



Great Bookham School

BEHAVIOUR POLICY

BEHAVIOUR POLICY

PART ONE - DISCIPLINE

This is a statement of the aims, principles and strategies relating to behaviour in our school. It was developed through a process of consultation with teaching staff and governors. The policy will be reviewed annually.

INTRODUCTION

The rules within the school reflect its aims and, as such, the emphasis is upon instilling in pupils a sense of self-discipline. Pupils are expected to always behave sensibly and safely, showing good manners and consideration towards adults and peers.

Children will respond to positive encouragement and will, in general, behave more appropriately if they are given responsibilities. Jobs such as looking after equipment, art areas, putting computers out etc are not only very helpful, they also provide a real opportunity for children to be involved and to be responsible members of school. There are few specific rules and these are primarily concerned with ensuring the safety of the child.

Whenever possible we encourage good behaviour and celebrate it in a variety of ways. Specific praise, house points and certificates maybe used although stickers are not used.

POSITIVELY REINFORCE GOOD BEHAVIOUR

High expectations of the children are an important part of developing self-discipline. The children reflect the attitudes, values and moral code of those they love and respect. Teachers, and other adults in the school, play a very important part in a child's development by setting the highest possible standards of behaviour and by showing their commitment to the ethos of the school. Children will learn from observing how adults behave towards each other as well as how they respond to the children.

Discipline is seen as a code of behaviour and helps each individual within our community as well as contributing to the overall direction of the school. Co-operative support for mutually agreed goals is our aim and by explaining to children 'why' as well as 'how' they should behave will contribute to lifelong discipline.

CHILDREN SHOULD BE LOVED AND RESPECTED

SCHOOL RULES

1. Children should not enter the school building before 8.45am unless they have been given permission by a member of staff.
2. Children should only use entrances/exits allocated to their year group.
3. At break or lunch time, only children with permission may remain inside the building.
4. The field may only be used as a play area when weather permits.

5. Children must not leave the premises at any time without permission.
6. No PE equipment may be removed from the store without permission.
7. All items of school uniform and other personal equipment must be clearly labelled.
8. Jewellery should not be worn in school.

MEDICATION

Prescribed medicines and non-prescribed medicines will, from time to time, be needed by a number of children. It is important that all medicines are held centrally in the school office and that parents complete the appropriate permission form.

Teachers should not give permission for medicines to be used or administer them to the children without the prior permission of the Head teacher (see Policy for Pupils' Health and the Administration of Medicines).

EPIPENS

Epipens will be kept in the school office except when the child is away from school on a visit, when it should be held by the teacher in charge, who will undertake responsibility for that child.

JEWELLERY

Jewellery should not be worn in school for two reasons. Firstly, it may be lost or damaged, and secondly, as in the case of earrings, they can be a danger. Children should be reminded by the class teacher that this is the rule. In the case of newly pierced ears it is sometimes necessary to wear sleepers for a number of weeks. Children may not take part in PE if they are wearing any jewellery and we, therefore, recommend to parents that they have their child's ears pierced at the beginning of the school summer holiday so that they may take a full part in the PE curriculum upon their return to school. Children have to be able to remove earrings themselves; staff may not do so.

WATCHES AND VALUABLES

Teachers should keep watches during PE lessons to ensure their safety. Valuable items are not encouraged to be brought to school. If however, they do arrive, the teacher should take possession of the item, to keep it safe, and return it at the end of the day with a reinforcement of the school rule. Smart watches are not allowed in school.

As teachers, we understand the need for mutual respect between teacher and child. In matters of courtesy it would be entirely appropriate for a child to hold the door open for a teacher, to 'ask them' more often than 'telling them' to do something. Children should be called by their proper names and never a nickname. Above all, children respond when discipline has a clear purpose, which is explained, and when it is administered in a fair and honest way.

When there is a serious breach of school rules teachers will refer to the KS Leader/Deputy/Head Teacher.

