



Molescroft Primary School

Good Behaviour Policy

Including: 'Anti-Bullying Strategy' and 'Use of Force to Restrain Pupils' statement
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It's boring to be bad!

1. WE BELIEVE

Pupils have a right to learn, to feel safe and be happy.

All adults including staff have a right to feel safe and be happy in carrying out their respective duties.

Children behave best when they are happy.

Children are happiest when they are well motivated and learning to do things such as reading, writing, discovering, creating and working together.

It is essential therefore, that there is a partnership between every member of the school community (Teaching and non-teaching staff, governors, parents/carers and pupils). Messages to pupils about their behaviour must be the same and pupils need to know that teachers and parents/carers support each other and that we all care about them. There must be a whole school approach.

The school should never 'give up' on any child and always find time for individuals whether they are a victim of bad behaviour or the cause of it. Permanent exclusion would be a last resort and only applied if in the best interests of the pupil concerned and as a result of fears for the safety of other pupils.

Discipline is about caring for the individual child and a positive standpoint is essential to achieve ultimate success.

2. AIMS

- To involve all members of the school community.
- To provide children with strategies to modify their own behaviour when necessary.
- To provide children with clear guidance on how they should deal with any incidence of bullying they suffer or witness.
- To define good and bad behaviour.
- To achieve a consistency of approach from all staff, teaching and non-teaching.
- To raise the esteem of children.
- To reward positive behaviour.
- To apply a system of sanctions, fairly and constantly when bad behaviour occurs.
- To be clear and unambiguous as to what is expected, and when and how the rewards and sanctions apply.
- To ensure that special arrangements will be made for children with behavioural difficulties and that their needs are met. (See also S.E.N.D Policy)



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- To provide strategies that enable staff and pupils to reduce tension and avoid conflict.
- To reduce the opportunity for bad behaviour to occur.
- Never to accept bullying or the notion of the 'Natural Victim'.
- To reduce the incidences of bullying to as low a level as possible.
- To build relationships.
- To base any criticism on the behaviour not the child.
- To provide all staff with the skills required to be adaptable and proactive.
- To provide confidence that the policy will and does work.
- To provide support mechanisms for staff, parents and pupils where needed.

3. ROLES AND RESPONSIBILITIES

STAFF

Ultimate responsibility for the day-to-day management of school discipline rests with the Head Teacher, which may be delegated at times to an Assistant Head.

Every member of staff when in contact with children has a responsibility for conducting themselves in a manner which is consistent with this policy. All staff should be entitled to support from the school management team when they are having difficulties in dealing with bad behaviour. If necessary training will be provided. Personnel will normally be involved with behaviour issues as follows:

i) PARENT → TEACHER → ASSISTANT HEAD TEACHER → HEAD TEACHER.

ii) SUPERVISOR → SENIOR SUPERVISOR → HEAD TEACHER

STAFF TRAINING

Behaviour will be discussed at least annually (but probably more frequently) at the meetings of teaching staff, governors, teaching assistants, lunchtime staff and pre/post school child care clubs. This is to ensure evaluation, review, improvement and reinforcement of the policy and the procedures.

Termly meetings will be held for lunchtime supervisors. The extra time will be paid for out of the school budget. Advice and support on discipline and policy issues will be offered. The school aims to ensure at all times, an informed approach to lunchtime procedures, which are totally consistent to the school's policies and ethos.

4. GENERAL OVERVIEW

EXPECTATIONS



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Expectations should always be high. Staff should engage in conversation with children regularly to build relationships so that when a child falls foul of the system he/she knows that the member of staff is a fair person who is genuinely interested in their well being. Staff should remain positive and in control at all times.

DEFINITIONS

What is Good Behaviour?

The following definition has been formed through consultation with all pupils at Molescroft Primary School.

Good behaviour is everyone treating others, as they would wish to be treated himself or herself. In school it also means completing work to the best of one's ability.

The following words and phrases can therefore describe good behaviour.

