



Paganel Primary School Behaviour and Anti- Bullying Policy

Our behaviour policy is based on the principles of

- The safety of all in the school community
- The United Nation Rights of the Child
- The Equality Act 2010

We believe that everyone within the school community has the right to be safe, trusted and respected. This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community

Under the Equality Act, schools have a duty to make "reasonable adjustments" for pupils with disabilities.

Please note that some of our children may fall outside of this policy because they have specific difficulties. If this is the case the school will seek the advice of the Inclusion Leader and other specialists in order to ensure an appropriate behaviour plan, if needed, is in place.

There are a many ways in which Paganel School fosters the children's understanding of the world in which they live. They learn that their contributions are valued and important. The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

Rewarding Good Behaviour

At Paganel our emphasis is on noticing and rewarding good behaviour. We know that children who behave well, learn well and that is our main concern - we want Paganel to be full of good learners. We also know that many children, by their very nature, are attention seekers. Therefore it is our aim for children to be noticed for doing the right thing and we avoid making an example of children doing the wrong thing.

Staff congratulate children. Staff may award children stars, stickers and golden tickets to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. The school acknowledges the efforts and achievements of children, both in and out of school. This is done in whole school assemblies or during class circle or discussion time.

Children are taught explicitly to follow the school rules. Each class develops their own class agreement of the school rules at the start of the year, based on 'The 5 Golden School Rules' which are:

1. Be a good friend and treat all people politely.
2. Always try your very best.
3. Be a good team player.
4. Take care of everything.
5. Always tell the truth



Depending on the class/age, when children follow the rules they will receive:

- praise
- Golden Tickets
- table points
- a “move up the zone board”
- Golden Time
- Star pupil of the day
- Star pupil of the week
- Star of the half-term/term
- certificates

Good behaviour is celebrated in the class and in whole school assemblies. Pupils' success is displayed on an on-going weekly basis on the Golden Ticket winners' display (in the corridor outside the main hall).

OUR TEN SIMPLE GUIDELINES FOR POSITIVE BEHAVIOUR MANAGEMENT

- 1. Establish a friendly, positive, supportive relationship with the pupils in your care.
- 2. Make sure, wherever possible, that pupils are doing purposeful activities that match their needs and that they enjoy.
- 3. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
- 4. Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed.
- 5. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
- 6. Know what sanctions you can use, but try to avoid using them – especially if a quiet word or reminder will do - it is the behaviour, **not the child**, that should always be the focus of addressing inappropriate behaviours.
- 7. Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
- 8. Avoid telling a pupil off in public.
- 9. Avoid the use of sanctions when support strategies will suffice.
- 10. Use our school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

***IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE,
NOT THE CHILD AS A PERSON.***



Classroom management of Behaviour

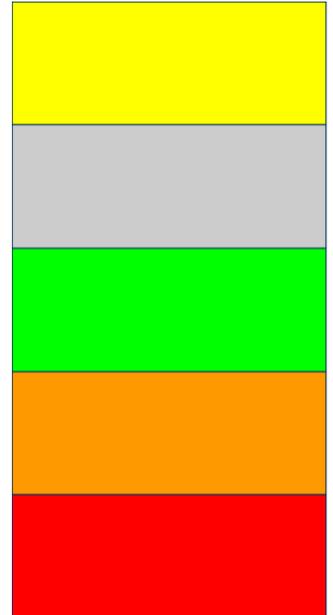
Key Stage 2

Children begin on green on the zone board.

When teachers notice good behaviour, they move those children up the zone board. Even when some children behave less well, teachers will pick on those children who are doing the right thing to make sure that the class as a whole is seeing that good behaviour receives positive attention. This gives children who are not following the rules a chance to change what they are doing in a positive way.

However there are occasions when, even after the majority of the class has seen that good behaviour has been rewarded, some children do not follow the school rules. When this happens certain consequences take place and sanctions are used (see below).

By year 6 pupils have acquired the skills to self-regulate their behaviour more effectively. This ability is built upon in the year 6 class through continuing to encourage positive supportive relationships, encouraging independence and continued self-regulation, in preparation for the transition to secondary school.