The sanctions may be:-

1. A reprimand
2. Time out
3. Removal of privilege
4. Parental involvement
5. Suspension
6. Exclusion

Parents should be involved when the behaviour is considered to be of sufficient severity for a joint approach. This could happen at any stage and will be discussed in advance with the KS Leader/Deputy Head Teacher/Head Teacher as appropriate.

CONFISCATION

From time-to-time children bring things to school which are inappropriate and teachers will remove them for safe-keeping. Items taken into possession, of course, remain the property of the child and it is never correct to threaten to keep them. However, it is the responsibility of the class teacher to decide whether or not they should be allowed in school and also as to whether they should be returned to the child or directly to the parent. It is important to treat the child with respect over matters of property and not to use it merely as an additional sanction. Often an informal 'chat' with a parent can clear up a misunderstanding.

BRINGING FOOD INTO SCHOOL

Children have individual appetites and needs for sustenance during the day and this should be respected. However, it should not normally be necessary for a child to bring additional food into school other than a wholesome snack at break time. Pupils may not bring in chocolate, sweets or crisps as a snack. The break time snack should be packed separately from their packed lunch, which may only be accessed at lunchtime. Parents often monitor their child's diet by checking what has been returned and for this reason children are encouraged to return uneaten food home. Children may bring drinking water in a named plastic bottle.

BEHAVIOUR POLICY

PART TWO – ANTI-BULLYING

AIM

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available in school.

WHAT IS BULLYING?

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone repeated over time. It can involve physical or verbal attacks, name calling, malicious gossip, damaging or stealing the property of the victim, or coercing the victim into acts which they do not wish to do.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns or a lack of concentration.

THE VICTIM

Pupils are to be encouraged to report bullying in schools. Teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

The victim may not obviously be different from the accepted norm, although there are some children who appear to be bullied more than others. Some children are in the wrong place at the wrong time. However, there are other instances where it is clear that for the bully (or bullies) something about the victim is unsettling and they have become the focus of a variety of emotions ranging from through hatred, envy, anger, rejection, jealousy, competition, revenge and thwarted friendship.

Often the victim is a child who is not particularly assertive, is unlikely to fight back, does not have many friends and is quite anxious and fearful. It is easy to blame the victim and tell them to 'toughen up.' Such children need support and help to become more assertive.

THE BULLY

Research shows that the bully may not be well integrated into his/her peer group and may be experiencing difficulty making friends. A bully may find it difficult to cope with the transition from home to school, or from one school to another, or he/she may be finding school work difficult. Changing home circumstances, such as a new baby or divorce may leave a child feeling insecure and invisible, or perhaps the bully has a low self-image and is self-hating.

Whatever the reason, both bullies and their victims need our help and protection. They are truly children with special needs.

THE OPPORTUNITY

In order to get away with it, bullies need opportunity. Bullying can happen in the playgrounds, changing rooms, corridors at break times, travelling to and from school, during the lunch hour or when there is nothing more interesting to do.

PERMISSION

Bullies get tacit permission to carry on bullying in a number of ways. A playground assistant who tells a child not to tell tales is assisting the bully; children should always 'tell'. The teacher who hears a complaint and then does nothing about it is helping the bully.

By understanding the effects and dismissing the reality of the victims we do two things; we further victimise the victim and we tell the bully and all of the children in the school that we do not mind if they displace their aggressions in this kind of way.

DENYING EQUAL OPPORTUNITIES

In any of these ways we send out a clear message to the victim that they cannot hope for protection. We confirm their feeling of hopelessness and isolation. A bullied child may already be feeling ashamed, guilty or worthless. By not taking them seriously we fail to equip them with the skills that they need to avoid further bullying. We effectively deny them equal access to educational opportunities. In turn we fail to identify the help that the bullies so obviously need.

WHAT CAN WE DO?

We can establish a positive atmosphere within the school that encourages positive behaviour. An atmosphere that values each and every member of the school for what they are and what they can contribute.

We can make sure that children are actively encouraged to talk about bullying not only in the classroom but on an individual basis. Tell them that it is right to tell someone they trust.

