

Smithy Street Primary School Behaviour and Anti-bullying Policy



Approved by staff and governors Mar 2018

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Smithy Street School Behaviour Policy

This policy was written in consultation with the whole of the school community, including children, staff, parents, governors and external experts. At Smithy Street School we believe that without positive behaviour our children will not be able to access the full National Curriculum to which they are entitled.

We are also took advice from the following DFE guidance tilted behaviour and discipline in schools.

Please note that this DFE guidance, amongst other things, covers the following:

- Conduct of pupils both inside school **and outside** the school gates
- Confiscation of inappropriate items
- Power to use **reasonable force**

We also follow the following DFE guidance related to searching, screening and confiscation of items. Please see the school's 'Searching, screening and confiscation policy' for more information.

Aims:

- At Smithy Street we aim to ensure that our school environment and the relationships between children, staff and parents reflect a friendly, respectful, safe and positive ethos. The ultimate aim is self discipline for all.
- We aim to encourage all children to take responsibility for their actions and for their behaviour.
- We aim to establish a school culture where all members of the community regard bullying and racist behaviour as extremely serious. We always take firm action against it.
- We aim to establish a school culture where children are encouraged to stand up against bullying and racist behaviour, both for themselves and for others.

Preventative Strategies-

At Smithy Street School we focus on the social and emotional aspects of learning. Children are taught strategies to manage their own emotions and their interactions with peers. Occasionally children will need to join behaviour intervention groups, these groups offer children additional opportunity to develop these skills.

Our PSHE curriculum will also focus on children's development of social skills.

Smithy Street Values

These are our school's agreed values. They form the foundation of our school rules.

Care

Collaboration

Respect

Responsibility

Positive thinking

Honesty

Smithy Street Rules

Do..	Don't...	Value
Listen to the adults and each other.	Interrupt. Ignore instructions.	Respect Collaboration.
Be gentle.	Hurt anybody.	Care
Be kind and helpful.	Hurt anybody's feelings.	Care Collaboration.
Look after property.	Waste or damage things.	Responsibility
Work hard	Waste your own or other people's time.	Responsibility Positivity.
Be honest.	Cover up the truth.	Honesty.
Sort out problems calmly by listening to each other and talking it through.	Shout or lose your temper.	Collaboration Respect Honesty
Walk quietly around the school.	Run or use loud voices.	Responsibility.

The school rules will be displayed in every classroom and around the school. Children will make their own versions of the school rules at the beginning of each academic year.

Staff responsibilities

Staff should:

- Be proactive
- Share responsibility for behaviour around the school
- Apply the **Stepped Approach**
- Investigate behavioural incidents fairly and thoroughly
- Report to the appropriate member of SLT (Head, Deputyhead, Assistant Head, SENCO, Designated Person for Child Protection)
- Work in partnership with parents and carers
- Provide a good role model
- Adhere to the **Staff Code of Conduct**

Behaviour checklist for teachers

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate and take SEN into account when planning lessons and responding to incidents
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

A structure for managing incidents of difficult behaviour – Staged approach

‘A child’s behaviour mistake is a learning opportunity’ Rob Long

The structure below aims to help children understand the limits of their behaviour and to reduce the stress often felt by adults who are trying to manage a difficult situation. The system will enable adults working in classes to be consistent and predictable in their approach to difficult behaviour. *In order to ensure inclusive practice, however, staff will still need to use their professional judgement and maintain a degree of flexibility when making decisions as to how to respond to a difficulty; any plan we create needs to be flexible whilst supporting a sense of security for all.*

The strategies aim to reduce the number of times that children are repeating the same difficult behaviours and the structure can be especially beneficial for children on SEN register for EBD. Strategies have also been modified to meet the needs of children in EYU.

Please note that there are more verbal strategies mentioned at stage one than in any other! This is no coincidence of course, as it is the low level behaviours that are more frequent in any class and which, for the most part, teachers can redirect without the need for ‘time out’.

The behaviours listed are examples only, as these staged responses can be adapted to a variety of behaviours.

Behaviours should be addressed with minimum interruption to the flow of lessons and with minimum attention to the child. ***The idea is to reduce the amount of attention children receive for negative behaviours and to increase the amount of positive attention children receive for positive effort.*** . (In other words, keep explanations to a minimum unless choosing a quiet time to conference a child when they are calm.)