BY BEING:

- caring
- forgiving
- generous
- supportive
- trustworthy
- nice
- polite
- kind
- helpful
- friendly
- patient
- on time
- tidy
- gentle
- truthful
- sensible
- quiet when required respectful
- good mannered
- co-operative
- considerate
- loving
- responsible
- sensitive to the needs of others

THROUGH ACTIONS OF:

- playing fair
- saying please and thank you
- working hard



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- holding the door for others
- taking turns
- working as a team
- playing with friends
- smiling
- thinking of others
- sharing
- doing as we are told
- listening to others
- walking on paths
- walking inside buildings
- being on time
- following instructions
- letting others go first fair play
- clearing up our own mess
- cheering others up
- thinking for yourself
- letting people join in
- saying sorry
- anticipating the needs of others
- making good use of time
- learning
- making people happy giving
- following rules
- standing up for what is right
- joining in
- getting on

What is Bad Behaviour?

The following definition has been formed through consultation with all pupils at Molescroft Primary School.

Bad behaviour is treating others badly, making life uncomfortable or dangerous for them. It is also not getting on with work or preventing others from getting on with their work.

The following words and phrases can therefore describe bad behaviour.



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- stealing
- pushing
- splashing
- slapping
- fighting
- hurting
- biting
- kicking
- punching
- poking
- damaging the gardens
- being rude
- breaking things on purpose
- swearing
- picking on people
- being nasty
- name-calling
- threatening
- being offensive
- running inside buildings
- not listening
- bullying
- jumping on people
- hitting
- cheating
- snatching
- being untruthful
- smashing things
- playing dangerously
- being cheeky
- answering back
- lying
- throwing things at people
- disobeying
- being ignorant
- talking over someone
- interrupting someone's conversation
- being noisy in quiet areas
- arguing with the teacher
- nipping
- avoiding our responsibilities



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- leaving people out
- flicking
- whipping
- spreading gossip
- being mean
- graffiti

How the school encourages Good Behaviour

Good behaviour is encouraged by example and is rewarded by:

- Praising all children for behaving well.
- Rewarding individual good behaviour.
 - Praise
 - Reward certificates
 - Extra privileges
- Motivating individuals
 - Target setting
 - Recognising and rewarding achievement
 - Making an entry in the Gold Book with an accompanying certificate.
- Rewarding group good behaviour.
 - Public praise
 - Class marble jars
 - Class award certificates / wrist bands
 - Extra privileges
- Stating quite clearly the type of behaviour we wish to see.
 - Key Rules
 - Reinforcing our Rights and Responsibilities
- Teaching the children to develop self-discipline.
 - Through example
 - Through discussion
 - Personal, Social, and Citizenship Education (P.S.C.E) programme
 - Through assembly

How the school discourages Bad Behaviour

Encouragement of good behaviour is the main aim but occasionally this will not be enough and we will have to take further action to prevent bad behaviour.

We therefore need to show the children, we care enough to help them by:

- gaining support of parents;
- reminding children of our rules;
- accompanying effective reprimands by pointing out the benefits of good behaviour;



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- involving a senior member of staff;
- removing privileges or responsibilities;
- recording his or her name in the red book and missing a playtime.

In cases of repeated or more serious failure to conform we:

- involve a senior member of staff;
- inform contact the parents/carers to seek support and background information;
- create special programmes for the child;
- involve outside agencies (with the parents/carers agreement).

In very rare cases, where behaviour has become violent or completely unacceptable, despite all our efforts, a fixed term exclusion from school will be considered. Assurances as to future conduct will be sought. If further exclusions were required and if every initiative tried, had failed and if assurances as to the future conduct of the child were not attainable then a permanent exclusion would be applied for according to the policy of the Local Authority.

5. RULES

The school Key Rules are posted in relevant positions to remind children of them.

A child who breaks a key rule will automatically be recorded in the 'Red Book' and miss a playtime. The use of a future playtime is designed to reduce confrontation at the time.

The Key Rules, our 'Responsibilities' are always to:

- 1. speak the whole truth, never hurt or play fight;**
- 2. respect life, caring for everything, and everyone's right to learn;**
- 3. listen to others and do as I am asked by the adults I can trust.**

They are summarised by three words:

Truth, Respect and Listen.

These are our rights, which we protect through our responsibilities.

I have the right to:
work and learn;
play and have fun;
be included;



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Speak and be listened to;
have my opinions and thoughts;
be kept happy and safe;
and always have the right to be me.
...because we care.

If a child breaks a Key Rule, this is immediately recorded in the Red Book. Class Teachers will be informed if a pupil in the class has been entered into the Red Book by another member of staff.

UNCOOPERATIVE BEHAVIOUR IN CLASS.