Bullied children often feel completely out of control of the situation and it is important to help them regain that control and take responsibility, with adult support, for what happens next.

As adults we must not give tacit support to bullying by the way we act or the way we talk to children, either individually or in a group. We must not shout, use nicknames, or reference to personal attributes or comments relating to gender or race. We must not pick on or humiliate particular children (sometimes the very children who are being bullied). If adults bully, then they give licence to children to bully.

Teachers can set aside a specific time each week, eg. Circle Time, to discuss how everyone feels about the way the class is getting on together. By helping a peer group develop positive listening and communication skills openly allows them safe expression of negative emotions which might otherwise threaten the cohesion of the group.

Peer group disapproval is one of the strongest disincentives for any form of anti-social behaviour. If there is no pay-off or a negative reaction from all the other children in the class, the bullies might find themselves in the same position they do not want to be in – on the outside of the group.

Teachers can help by intervening even if they only suspect that something is going wrong. A bullied child might need to be paired with a more popular child or group of children so that they are helped to become part of the group. Groups of bullies can be split up. Group work aimed at encouraging independence can be introduced. Areas in which a victim is successful can be developed to increase self-confidence.

WHO SHOULD BE INVOLVED?

Often bullying will take place away from the classroom, on the playground or during lunchtime and it is important that everyone who has a supervisory role over the children is involved and aware of the positive steps that can and should be taken.

The children are always in sight of an adult at any time during the day. Each and every child has their role to play in the development of a positive, secure and safe environment for our children.

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded on CPOMS
- All involved will be interviewed.
- Parents will be kept informed.
- Persistent bullying may necessitate the matter being brought to the attention of the Governing Body.
- Appropriate disciplinary measures will be taken in accordance with the school's Behaviour Policy (Part One – Discipline).

CYBERBULLYING

Cyberbullying is the deliberate use of Information Technology, particularly mobile phones and the internet, to upset someone (DfE 2010).

Pupils who experience Cyberbullying may show changes in behaviour such as becoming isolated from others, low self-esteem, low self-confidence and reduced performance in school.

WHAT CAN WE DO?

Through a planned and comprehensive E-Safety programme we can raise awareness for pupils, teachers and parents.

E-Safety and how to keep safe from cyberbullies is embedded within the curriculum throughout the year groups (Year R to Year 6). Children are encouraged to talk about their experiences of cyberbullying in class and group situations as well as one-to-one where appropriate.

The school displays reminders of how to stay safe when using the internet in areas where computers are used and stored.

All children, parents and teachers are asked to sign an Acceptable Use Agreement in order to raise awareness and solicit co-operation from all parties in keeping children safe online.

Parents have access to the school E-safety policy and advice related to E-safety, on the school website. Children participate in annual E-safety assemblies and workshops and Information Evenings are arranged for parents.

PUPILS

Pupils who have been bullied will be supported by:

- Being given an immediate opportunity to discuss the experience with a member of staff
- Being reassured
- Continuous support
- The restoring of self-esteem and confidence

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong-doing and the need to change
- Informing parents or guardians to help identify wrong-doing and change the attitude of the pupil.

The most positive step that can be taken to ensure that bullying does not take place is the creation of a stimulating learning environment where every child is positively encouraged to achieve their true potential; where the individual is valued within the group as a whole and where positive caring, sharing and love for your fellow human being is given the highest possible status. Children who are loved and nurtured will have a greater chance of developing love and care for others.

This policy should be read in conjunction with these policies;

- Inclusion
- Teaching and Learning
- e-Safety
- Child Protection & Safeguarding
- Staff Code of Conduct / Staff Handbook
- Home School Agreement
- Suspension & Exclusion
- Pupils' Health and the Administration of Medicines

And these documents from the DFE:

- Keeping Children Safe in Education
- The Equality Act 2010
- Use of Reasonable Force in Schools

Appendix 1

De-escalation - Steps to success

Use the child's name when you begin to speak to them - it addresses them and shows them that they have your full attention and that you mean to sort the situation out for and with them.