Positive relationships are the key to ensuring positive behaviour. At every stage, it is important to repair and rebuild possible damage to teacher/pupil or pupil/pupil relationships when children are returned back to class or when they are back on task after a period of time out. Any effort to change behaviour to the positive, once children return, needs to be acknowledged: ‘I really like the way.....’ etc.

Due consideration will be given to the child's age related understanding and cognitive ability, before decisions regarding actions and sanctions are taken.

Younger children will find a period of 'time out' difficult to understand unless an adult can reinforce that it is the behaviour that needed to change and that problems can be put right. In other words, that we clearly separate the behaviour from the child.

Stage	Example of Behaviour	What could you say?	What could you do?
<p>Stage One</p> <p>Behaviours do not interfere with children's right to be safe or right to learn when they happen for the first time.</p>	<p>Turning to talk to another child on the carpet during whole class introductions</p> <p>Not following group work rules e.g. speaking out of turn, not listening to others</p> <p>Making rude noises</p> <p>Calling out</p> <p>Interrupting other children when they are speaking during whole class introductions</p> <p>Talking to another child on the carpet</p>	<p>The following scripts aim to give staff extra strategies to manage low level behaviours when they start to happen, and can be used as appropriate. It is realistic at the outset, to choose two or three scripts to focus on initially.</p> <p>Ignore initially but keep an eye out</p> <p>Take up time: 'You need to start by.... and I'll see how you are getting on in a minute.'</p> <p>Redirect: 'Amir, you need toThank you.'</p> <p>Blocking: helpful for children who try to draw adults into arguments....repeat the instruction ('Broken record')</p> <p>Describe/label the behaviour. E.g. 'You are calling out. You need to.....'</p>	<p><i>Nonverbal signal/look and pause</i></p> <p><i>Proximity: move nearer the child</i></p> <p><i>Play/work alongside the child</i></p>