If a child is not getting on in class and/or is disrupting the learning of others; which include 'Low Level Disruption'; the following procedures should be followed.

1. a warning
2. isolation in the room
3. removal to another classroom to work (Teachers have a partner teacher to link with for this purpose).
4. referred to the Assistant Head Teacher for the phase. **Note at this point there should also be an entry into the Red Book, and also possibly at point 3.**
5. referred to the Head Teacher.

6. REWARDS AND SANCTIONS

RED BOOK & AWARD CERTIFICATES

Description

The Red Book will contain space for the:

- name of the child who has broken the rule;
- a description of the incident;
- initials of the staff member who witnessed the incident;
- date;
- indication that the playtime has been missed.

Certainty

Names will only be entered when there is 100% certainty that the child did break the rule, i.e. witnessed by an adult or a child admits the incident. Retaliation is not an excuse. Children are taught not to hit back. If this occurs both children will be entered into the Red Book. A playtime will be missed, supervised by the Head Teacher or Assistant Head Teacher. There



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will be a discussion about the incident and how it can be avoided in the future. The child will sit in silence, the aim being quiet reflection. Work will not be used as a punishment. If a child talks they will miss the next playtime. If children come with a complaint it must be taken seriously but if not witnessed, the incident will not be dealt with through the Red Book system.

Rewards

Every child who does not appear in the Red Book for half a term will be awarded a Bronze Certificate. At the end of each term Silver Certificates and will be awarded to those who do not appear in the Red Book for a full term. Golden Mole Certificates will be awarded to those who have kept all the Key Rules for a full academic year. Class certificates and wristbands will be awarded to classes if every member of the class has achieved the standards listed above. *If however a child in the class has an 'Individual Behaviour Plan', recognised as a Special Need, any entries for that child will not be included. This would include for example a child excluded from this or another school or a child with a condition such as Tourette's Syndrome.*

Parental Contact

If a child appears in the red book on three occasions in any half term a letter will be sent to parents and the child will be placed on a Behaviour for Learning Improvement Plan or B.L.I.P. For some pupils a B.L.I.P may be used sooner. This is because a B.L.I.P has been found to be a highly successful model supporting pupils to modify their behaviour.

BEHAVIOUR FOR LEARNING IMPROVEMENT PLAN

Those requiring a B.L.I.P plan will meet with the Head Teacher and their class teacher and think about the following three issues:

- This will help me improve the quality of my experiences at school.
- This will help me improve the quality of other people's experiences at school.
- This will allow me to be positive and fair to everybody at school.

The Head Teacher, teacher and pupil will then agree on three strategies designed to improve behaviour. The pupil will then meet with the appropriate member of staff to discuss progress being made at agreed times, with appropriate regularity. These meetings will stop when both parties are happy with the improvements made. The pupil will collect evidence of the changes and the target behaviour. Pupils will only collect positive evidence. The pupil



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is responsible for collecting the evidence and therefore will stay on the B.L.I.P for as long as it takes to collect the sixty pieces of positive evidence. Each break time the pupil on the B.L.I.P will have to ask the Head Teacher or Assistant Head Teacher if they are to be allowed outside in order to collect evidence. Evidence can also be collected in class and at home. Parent involvement is seen as being vital to the success of the B.L.I.P. Pupils may need more than one B.L.I.P sheet for the process to become effective



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MARBLE JAR

All staff are encouraged to reward particular behaviour and work. This could be on an individual or class basis. When the desired behaviour is being exhibited the teacher can award a marble to be placed in the class Marble Jar. When the jar is full a special reward should be given to the whole class. This reward should be agreed with the class in advance. One marble jar is worth 15 minutes. Classes of pupils may wish to bank their full jars to earn more time or a specific treat via the Marble Shop.

Marbles should never be removed from the jar as punishment. All pupils must share the reward regardless of how many marbles they have or have not contributed. The message is that "we all benefit from the kindness and good work of those who live and work around us."

7. DEALING WITH CONFLICT BETWEEN PUPILS

IN GENERAL

We believe that staff should always try to bring tension down and prevent escalation.

Retaliation and revenge only exacerbate the situation. One party might win but the other cannot and therefore no permanent solution can be achieved this way.

Conflict is likely to escalate if there is an increase in anger, frustration or perceived threat. Conflict is likely to be defused if the ISSUE is focussed on, rather than the personalities involved and also if there is a decrease in anger, frustration and perceived threat.

