Aim High…Fly High!

Name of Policy	Positive Behaviour Management (including Anti-bullying)
Date last reviewed	September 2016
Date to be reviewed	October 2018
Governor Committee	Standards
Date approved	
Key Member of staff	Headteacher
Statutory	Yes

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POSITIVE BEHAVIOUR POLICY

At Duxford Church of England Community Primary School we aim to create a happy, caring atmosphere for our children in which effective and enjoyable learning can take place. We expect our children to behave in a polite and thoughtful manner to all members of the school community regardless of position, sex, age, ability or ethnic origin.

The principles of forgiveness, reconciliation and a fresh start are integral to how the school works for both learners and staff.

Ethos
The ethos of the school is such that we focus on praising good behaviour in order to build self-esteem and respect for others in all children. A high standard of behaviour is expected at all times.

The Learning Process
Each child is unique but, while we provide for individual needs, we also encourage every child to see themselves as a member of our whole school community. As part of our Personal Health and Social Education programme children are encouraged to develop the skills which enable them to listen to and interact with others. During their time at Duxford they will also have the opportunity to explore their feelings and begin to understand the needs of others. As the children progress through school they are encouraged to take more responsibility for themselves. Part of this process involves developing class rules which relate to attitudes and behaviour.
Pupils are encouraged to understand that while everyone has rights they also have responsibilities. This means that the community must have rules by which everyone abides.

Rewards
All staff are committed to praising good behaviour whenever it occurs. We believe rewards can:

- encourage pupils to repeat behaviours
- contribute to self-esteem
- encourage others who see their peers rewarded
- nurture positive relationships between staff and pupils
- make schools friendlier, happier places.

Pupils endeavouring to improve their behaviour are supported by the school community who will take every opportunity to praise effort.

House Points are awarded regularly to children for positive behaviour and demonstrating growth mindset and great learning. These are collected weekly, shared in assembly and at the end of each half term the winning house is rewarded with a special House Playtime. Special cards are awarded to pupils who make a particular improvement in behaviour or work. They are presented weekly at an assembly so that the whole school can celebrate the successes of individuals. A child can be sent to the Headteacher at any time to receive a special Headteacher award for any caring behaviour or work effort that is over and above the normal for that child. Courtesy cards are given annually to children who regularly show consideration, politeness, helpfulness etc over a period of time. These cards are greatly valued by the children as they are not given lightly, and they help to set high standards of behaviour among everyone in school. An overall Courtesy card is awarded to one Year 6 child who has shown consistently good behaviour, manners and kindness to others over their time at Duxford. Different classes have additional reward systems.

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All pupils can earn 'golden time' as a reward for good behaviour. Golden time is a special time and activities vary from class to class depending on decisions by the class teacher and the children in that class.

Sanctions

Any behaviour which causes distress to another is unacceptable. Misbehaviour can be of a minor or more serious nature. Most problems are usually not very serious and can be dealt with by the supervising adult. Any member of the teaching staff may give a child 'time out' in order to think about his/her actions. Children are asked to write down what happened and reflect about their actions. KS1 children will verbally recall the incident for an adult to write down their words. During a break the child should be placed in an appropriate place where he or she remains the responsibility of the class teacher. Alternatively a child may be asked to spend playtime walking around with the supervising adult or practising a basic skill.

Repetition of poor behaviour including incidents where a child has deliberately hurt another is taken seriously. For KS1 children the child should first be sent to the KS1 behaviour manager. KS2 children will be sent to the KS2 behaviour manager. Depending on the severity of the incident, the class teacher will contact the parent/carer in order to discuss the issue. If necessary the behaviour manager/ Deputy Headteacher / Headteacher will be involved and would contact the parent/carer.

School council members and House Captains have been chosen by children in the school as being good role models. Badges of office can be taken away by the Headteacher if behaviour from either School Councillors or House Captains is not to the standard expected. The role then has to be earned back. Children whose behaviour is not at the expected standard will not represent the school in events i.e. sports matches, academic challenges with other schools. In extreme cases children will not be invited to take part in school trips or residential. They will be set appropriate work to complete.

