

# Long Marton School

## Behaviour and Anti Bullying policy

### Aims

At Long Marton School we have high expectations of good behaviour.

- We make children aware of the behaviour we expect to see.
- We recognise and praise good behaviour.
- We reward children for their good behaviour eg. Praise, stickers, privileges, star, marbles.
- We encourage children to be responsible for their own behaviour.
- We will be polite, truthful and respectful to others.
- We move around our environment and school with care.
- We always try our best and allow others to do the same.
- We will talk about our problems.

### REWARDING GOOD BEHAVIOUR

We tell children we are pleased with them as individuals and groups. In every class each child has a sticker book. They are given gold stars/stickers as a reward for particularly good work. When they have collected 10 stickers, they can choose a prize from the Treasure Box. Each class also collect marbles in a jar – these can be given for good behaviour, positive attitudes etc - for a whole class reward. When the jar is full the class vote on what the reward will be. We also share good behaviour of individuals and groups in class and gold star assemblies.

### RESPONSIBILITIES

In the first instance inappropriate behaviour will be dealt with by the adult at hand – teacher, teaching assistant, midday supervisor, Long Marton Children’s Club staff. Where behaviour is concerned all have equal status. The child is told about their behaviour, why it is not appropriate and how they can change that behaviour. If the behaviour is repeated, the child gets a yellow warning on the board in the class. If the behaviour continues then the child gets a red consequence card. Sometimes if an incident is deemed very serious then a red card will be issued straight away. The consequence from getting a red card is that they stand against the wall for the whole of the lunchtime following the issue of the card.

Behaviour problems in school are not just the school’s problem. Children and parents will be informed of behavioural expectations of the school from the outset of the child’s school career. Parents can help by informing school of any family changes that may affect their child’s behaviour. The school will endeavour to intervene as soon as possible where a child is experiencing behavioural difficulties in order to avoid a deterioration of the problem.

If a child’s behaviour is consistently poor or they are on the special needs register for behaviour then a behaviour management plan may need to be developed in partnership with staff, parents and outside agencies.

### **Authorised to use Reasonable Force**

The following people are authorised to use reasonable force: Mrs Rachel Smith, Mr John Davis, Miss Helen Dixon, Mrs A. Hodgkinson and Mrs Sue Hill using the Team

Teach strategies. This is to be used as a last resort. Mr John Davis Mrs A. Hodgkinson and Mrs Sue Hill are trained in Team Teach restraint. Any incident should be logged in the Record of Positive Physical Handling or Intervention logbook (blue).

## **DISCOURAGING INAPPROPRIATE BEHAVIOUR**

Whilst we recognise that there may be occasions when the use of punishment and/or sanctions may be unavoidable our first response to discouraging unacceptable behaviour will be to establish the distinction between minor infringements and more serious offences and in the first instance to consider a range of strategies that can be used rather than punishments which can be applied.

Wherever possible, staff will seek to find a negotiated solution to problems that occur. In discussion with the pupil staff will:-

- Check that the pupil knows what they are in trouble for.
- Establish that they know that the behaviour was unacceptable.
- Explore the effect that the behaviour has on others.
- Examine strategies for avoiding the same situation in the future.
- Encourage pupils to think of or offer some alternative strategies.

Strategies for children who are given warnings – verbal and written:-

- A non-verbal signal.
- Ignoring
- A verbal rebuke and reminder of the behaviour we want to see
- Repetition of a task
- Isolation within the classroom
- Removal from the classroom to an alternative, supervised area
- Withdrawal of privilege
- Informing and discussing with parents, if necessary

Responses to pupils whose parents have received a letter:-

- Logging of incident
- Liaison with parents eg. Setting up an IEP
- Withdrawal of major privileges
- Discussion with major outside agency

## **BULLYING**

**Bullying is unacceptable behaviour.**

**Bullying is:-**

- The deliberate use of aggression.
- An unequal power relationship between the bully and the victim and the causing of physical pain and/or emotional distress.

**We believe that:-**

1. Bullying is different from a random act of aggression
  - That the harmed person suffers over a period of time.
  - That bullying is not just physical violence but includes intimidation, name-calling, teasing and isolation.
2. Bullying in any form is unacceptable. *We are aware of the increasing*

*incidences of cyberbullying and teach children in ICT, Assembly and other subjects what to do if they are a victim of or aware of any form of bullying.*

3. Pupils and staff have the right to work in an environment in which they feel free and safe from bullying in any form.
  - Every member of the school should behave in a way which considers others and respects their rights.
  - Bullying is anti-social behaviour. We must respond in a way which will be helpful to their learned and improved behaviour, whilst at the same time protecting the victim.

**Through their teaching and example staff will encourage:-**

- 1. Responsibility for self and others.**
- 2. Respect for self and others.**
- 3. Caring and gentleness.**
- 4. Providing clear and consistent standards of behaviour.**
- 5. Not allow unacceptable aggression.**

The school aim to take a pro-active approach regarding bullying, addressing both prevention and reaction.

Pupils are entitled to receive their education in a safe, caring and empowering environment, free from fear and intimidation.

All staff, parents and pupils will be encouraged to share these values.

**Interventions will aim to:**

- Make the victim feel safe
- Encourage better behaviour from the bully and colluders.

Staff will encourage a clear and known commitment to taking incidents of bullying seriously.

The following steps may be followed:

- Be available to the victim for support.
- Treat the information seriously.
- Treat information precisely.
- Involve parents of the bully and the victim.

## **CURRICULUM**

A caring and co-operative ethos can be encouraged through PSHE, RE and Citizenship, which emphasized the establishment and development of social and interpersonal skills and moral values.

## **REVIEW**

This policy was reviewed by staff in Spring 2015 and will be reviewed in Spring 2017.