"I can see something is wrong" – a phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation.

"I am here to help you" – a phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is important and is most likely to address the issue effectively, it may still be necessary for the adult to issue a consequence so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).

"Talk and I will listen" - this tactic provides children with a calm option to explain what's on their mind and again is most likely to address the issue that the child had/has effectively, so that the unacceptable behaviour won't be repeated in the future.

"Come with me and we'll talk about it..." – quite often it will be useful to remove the child from their current setting, gently encouraging them to walk with you or using open arm movements to guide them to sit somewhere quiet and calm. You should always use this tactic if they're in an unsafe place (e.g., on a wall or on the roadside).

Scripts

Given below are sample scripts giving the sort of language and guidance to adopt.

Although Scripts 1, 2 and 3 naturally escalate (so if Script 1 fails to have the desired effect you would tend to step up to Script 2, and so on), depending on the circumstances, you might start with any of the four scripts. You would also, of course, need to amend the name and detail to suit each occasion.

Script 1: Statement of Reality (i.e., simply tell them what you see)

"X, you're... (e.g., running in the corridor/tapping your pencil on the desk/talking when I'm speaking...)"

Use a firm but calm voice.

Don't ask 'why?' they are doing what they're doing – It's confrontational and you don't need to know why. They just need to know that you've noticed it.

After hearing the statement of reality many children will quickly change their behaviour without the need to take the script any further or without attracting a consequence.

Remember to give them 'take up time' to think about their behaviour and respond. It may even be desirable to deal with another task or child, to temporarily divert attention away from them, and allow sufficient space and take-up time.

When they are demonstrating a positive change make sure to acknowledge that with praise:

"Thank you X for... (e.g., walking/putting your pencil down/listening nicely...)"

If the child's behaviour doesn't change after a reasonable take-up time, move on to Script 2.

Script 2: Tell them the behaviour you want to see

"X, I need you to... (e.g., walk in the corridor – thank you/ put your pencil down – thank you/ listen when I am speaking – thank you)"

Be assertive and avoid starting or ending with 'please'.

Use 'I need you to...' and end with 'thank you' instead.

This carries an expectation that they will do as you have asked of them and helps support the idea that your request is not optional.

If you then see a positive change in behaviour, acknowledge it with a further 'thank you' or with a gesture (e.g., a smile or a thumbs-up).

Should you not see a positive change in behaviour, move on to using a 'language of choice' in Script 3.

Script 3: Statement using Language of Choice

"XXX, you are choosing to behave this way and if you choose to continue to... (e.g., run/ tap your pencil/ speak when I'm speaking) then I will have to [consider a suitable consequence]"

You need to remain calm, without any sense of agitation or lack of control, while making it clear to the child that *they* are responsible for the consequences of their actions; that what has happened so far and what will follow is *their* choice.

Be careful to make sure that any consequence you threaten is proportionate to the behaviour, is reasonable in the circumstances and is something that you know you can and will carry through if the behaviour doesn't change.

You may need to ignore minor secondary behaviour as the most important thing is that they have made the right choice about their initial undesirable behaviour.

Where appropriate, allowing a child to have the last word can help resolve or avoid further conflict and can also be valuable in helping you to role-model grown-up behaviour.

If the child chooses to do the right thing, then you must praise them for making the right choice. This will help them learn that it's good to do the right thing and that you are pleased with their choice.

Every child likes to be praised and acknowledged on the inside, even if they might not show it on the outside:

"Well done/Thank you XX, you made the right choice".

Should the child choose not to do as you have asked, then you *must* follow through with the consequence that you allocated.

This is very important so that the child comes to understand that you mean what you say.

Once a consequence has been issued you should see it through.

Script 4: Reinforce and depersonalise

"XXX, at GBS we respect and listen so that everyone can learn".

Repeatedly referring to whole school expectations can be very helpful in reminding children of an objective set of school rules which never change.

This approach indicates that the request is fair and consistent; it is simply what has always been and what will always be expected, rather than personal or 'against' them.

Appendix 2