FOUR BASIC PROCEDURES

The four basic procedures, which we subscribe to, are therefore:

1. Focus on the issue not the personalities
2. Comment on / Criticise the behaviour not the offender.
3. By doing this you will bring down tension and prevent escalation.
4. Leave the child with integrity and self esteem in tact.

STRATEGY

Analyse the conflict situation

Make notes, gaining all sides of the story and witnesses comments.
(Ultimately this should be handed into the Head Teacher for filing.)



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Questions to ask

- Who was involved?
- How did it start?
- Why has it happened?
- What does each side/person hope to gain?
- What does each side/person feel?
- What might happen next?
- Is there a solution each side/person would feel happy with?

Decide on possible responses

Negotiation is generally the most helpful way of resolving conflict as it respects both parties' needs and views the conflict as a shared problem. The negotiation card (see Appendix) may be useful to help pupils through the process if they are mature enough.

Serious situations

Hand the investigation so far to a member of the Senior Management Team.

Parental Concerns

Deal with thoroughly as above. Ensure that the concerned parent is made aware of the outcome of all investigations.

8. THE USE OF PHYSICAL FORCE TO CONTROL PUPILS

It is not anticipated that there will be a need to use physical force to control pupils except in extreme and very rare circumstances. We recognise however that there may be a need to restrain pupils on occasions.

WHEN FORCE CAN BE USED

The 1996 Education Act allows teachers, and other persons who may be authorised by the Head teacher to have control or charge of pupils, to use such force as is reasonable in all the circumstances below to prevent a pupil from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the pupils were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the pupil's own property);
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that



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behaviour occurs in a classroom during a teaching session or elsewhere.

WHO CAN USE FORCE

The Act allows all teachers at a school to use reasonable force to control or restrain pupils. It also allows other people to do so, in the same way as teachers. (Provided they have been authorised by the Head teacher to have control or charge of pupils.).

SITUATIONS WHEN FORCE MIGHT BE APPROPRIATE

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

1. where action is necessary in self-defence or because there is an imminent risk of injury;
2. where there is a developing risk of injury, or significant damage to property;
3. where a pupil is behaving in a way that is compromising good order and discipline.

In some circumstances it may be more appropriate to remove others rather than confront the perpetrator.

Examples of situations that fall within one of the first two categories are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous or objects;
- a pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- a pupil absconds from a class or tries to leave school. (N.B. This will only apply if a pupil could be at risk if not kept in the classroom or at school.)

There are two relevant considerations.

The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a pupil from



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committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.

The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

DECIDING NOT TO INTERVENE

Sometimes a teacher should not intervene in an incident without help (unless it is an emergency). For example, when dealing with an older pupil, or a physically large pupil, or more than one pupil, or if the teacher believes he or she may be at risk of injury. In those circumstances the teacher should remove other pupils who might be at risk of injury. In those circumstances the teacher should remove other pupils who might be at risk, and summon assistance from a colleague or colleagues, or where necessary phone the Police. The teacher should inform the pupil(s) that he or she has sent for help. Until assistance arrives the teacher should continue to attempt to defuse the situation orally, and try to prevent the incident from escalating.

APPLICATION OF FORCE

Physical intervention can take several forms.

It might involve staff:

- physically interposing between pupils;
- blocking a pupil's path;
- holding;
- pushing;
- pulling;
- leading a pupil by the hand or arm;
- shepherding a pupil away by placing a hand in the centre of the back; or
- (in extreme circumstances) using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of reasonable force. (For example to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.)

WHAT NOT TO DO

In other circumstances staff should not act in a way that might reasonably be expected to cause injury, for example by:



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- holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe;
- slapping, punching or kicking a pupil;
- twisting or forcing limbs against a joint;
- tripping up a pupil;
- holding or pulling a pupil by the hair or ear;
- holding a pupil face down on the ground.

Staff should always avoid touching or holding a pupil in a way that might be considered indecent

RECORDING INCIDENTS

An up to date record of all such incidents, is recorded immediately in an incident book. The member of staff concerned will tell the Head or a senior member of staff and provide the written report as soon as possible afterwards. That should include:

- the name(s) of pupil(s) involved, and when and where the incident took place;
- the names of any other staff or pupils who witnessed the incident;
- the reason that force was necessary (e.g. to prevent injury to the pupil, another pupil or member of staff);
- how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long;
- the pupil's response, and the outcome of the incident;
- details of any injury suffered by the pupil, another pupil, or a member of staff and of any damage to property.

Staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling a report. They should also keep a copy of the report.

Incidents involving the use of force can cause the parents of the pupil involved great concern. It is always advisable to inform parents of an incident involving their child, and give them an opportunity to discuss it. The Head teacher, or member of staff to whom the incident is reported, will consider whether that will be done straight away or at the end of the school day. The Head teacher will decide when Parent/Carers will be informed.



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9. PHYSICAL CONTACT WITH PUPILS IN OTHER CIRCUMSTANCES

There are occasions when physical contact with a pupil may be proper or necessary other than those covered by Section 550A of the 1996 Act. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sports coaching, or if a member of staff has to give first aid. Young children and children with special educational needs may need staff to provide physical prompts or help.

Touching may also be appropriate where a pupil is in distress and needs comforting. Teachers will use their own professional judgement when they feel a pupil needs this kind of support.

There may be some children for whom touching is particularly unwelcome. For example, some pupils may be particularly sensitive to physical contact because of their cultural background, or because they have been abused. It is important that staff will receive information on these children.

10. ANTI-BULLYING STRATEGY

DEFINITION

"Bullying is the abuse of power by a person who is somehow stronger, resulting in some distress, harm, or neglect of necessary attention for another." (Eve Brock, 1992)

THE POLICY

The policy is based upon a series of effective strategies and procedures, which are outlined below and will be reinforced regularly.

WHAT VICTIMS SHOULD DO?

- Say "**Please stop, I don't like it.**"
- This is to give the bully a chance to stop, recognise that they are bullying and correct their own behaviour;
- Do not retaliate;
- Walk towards a supervisor / teacher;
- Seek help;
- Recognise that 'it's strong to tell'.

WHAT PUPIL WITNESSES SHOULD DO?

- Tell their class teacher or another member of staff in whom they have confidence;
- Be truthful and only report facts not guesses;



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- Recognise that telling is trying to help someone else.

WHAT PARENTS / CARERS SHOULD DO?

- Keep calm;
- **DO NOT TELL YOUR CHILD TO IGNORE IT**
- **DO NOT TELL YOUR CHILD TO DO THE SAME BACK**
- Contact the class teacher
- Discuss the facts with the member of staff
- Have an open mind
- Give the member of staff time to investigate
- Discuss with the member of staff the findings
- Agree a strategy for preventing a reoccurrence
- Reinforce with their child that they must tell the appointed member of staff if there is a reoccurrence of the incident
- If at all in doubt contact the school again, as it could be that the school is unaware that there has been a reoccurrence because the victim has not divulged the information again.

WHAT THE SCHOOL WILL DO

Create the right ethos.

The ethos and caring nature of the school as reflected in the curriculum statement should be explicit in every aspect of school life. It will be particularly emphasised through assemblies, a P.S.C.E. programme, Religious Education and by example.

Staff will always model appropriate behaviour towards one another and to the children. This behaviour will respect the individual regardless of age, gender, ethnic origin, sexual orientation, ability/disability or position in the school. Human rights are equal and everyone in the school is of equal value. The issue of bullying will be covered in assemblies as a matter of contract and also as required, should there be a need. In addition through annual Health & Safety weeks (which will consider a whole range of personal and social as well as health and safety issues), anti bullying strategies will be tackled. (See P.S.C.E. Programme).

Take bullying seriously.

Children will be reminded that they must report any incidence of bullying. They will be reminded of their right to be happy and safe at school. The links to the school rules specifically the pupils' rights, will be referred to, Pupils will be reminded that if the rules do not stop bullying they should speak to their teacher. If they are still worried they should keep telling and can make an appointment to speak to the Head Teacher at any time.



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The guarantee.

The school guarantees that everything possible will be done to ensure:

- all incidents will be recorded
- pupils will be taken seriously
- pupils will be protected from the bully
- pupils will be helped to deal with and given skills to prevent a reoccurrence
- pupils will be told of the result of any investigation and what appropriate action has been taken
- that pupils should return to their 'Contact Teacher' immediately there is a sign of a reoccurrence of the bullying behaviour
- encourage people to come forward
- Those pupils will be helping not only the bullied but also the bully.
(Bullies are not happy people.)