Serious misbehaviour of any pupil should be brought to the attention of the Headteacher without delay. In such cases parents will be involved in order that their co-operation can be sought in finding an effective solution. All staff will be informed so that close monitoring of the individual can be maintained throughout the day. In extreme cases, the Chair of Governors will be informed. Exclusion is a measure that, hopefully, will not be appropriate at Duxford. However, should the need ever arise; the Headteacher will consult the Chair of Governors about the particular case. The parents will be informed and, if the exclusion is for more than five days, the LA will be informed. The procedures set out in the LA policy for Exclusion will be followed in all cases.

Bullying

At Duxford School we are committed to creating a school where children and staff are happy; where there is an atmosphere that is caring, protective and supportive and where no one is humiliated, abused or intimidated.

Bullying is the sustained wilful, conscious desire to hurt another physically or emotionally and to put him or her under stress.

Bullying can take many forms:

- physical - hitting, kicking, taking belongings
- verbal - name calling, insulting, racist, sexist or homophobic remarks
- indirect - spreading nasty stories about someone, excluding someone from social groups
- cyber - any inappropriate remarks online, through social media or text messages

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The Process

At Duxford School we recognise that incidents do occur that can be considered bullying. It is important that children realise bullying will not be tolerated in school. Everyone is expected to make sure that it does not happen and responsibility is on all to combat bullying, including onlookers. Children will be assured that they can talk with teachers and staff and that it is never "a joke", "game", "accident" or "mistake" for the victim. Children need to know that reporting incidents is not "telling tales" and that it will be followed up immediately and there will be no repercussions. When investigating incidents, staff will at all times try to remain fair and impartial, listening to both sides of arguments, before making a judgement based on facts.

The best approach is to prevent bullying before it occurs. Because a low profile policy can easily be forgotten, children need to be reminded of it regularly. Collective worship, assemblies, class work and e-safety sessions can provide ways of promoting the policy with themes such as friendship, conflict, power and trust used as a basis.

We must distinguish too between bossiness; minor upsets in friendships and in real bullying. All pupils break up with their friends sometimes, and there are arguments and sometimes name calling. This is usually forgotten within a few days and would not be considered bullying although must be taken seriously at all times. However, if the name-calling continues, extends, involves other children and escalates into other hurtful behaviour then we need to know.

Sanctions

Most minor bullying can be resolved by a teacher who has a quiet word with the offender who often does not realise the extent of the damage of his/her behaviour. However, if more serious incidents occur the teacher(s) will immediately report the incident to the headteacher who will follow it up. Parents of those involved may be contacted and asked for their support. Written records will be kept.

Conclusion

As a school we believe in

- praising more than reprimanding
- keeping sanctions low key and appropriate
- using positive strategies which encourage the pupil to develop appropriate behaviour
- rewarding good behaviour by increased responsibility for the child
- providing positive feedback to parents.

Review

This policy will be reviewed bi-annually.

Appendix 1

Supervision of children during lunchtime

In our school lunchtimes are supervised by teaching assistants. We do not distinguish lunchtime from other parts of the school day for the following reasons:

Teaching assistants are able to ensure consistency of behaviour management, applying rules and strategies used in the classroom and at other breaktimes.

Teaching assistants know the children well and are able to monitor situations with individual children or groups to ensure any known difficulties are observed and handled in exactly the same way as they are during the rest of the school day.

The children know the teaching assistants well and this consistency of care is particularly reassuring for the youngest children.

Teaching assistants are able to work with individual children who need special support and cover for each other readily in the event of absence.

Teaching assistants are able to work as a team without the need for a Midday Coordinator, reporting directly to the Key Stage leaders on any issues that arise and may need following up.

All teaching assistants are trained in first aid and are able to follow the school's procedures for dealing with injuries, accidents or where a child feels unwell.

Teaching assistants are able to run or assist with lunchtime clubs (e.g. home learning, chess, gardening) and having them employed as TAs between 12.00 and 1.00 allows flexibility for this through the school year.

Teaching assistants are able to encourage positive play amongst the children and lead games where children might otherwise be struggling to play constructively.

All teaching assistants work over lunchtime on a rota basis, taking their half hour for lunch between 12.00 and 1.30.

HLTAs who cover PPA are not required to supervise children at lunchtimes when they are preparing to deliver lessons.