<p style="text-align: center;">Stage 2</p> <p>Behaviours do begin to impinge on children and adult rights. They are often behaviours that continue from stage one and sometimes require a period of time out</p>	<p>Continued behaviour from stage 1</p> <p>or</p> <p>Speaking to another child in a disrespectful way</p> <p>Walking away from an adult when they are being spoken to</p> <p>Answering back to adults</p> <p>Swearing at another child</p>	<p>In addition to stage 1</p> <p>The language of choice: E.g</p> <p>'What choice do you need to make?' 'You have two choices.....'</p> <p>Discuss how other children's/adults feelings are affected by difficult behaviour.</p> <p>Describe the behaviour. 'You are When you stop I can let you go....'</p> <p>Give a clear instruction. 'This behaviour needs to stop..... You need to.....'</p> <p>Take up time: 'You need tofor 2 minutes before I can talk to you about (your behaviour).'</p> <p>'I shall wait until you.....'</p> <p>Empathy. 'I can see you are upset.... I would be upset if that had happened to me.'</p> <p>'We will help you to do the right thing.'</p>	<p>In addition to stage 1</p> <p>Warnings: a child is given 2 warnings. If the behaviour continues, they can incur up to 10 minutes of time out.</p> <p>Time out/ thinking time in class.</p> <p>Children will be asked to sit in a designated space to think about their behaviour. (EYU and KS1 to use a 5 minute sand timer) A copy of the class rules will be nearby for them to look at. (No more than 10 minutes) Whilst there, children write in answer to the following sorts of questions:</p> <p>What did you do?</p> <p>What rule did you break?</p> <p>What can you do to fix the problem/ to make things better?</p> <p>If a child has more than two periods of time out in any one day/session, they should possibly meet with the class teacher and the phase leader. They can then discuss targets and strategies that will help to reduce the number of time out sessions</p> <p>Teachers of younger children to talk to parents at the end of the day.</p> <p>If the behaviour still continues to be an issue, the Head teacher will arrange a meeting with the class teacher, the phase leader (if appropriate) and the parents. Further consequences/sanctions, as well as further targets and strategies to reduce behavior, will be discussed at this meeting.</p>
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<p style="text-align: center;">Stage 3</p> <p style="text-align: center;">These behaviours seriously impinge on children and/ adult right's; most often the right to be safe</p>	<p>Continued behaviour from stage 2</p> <p>Or:</p> <p>Hitting / kicking another child</p> <p>Racist/homophobic name calling</p> <p>Swearing at another child or adult</p> <p>Using threatening behaviour towards another child or adult, including through digital media (including cyber-bullying, where there is sufficient evidence)</p> <p>Spitting</p> <p>Fighting</p> <p>Stealing</p>	<p>Repetitions of above stages</p> <p>Examples of scripts to use with children</p> <p>'You are not being safe. I am going to.....'</p>	<p>Time out with phase leader (or member of SLT if phase leader is not available)</p> <p>At this stage, ideally the child should be excluded from class, leaving their designated TA (if applicable) in the classroom supporting other children who are working.</p> <p>Natural consequences (where appropriate, including exclusion from the playground and exclusion from class trips if deemed a health and safety risk) . Further consequences will be discussed at this meeting.</p> <p>Meeting with child, Headteacher/member of SLT and parents.</p> <p>Discussions with SENCO</p> <p>If child is on SEN register for behaviour difficulties, a behaviour plan could be developed. This could include a star chart with reward system built in as a way of helping the child to reduce his/her difficult behaviour. It could also include a specific behaviour management plan for particularly challenging children who pose a risk to themselves or others)</p> <p>Red card system</p> <p>If a child <u>behaves unsafely in class or the incident has caused harm/ injury</u>, an adult could be asked to go to the office where the Headteacher/member of SLT will be asked to come to the classroom as quickly as possible. The child will have time out with the Headteacher/ member of SLT. Parents will always be contacted and a meeting with the child, the class teacher, the Headteacher/ member of SLT and parents will take place, ideally on the same day. Further consequences will be discussed at this meeting.</p> <p>Recording of incidents</p> <p>All Stage 3 behaviour will be recorded by a member of SLT.</p>
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			<p>Monitoring of incidents</p> <p>SLT will monitor incidents regularly</p>
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Children who are in danger of exclusion will be called to a meeting with the Headteacher and their parents to make them aware of this. In certain circumstances this may be done by letter. This policy will be shared with children and their parents during this meeting. The school has adopted the Tower Hamlets guidance to Exclusions, and will adhere to its contents and advice at all times. The school will seek advice from the Social Inclusion Panel before permanent exclusion decisions are taken. In addition, the child's previous disciplinary record will be taken into account. It is the school's aim to avoid exclusions, and use them as a last resort, unless no alternative suitable solution can be found.

Reasons Fixed Term or Permanent Exclusions may include:

- Repeated incidents of Stage 3 behaviour
- Extreme violence resulting in injuries or damage to property

Recording of Stage 3 behaviour incidents:

Any stage 3 behaviour incidents are recorded in an electronic log in a secure area on the school server, which is accessible by members of SLT. Patterns are identified and support from outside agencies will be taken, once a need has been identified. An annual report will be presented to the Governing Body.

Teachers should consider that sanctions work best when:

Priority is given to recognition and positive relationships as well as stimulating teaching and learning

They are delivered with a sense of consistency rather than severity

They are given without humiliation or 'put down'

They are immediate rather than deferred

They are private rather than public

They are separate from reward systems

Children are given an opportunity to talk through their difficulties

There is an emphasis on repairing relationships after a difficulty

Rewards

To promote positive behaviour Smithy Street uses two reward systems:

1. Going for Gold, this is an **individual reward system** based on the traffic light behaviour system.

Red = Stage 1 behaviour e.g. not listening to class instructions, calling out, interrupting, not following group work rules

Amber = Warning

Green = Children following Smithy Street Rules

Silver = Children trying really hard to follow Smithy Street Rules

Gold = Children making an excellent effort to follow Smithy Street Rules

Teachers use the colours, but adapt the display according to the age of the children.

Children who reach Gold receive a Smithy Street Values certificate to take home. It will state the Value which the child has shown.

Each day children return to the Green to start a fresh day.

2. **Group Reward**, this is a **group reward system** which will work best in Yr 2-6 from September and Yr 1 after the October half term.