Witnesses will be reminded to come forward in confidence. They will be reassured that they should not fear confidentially speaking to their teacher or the Head Teacher if they know someone is being bullied.

Tackling a report of bullying.

When a report of bullying is received the following procedure will be followed:

The class teacher will be informed (if the report did not go to the teacher) so that the child is safe from any potential bullying. This may include special provision at breaks until the full picture is known.

Reports will be gathered from as many other sources as possible.

When a full picture is known the victim will be counselled and advised depending on the outcome.

Sometimes there is no bullying but an isolated incident blown out of proportion.

Sometimes there has been bullying. The child will be given advice on how to deal with such incidents and told how the perpetrators are to be/have been dealt with.

The child is advised how to react to the perpetrators in the future and possibly a friendship group is brought in to keep an eye on the victim. Parents/carers will be informed if there is evidence of bullying so that they can keep an eye on the situation and support the advice of the school and indeed keep the school informed.

Who ever correctly informed the school of an incidence of bullying will be praised and thanked.



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Dealing with the perpetrators

- They will be asked about the reports and their point of view considered.
- Efforts will be made to find out why they were doing it.
- The effects of their actions will be discussed.
- Questions will be asked such as:
 - Did they realise the effect of what they were doing?
 - Did they realise they were bullying?
 - What must they do now?
- Clarification will be made of what is acceptable and unacceptable behaviour.
- The child who bullied will be informed of the checks that are to be made on his/her future conduct.
- The child who bullied will consider how he/she can they make amends and staff will try to catch the child "doing the right thing!"
- If there is evidence of a conflict situation, which is not purely bullying consideration of the CONFLICT RESOLUTION STRATEGY, outlined in the Appendix will be made.

Reoccurrence

If there is a reoccurrence of bullying, the issue will be discussed with the parents/carers of the child who was bullying.

There could be need for a specific strategy (See B.L.I.P)

Equally a strategy may be required for the bullied, to support him or her to deal with potential scenarios. This can be managed through a Pupil Support Plan (P.S.P)

PUPIL SUPPORT PLAN

Those requiring a P.S.P will meet with the Head Teacher and think about the following issue.

What will help me improve the quality of my experiences at school?

Together the pupil and Head Teacher will agree three steps to keep the child safe. These will be recorded on the plan.

The child will meet with the Head teacher to discuss how things are going after appropriately agreed timescales, perhaps after each lunch break. There is an



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optional 'All Ok Chart' to help monitor this. These meetings will stop when both are confident that the child is happy and safe.

Review

Checks will be made that the bullying has stopped. An entry will be put in the school diary to actually talk to the victim to demonstrate that the concern is still there and to check that the child is not suffering in silence again.

11. P.S.C.E PROGRAMME

Caring and co-operative relationships are essential to the effective and happy school.

To achieve this, issues will be tackled in assembly but in addition there will be contracted time to develop these needs through a P.S.C.E. programme. The programme will link various themes together including Health and Safety and Sex and Relationships Education but will also have fundamental links to the Discipline and Anti Bullying Strategies.

A main resource used by the school for the P.S.C.E programme is the S.E.A.L resource. This also forms the basis of one assembly each week.

15. SPECIAL EDUCATIONAL NEEDS

If a child is appearing in the Red Book regularly and has reached the point where parents/carers have been significantly engaged, and the B.L.I.P Programme has been implemented without improvement, the child will be seen to have exhibited the criteria whereby his/her special needs need to be identified and a programme devised to help the pupil.

An Individual Behaviour Plan will be written and reflect the child's personal needs and be individually tailored. The Behaviour Support Team will be used to support the writing of the plan. Possible strategies include:

TARGET SHEETS
STARS AND STICKERS
SPENDING POINTS
BEING FRIENDLY STICKER CHART

They are described in the S.E.N STRATEGIES APPENDIX.

PUPIL CONTRACTS

These would be very detailed contracts worked out with the oldest children. These would clearly be based upon expectations not only of the child but what the child could expect of the staff. The contract would include special



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strategies to enable the child to cope with their aggression, bullying or other bad behaviour. They would provide routes for the pupil to take to avoid situations or prevent them getting worse. They would also guide staff on how it has been agreed that this individual child will be supported and the expectations made of all parties. Children in this category would be seen as those for whom the Key Rules are not initially achievable without a lot of support. These children will need a planned programme to build them up to the point whereby they can achieve them without special considerations being made.

