiculing
- Threatening behaviour, including text or bullying on social sites

How do we enable children to deal with bullying?

Anti-bullying is specifically taught in PHSCE, including in circle times, but can also be integrated into the curriculum in other areas, including the following:

- PATHS programme
- Music - anti-bullying raps
- RE - feelings, being excluded
- Literacy - hot seating, plays/script writing/using stories
- Drama - dealing with bullying situations
- P4C (Philosophy for children)
- Art - mood drawings
- History - e.g. Ancient Greece citizens and slaves, Victorian workhouse
- PE/Dance - movements to reflect moods
- Assemblies

How do we deal with bullying?

Strategies that may be used with a child who feels bullied:

- Use playground friends to create a 'safe' group to play with
- Create an approachable environment
- Teach steps to take if he/she is bullied
- Have a 'thought box', for example if a child is too shy to say he/she is being bullied they can write it down
- Peer mediation
- Identify and agree approachable adults that the child can go to if he/she is bullied

Strategies that may be used with a child who is perceived as bullying:

- Model desired behaviour
- Help to identify situations and places where negative behaviour is less likely to occur and encourage them towards these areas
- Individual who bully to miss playtimes until they can behave in a safe manner

- Zero tolerance
- Parental Support
- Sanctions according to the 'positive behaviour policy'.

Strategies for both children may include:

- Conflict resolution steps
- Role play and encouraging a listening culture
- Build relationships between children through 'fun' activities
- Discussion with victim and perpetrator, with one to one mentoring where necessary e.g. why does the bully bully?
- We consider the appropriateness of labelling children 'bully' or 'victim'
- Ensure the children know that the situation is being taken seriously
 - Making other adults aware of situation (needs of victim and perpetrator)
 - Range of letters to alert parents to situations
- Learning mentor support
- Clear class and school ethos in what is acceptable and unacceptable behaviour
- Involvement in social skills group - playing games, turn taking etc
- Educate parents and carers, as well as the child
- Encourage involvement by outside agencies (Bubble theatre, Samaritans, NSPCC, Childline)

Procedures

All racist, homophobic and anti-disabled incidents must be reported to the Leadership Team who will complete a monitoring form.

Prevention of bullying incidents with adults

To prevent bullying, the school operates an open door policy welcoming staff and parents and encouraging discussion.

Procedure

- Grievance procedures for adults who feel bullied within the school
- Employees assistance program for advice
- Guidance meetings between head teacher and member of staff
- Union intervention
- Banning adults from school premises
- Use of outside agencies

- Use of police liaison service

Verbal Warning /Step 1 Behaviours	Step 2 Behaviours
<ul style="list-style-type: none"> ▪ Low level disruption in class ▪ Eating sweets/chewing gum ▪ Inappropriate toilet use ▪ Disrupting assemblies ▪ Not lining up sensibly ▪ Fidgeting in class ▪ Dropping litter ▪ Disrupting other children in class ▪ Not listening to instructions 	<ul style="list-style-type: none"> ▪ Continuous/ persistent Stage 1 behaviours ▪ Play fighting ▪ Minor rudeness and answering back ▪ Flicking pencils or other objects ▪ Breaking rules and hurting others ▪ Throwing things ▪ Inappropriate language (swearing) or hand signs – <i>not</i> directed at another person ▪ Spitting on the floor ▪ Refusing to do as you are asked ▪ Damage of school property ▪ Winding other children up ▪ Cussing ▪ More serious disruption ▪ Unkindness

- Intervention of school staff

Appendices to this policy
 Proformas to support behaviour
Reflection sheet
List of Steps 1-5 behaviours

<p style="text-align: center;">Step 3 Behaviours</p> <ul style="list-style-type: none"> ▪ Leaving the class without permission ▪ Persistent uncooperative behaviour ▪ Fighting in class ▪ Repeatedly refusing to do as asked ▪ Provoked attack ▪ Name-calling ▪ Spitting on a child ▪ Persistent lying ▪ Inciting or encouraging a fight ▪ Inappropriate use of internet 	<p style="text-align: center;">Step 4 Behaviours</p> <ul style="list-style-type: none"> ▪ Repeated fights ▪ Fighting and not stopping ▪ Leaving the premises without permission ▪ Unprovoked attack ▪ Hurting an adult or child ▪ Homophobic name-calling ▪ Racist or sexist name calling at an adult or child ▪ Persistent use of sexualised language ▪ Repeated bullying ▪ Having a lighter or matches in school ▪ Having a knife / sharp object in school ▪ Bullying ▪ Dangerous behaviour ▪ Deliberately hurting a child ▪ Swearing <i>at</i> an adult / child ▪ Stealing ▪ Repeated inappropriate internet use ▪ Biting ▪ Major rudeness and answering back
<p style="text-align: center;">Step 5 Behaviours</p> <ul style="list-style-type: none"> ▪ Repeated / persistent stage 4 behaviours ▪ Causing serious injury through play fighting or fighting. ▪ Any persistent stage 4 behaviours 	

Appendix 2

Time to Reflect

Name:

Class:

Date:

Time:

What did I do?	What rule did I break?
----------------	------------------------

<p>Why did I do it?</p> 	
<p>What could I have done differently?</p> 	<p>What can I do to fix it up or make it better?</p> 

Please feel free to discuss any issues of poor behaviour with the LT at anytime should you be unsure of how to deal with an incident.

Playtime Offences and Sanctions

Children's names will be written on a whiteboard which will be kept in the playground. The names will be removed after every playtime. This is to ensure that all adults in the playground are informed about previous 'offences'.

Appendix 3

<p style="text-align: center;">Verbal Warning / Step1</p> <ul style="list-style-type: none"> ▪ Low level disruption (e.g. disrupting others' games, being unkind to others, leaving others out etc) ▪ Eating sweets/chewing gum ▪ Inappropriate toilet use ▪ Not lining up sensibly ▪ Dropping litter 	<p style="text-align: center;">Step 2</p> <ul style="list-style-type: none"> ▪ Continuous/ persistent Stage 1 behaviours ▪ Play fighting ▪ Minor rudeness and answering back ▪ Breaking rules and hurting others ▪ Throwing things ▪ Inappropriate language (swearing) or hand signs ▪ Spitting on the floor ▪ Refusing to do as you are asked ▪ Damage of school property ▪ Winding other children up ▪ Cussing ▪ More serious disruption ▪ Unkindness
<p style="text-align: center;">Step 3</p> <ul style="list-style-type: none"> ▪ Continuous/ persistent Stage 2 behaviours ▪ Persistent uncooperative behaviour ▪ Fighting ▪ Repeatedly refusing to do as asked ▪ Provoked attack ▪ Name-calling ▪ Spitting on a child ▪ Persistent lying ▪ Inciting or encouraging a fight 	<p style="text-align: center;">Step 4</p> <ul style="list-style-type: none"> ▪ Repeated fights ▪ Fighting and not stopping ▪ Unprovoked attack ▪ Hurting an adult ▪ Racist name-calling ▪ Homophobic name-calling ▪ Racist or sexist name calling at an adult ▪ Persistent use of sexualised language ▪ Repeated bullying ▪ Having a lighter or matches in school ▪ Having a knife in school ▪ Bullying ▪ Dangerous behaviour ▪ Deliberately hurting a child ▪ Swearing at an adult ▪ Stealing ▪ Biting ▪ Major rudeness and answering back ▪ Damaging school property
<p style="text-align: center;">Step 5</p> <ul style="list-style-type: none"> ▪ Repeated / persistent stage 4 behaviours ▪ Causing serious injury through play fighting or fighting. ▪ Any persistent stage 4 behaviours 	