Children earn points as a group (**mixed ability topic group**) during the week, this promotes **collaboration and peer support**. The teacher reward groups with points when they show the “focus” behaviour which needs to be improved, e.g. class lining up.

At the end of the week the group with the most points will be rewarded with a **group prize** e.g. an additional 15 minutes Golden Time, special resources or special jobs. Teachers should not buy gifts or sweets as a reward.

Physical Restraint

At Smithy Street Primary School, we are committed to a positive behaviour policy that encourages children to make positive behaviour choices. We do, however, recognise that children sometimes do make the wrong choices. On rare occasions this may result in a situation that requires some form of physical intervention by staff. Guiding, prompting and the use of ‘Caring Cs’ may be used by staff, as a preventative strategy, to redirect or divert children. See the school’s Physical Restraint Policy for further information.

Parental responsibilities

Parents/Carers should adhere to the **Home –School Agreement and should collaborate with the school on the Staged approach**

Smithy Street Anti-Bullying Policy

This policy was written as a result of consultation with children, staff and parents/carers. Children completed an online survey and the results were collated by the Tower Hamlets Anti-Bullying Advisory Teacher.

Aim

The aim of this policy is to ensure that:

- all children, parents/ carers and staff agree on the definition of bullying, including cyberbullying
- all children understand how it feels for the person who is being bullied
- all children feel that they can tell an adult when they know that bullying is going on
- all children know what to do if they are being bullied and feel confident that something will be done

Agreed definition of bullying

This definition was agreed with the School Council as part of our Anti-Bullying fortnight.

Bullying, which can include cyberbullying, is:

- when someone teases you and picks on you every day
- name calling
- punching or something physical
- threatening you – e.g. for your dinner money

What to do to prevent bullying

Strategies to prevent bullying were agreed at School Council.

At Smithy Street we can stop bullying by:

- making sure every child knows what to do if they are bullied
- being kind to each other
- telling our parents/carers if we are bullied
- telling our teachers if we are bullied
- telling bullies “ I don’t like what you’re doing!”
- making the bully listen to how the victim feels.
- teachers and TAs monitoring the toilets and Danyaal’s Garden closely
- teachers teaching ‘anti- bullying’ assemblies, including cyber- bullying, throughout the year, including during Anti bullying week and internet safety week

We aim to ensure a whole school consistent response to reports of bullying by:

- Ensuring that all children know that they can speak to any member of staff if they feel threatened or bullied. We do this through annual ‘anti-bullying’ activities, as well as having the expectation that all class teachers speak to their class about what to do if they feel bullied.
- Carrying out regular pupil surveys, including questions about their perception of bullying in the school and adults’ response to bullying, and taking appropriate action depending on the outcome
- Carrying out regular staff surveys, including questions about their perception of bullying in the school and adults’ response to bullying, and taking appropriate action depending on the outcome, including additional staff training.
- Ensuring that the induction programme for new members of staff covers the school’s procedures for bullying incidents

- Ensuring that all members of staff are reminded at least once a year of the school's policy and procedures for bullying incidents, including a mention in the staff handbook
- Ensuring that all incidents of bullying, including cyber bullying, are reported to the Head or Deputyhead as soon as possible, who will call both sets of parents (both victim and bully) in for a (separate) meeting.
- Ensuring that appropriate support will be offered to the victim of bullying, and that appropriate sanctions will be agreed with the bully, following the stage 3 actions. We may refer particularly difficult cases to the Tower Hamlets Behaviour support service and instigate a Restorative Justice procedure
- Ensuring that all incidents of bullying, including racist, sexist, homophobic, cyber or other types of bullying are reported to the local authority

Additional support

We acknowledge that some children, including children new to the school, children from a different cultural or religious background, and children with particular or special educational need, may be particularly vulnerable to bullying. We have a team of designated members of staff, including the Inclusion co-ordinator, the Learning Mentor, and special needs support staff, who will be able to provide extra support and guidance for these vulnerable groups.

Reporting Incidents of Bullying

Bullying incidents are recorded in the Stage 3 behaviour log. In addition, incidents of racist and other types of bullying are reported to the Local Authority and are reported to the Governing Body.