S.E.N.D COORDINATOR

The S.E.N.D Co-ordinator will liaise with lunchtime staff whenever there is a special programme in operation for one child.

13. EQUAL OPPORTUNITIES

Every child has a right to receive help with their behaviour difficulties as every child has a right to receive help with their learning difficulties. Every child has equal right to be safe and happy and should be protected from those who hurt and bully. Those who hurt and bully have a right to be taught not to. Girls and boys should not be treated differently, nor should those of different social or ethnic backgrounds. The aim is to stop and prevent unacceptable behaviour, not to change the humanity of the individual. The Diversity, International, Eco, Disability, Race Equality Committee checks the statistics for behaviour rewards and sanctions on a term by term basis. Trends are discussed and checks made to ensure there is no institutionalised racism.

In addition the committee receives the reports of any Discriminatory events. The committee checks that the incidents have been dealt with appropriately and that all is being done to ensure these particular forms of bullying are being tackled effectively and prevented.

14. PARENTAL INVOLVEMENT

As developments are tried, parents and carers will be kept informed of the philosophy behind them. This will be accompanied by the details published in the school prospectus, which summarises the main points forming the basis for home discussion. The information will be presented to all parents/carers as part of the induction pack. The contents of it will be discussed with every parent/ carer at the evening induction meeting for parents/carers of children starting school. The success of the policy rests on the success the school has in explaining and gaining the support of parents and carers. Parents and carers need sensitive support when their children are exhibiting bad



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behaviour. As we focus on the behaviour, not the child, similarly parents/carers must be made to feel comfortable with the staff and not that they are being pilloried because of the actions of their child.

15. PUPIL INVOLVEMENT

There are many ways indicated whereby the children are and have been involved in the development and implementation of this policy. It is important therefore that not only does their full participation continue. Every three years all the pupils, through the class council and pupil council route will be engaged in the review of the rules, policy and procedure.

16. SUMMARY INFORMATION

Policy written by: Head Teacher (M.A. Loncaster).

Contents of policy were discussed fully by the Governing Body, Teaching Staff, and Pupils before the policy was produced. Parents/carers were invited to contribute views during the period of the Policy's Development. The final Policy was open to discussion by Governors, Staff (teaching and non-teaching, Pupils and Parents/Carers.

17. ANNUAL EVALUATION

The Head Teacher should evaluate the effectiveness of all areas of this policy document by considering:

- the incidence bad behaviour and bullying and forms completed;
- the numbers and patterns presented in the Red Book and
- the distribution of Award Certificates.

In addition the opinions of Teaching Staff, Lunchtime Supervisors and Governors will be sought annually.



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18. APPENDIX A. SEN STRATEGIES

If the child has exhibited behaviour patterns whereby a child's special needs need to be identified, a programme will be devised to help the pupil. The Individual Programme will reflect the child's personal needs and be individually tailored. Possible strategies include:

TARGET SHEETS
STICKERS
SPENDING POINTS

TARGET SHEETS

An archery target exhibits a continuum of behaviour, which has been highlighted.

The child is aiming for the first three levels. After each lesson, break etc. a tick is placed to indicate where the child performed. At the end of the day the sheet goes home. If all the ticks are in the middle three rings the child is praised and rewarded. If some ticks fall in the outer rings there is no praise. If there is a tick in the outer ring (which exemplifies the worst case) a sanction occurs at home.

STARS AND STICKERS

The child has a grid sheet specially designed for him or her. This is done in the context of helping the child. A particular issue is selected and after each break/lesson either a sticker is given (if the child has achieved the desired behaviour) or a cross (if not).

POINTS

Similar to the above idea but points are given for sessions/breaks during which the child displays the correct behaviour or doesn't display the bad behaviour. Bonus points could be given. In advance a set of rewards would be worked out and how many points they would be worth. Parents/carers would be involved. E.g. 10 points = extra story time before bed.

PUPIL CONTRACTS (see also B.L.I.P)

These would be very detailed contracts worked out with the oldest children. These would clearly be based upon expectations not only of the child but what the child could expect of the staff. The contract would include special strategies to enable the child to cope with their aggression, bullying or other bad behaviour. They would provide routes for the pupil to take to avoid situations or prevent them getting worse. They would also guide staff on how it has been agreed that this individual child will be supported and the expectations made of all parties. Children in this category would be seen,



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as those for whom the Key Rules are not initially achievable without a lot of support. These children will need a planned programme to build them up to the point whereby they can achieve them without special considerations being made.