Classroom sanctions

In the classroom, when children don't follow the rules they will:

1. Be encouraged to follow the example of positive role models within the classroom.
2. Be given a verbal warning.
3. If this warning is not adhered to, then to be moved down within the green section of the Zone board.
4. If their behaviour persists, move them into the amber section for an official warning. This could include thinking time where children are given a few minutes to calm down in a specific place. (1 minute for the child's chronological year)
5. If they still continue to misbehave they will move onto the red. Any child who moves onto the red has to fill in a 'Put-it-Right' sheet during Golden time.
6. To give other children a break from the poor behaviour, if they continue to move down to the red, then at the bottom of the red they are sent out of class to
 - a. Phase Leader
 - b. Senior Leaders
7. At the point of being sent out of class, the child's behaviour is recorded on a behaviour report form so that the staff in the office know why the child has been sent out and also to track patterns of behaviour.
8. If a teacher considers any incident to be sufficiently major, such as violence, cruel language or anything else where the wellbeing of others in the class is at risk, the child can be moved immediately to red and sent out of class.



Reception/Key Stage 1

1. Key Stage 1 use the zone board without the silver section.
2. Every child's name starts on Green on the Zone board in the morning and has a fresh start on green in the afternoon.
3. Children are given a verbal warning.
4. If this warning is not adhered to, then the child's name is moved to the orange section of the zone board, this may also involve a 1:1 discussion with the child as to how they can improve their behaviour - this may include a 'put it right' sheet, or a card to say sorry if they have upset someone.
5. To give other children a break from the poor behaviour, if they continue to move down to the red, then at the bottom of the red they are sent out of class to
 - a. Phase Leader
 - b. Senior Leaders

Nursery

We recognise that very young children have different needs from older children and that imposing the same sanctions may not modify the behaviour. Hence the process in the early years is as follows:

In Nursery our children participate in fun and engaging activities which promotes positive behaviour. We focus on rewarding good behaviour with stickers, certificates, stamps and verbal praise.

We have a two zone 'zone board' consisting of a happy side and sad side.

Children's photographs are placed on the happy side.

If the children display positive behaviours they remain on the happy side and are praised.

If the children display negative behaviours that hurt or disrupt the learning of others then their photo is moved to the sad side and they have 'time out' on the thinking chair (1 minute per chronological year).

Following this 'time out' a member of staff will discuss the issue with the child and talk about what they should do differently next time.

Resource Base

SEN pupils in the Resource Base have work matched to their individual needs, this helps to promote positive learning and behaviour. Social skills and positive behaviour are specifically taught in the Resource Base and built upon throughout the day. Rewards feature highly, with golden tickets, stickers and prizes awarded for and the use of a 'zone board' consisting of a happy side and sad side.

On the rare occasions where pupils' names are put on the sad side, they have quiet 'time-out' with a sand timer for up to 5 minutes.



Behaviour around School

Playtime sanctions

At playtime, when children don't follow the rules they will:

1. Be encouraged to play in a more positive way, often by using peers as role models.
2. Be warned that their behaviour needs to improve.
3. Be given a two minute time-out during which time they have to stand with the teacher or go to a designated time-out area.
4. Be sent aside to see the senior leaders. Use may be made of our social skills club at this time to support and improve the child's behaviour.

Dinner time Sanctions

1. Be encouraged to play in a more positive way, often by using peers as role models.
2. Be warned that their behaviour needs to improve.
3. Be given a two minute time-out during which time they have to stand with the teacher or go to a designated time-out area.
4. Adults can seek guidance from the Senior Learning Mentor (Mr Wilkinson) who will intervene if appropriate or advise that the behaviour coordinator be involved.

Morning and Afternoon Transitions

(only applies at 8:50am and 1:00pm)

Occasionally incidents happen before school or at dinnertime which upset a child so much that they cannot focus on activities within the classroom. These can be from a range of circumstances, such as the journey to school, an injury on the playground or an argument at dinnertime. Irrespective of whether the incident has been resolved, we recognise that the after effects of such an incident can take some time for a child to recover from - this time being dependent on the nature of the incident and the personality of the child.

Where possible, each teacher should give the child some space within the classroom to recover from an incident. However, upon entry to the class at 8:50am and 1:00pm, if the teacher thinks that the child will not recover within the classroom environment, or if the child is so upset that they are affecting the learning of other children, then the advice should be sought from the Senior Learning Mentor who may decide that the child would benefit from time in the Nurture room in the first instance. There, the Pastoral Manager or Senior Learning Mentor will decide which option is best:

- being sent back to class
- further time in the Nurture Room
- being sent to Senior Leaders.



Persistent poor behaviour/serious incidents

Incidents of persistent poor behaviour or serious incidents such as abusive language/violence/bullying are recorded on the school portal. This enables us to monitor and track behaviour which may assist us in identifying possible underlying causes, thereby enabling us to work with children, families and outside agencies to address such behaviour.