SOCIAL LANGUAGE GROUPS (Friends Groups)

Older Group

These children have sticker charts. The stickers can be awarded by teachers or CSAs when the appropriate behaviour is displayed.

For example:

- saying 'hello' 'sorry' or 'thank you'
- taking turns, sharing, helping, joining in and taking messages.

Younger Group

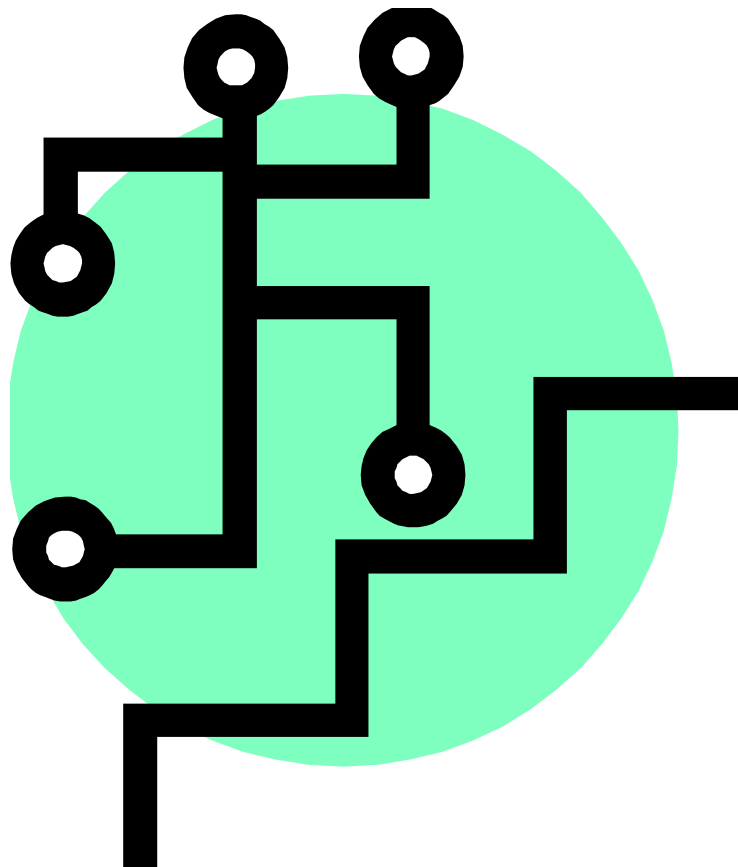
These children receive stickers within the class or group when they achieve the class objective. It may be for sitting well, listening or for 'taking turns' etc. These are not openly displayed in school.



APPENDIX B. NEGOTIATION CARD

Steps for Negotiation Conflict resolution

1. Say what you want and why.
2. Say what you think the other person wants and why.
3. Propose solutions.
4. Decide on one.
5. Check that it suits everybody.





APPENDIX C. B.L.I.P and P.S.P. FORMS



**MOLESCROFT PRIMARY SCHOOL
BEHAVIOUR for LEARNING
IMPROVEMENT PLAN**

NAME _____

DATE _____

To think about ...

- This will help me improve the quality of my experiences at school.
- This will help me improve the quality of other people's experiences at school.
- This will allow me to be positive and fair to everybody at school.

I will therefore improve the quality of experiences at school by:

A

B

C

I will meet with my _____ to discuss the improvements I am making at _____ every day. These meetings will stop when we are both (me and my head teacher) are happy with the improvements I have made.

Signed Pupil _____ Head Teacher _____
cc Pupil file



MOLESCROFT PRIMARY SCHOOL PUPIL SUPPORT PLAN

NAME _____ DATE _____

To think about ...

This will help me improve the quality of my experiences at school.

I need to take these steps to keep me safe:

A

B

C

I will meet with _____ to discuss how things are going after _____ every day. These meetings will stop when we are both confident that I am happy and safe.

Signed Pupil _____ Head Teacher _____ cc Pupil file

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‘All ok check’ to be signed by teacher in the presence of pupil

Week beginning:

Day	After first break	After lunchtime	After second break	End of the day
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Week beginning:

Day	After first break	After lunchtime	After second break	End of the day
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Week beginning:

Day	After first break	After lunchtime	After second break	End of the day
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				