1. After poor behaviour during a day, teachers will mention it to parents at school pick up time and briefly discuss ways to improve behaviour for the following day.
2. Should a child be sent out of class twice or more in one day, parents will be contacted by the Phase leader, Deputy Headteacher or Headteacher to discuss ways of improving behaviour. If behaviour is poor consistently or follows a pattern of some kind, a behaviour contract may be organised to help improve behaviour in school.
3. Should poor behaviour be so extreme (i.e. abusive language, violence) that senior leaders are concerned about either the well-being of the other children in the class, the well-being of the child in question or the well-being of the teachers, then a temporary exclusion will be considered.
4. Should a child be excluded for a period, the Behaviour Co-ordinator will seek advice from suitable external experts such as the Educational Psychologist and the Behaviour Support Team. Plans may be put into place such as part-time provision to aid the child's integration into school. If these plans do not work and more temporary exclusions occur, then the headteacher may seek a permanent exclusion, which will involve a panel of governors to consider the case.
5. The headteacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.
6. In all cases of permanent exclusion, parents have the right to make representations to the governing body and the right to appeal to an independent appeal panel. We are under a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Birmingham Local authority is under a duty to provide suitable full time education from the sixth school day of a permanent exclusion.

Bullying

All members of staff (class teachers, midday supervisors, teaching assistants, office staff, support staff, etc.) have a role to play in raising awareness, being alert to and reporting bullying. The overall responsibility lies with the Head Teacher and Governing Body.

The school endeavours to create an environment in which bullying is not able to develop e.g. school council, assemblies, circle time, pastoral support.

Cyber Bullying

Members of staff are also aware that bullying can be carried out through cyberspace. Children should be encouraged to tell someone if they are being bullied in this way. Guidance is also given in ICT lessons when



the children are taught about Internet safety.

Definition of bullying

- It is deliberately hurtful or threatening behaviour
- It is premeditated and usually forms a pattern of behaviour rather than an isolated incident
- It involves dominance of one pupil by another, or group of others

The main types of bullying are:

- Physical – pushing, hitting, kicking, pinching, any form of violence, threats
- Verbal – name-calling, sarcasm, spreading rumours, persistent teasing
- Emotional – tormenting, threatening, ridicule, humiliation, exclusion from groups or activities

Pupils are bullied for a variety of reasons. Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to SEN or disabilities
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers, looked after children, or otherwise related to home circumstances
- Sexist or sexual bullying

There is no “hierarchy” of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of cyber-bullying methods.

Identifying Bullying

Children who are being bullied may not always be prepared to tell someone. It is important therefore that members of staff, parents and others who deal with the children are observant and alert for signs of bullying.

These might include:

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to talk about the problem
- Being easily distressed
- Damaged or incomplete work

(Further guidance can be found on the DCSF website)

Procedure

When a disclosure is made, it should always be treated seriously, with appropriate discretion and carefully investigated.

Once the behaviour is identified as bullying the incident should be reported to the Head Teacher or a senior member of staff

The victim and bully should be interviewed separately.

The victim’s story should be listened to and the pupil reassured that s/he has done the right thing by reporting



the situation. Victims of bullying often feel powerless and vulnerable. They may end up believing that they deserve to be bullied.

Everything should be done to re-establish the victim's self-confidence.

The bully should be spoken to and the reasons why s/he has bullied identified. The bully should be helped to recognise his/her unsociable behaviour and given support if necessary to address that behaviour.

On some occasions it may be possible to sit victim and bully down together to discuss their feelings and the reasons why the situation has developed. The problem could then be resolved amicably and/or a compromise reached.

On other occasions the bully should be told firmly to stop his/her anti-social behaviour immediately and to stay away from the victim.

In all instances, the parents of both parties should be contacted and informed of the situation and the action taken. If appropriate, they should be invited into the school to discuss the matter.

Follow up meetings with the victim should be arranged to find out whether the solution has been effective or not, and the situation should be monitored.

Serious or prolonged bullying could result in one or more of the following sanctions:

- writing an explanation or apology for the incident
- withdrawal of break or lunch time privileges
- removal from a particular lesson or peer group
- temporary removal from the class
- interview with the head teacher or deputy head
- fixed term exclusion
- permanent exclusion

A written record should be made of every incident of bullying using an Incident Form (see example attached).

The report should indicate who was involved, where and when the incident occurred, what happened, what action was taken, whether the parents were informed and how the incident was followed up. Incident forms are to be kept/filed by the behaviour co-ordinator with the Head Teacher being notified of any such incidents.