



Bishop Wood Junior School

Behaviour and Anti-Bullying Policy

Policy Review

This policy will be reviewed in full by the Governing Body every three years.

The policy was last reviewed and agreed by the Governing Body in February 2019.

It is due for review in February 2022

Signature

Date

Head Teacher

Signature

Date

Chair of Governors

‘There is no such thing as good or bad children just good or bad behaviour’

Teachers have a right to teach and children have a right to learn

1. Introduction

Everyone at Bishop Wood Junior School has a part to play in the promotion of high standards of behaviour. It is important that there are clear behaviour expectations which are reinforced by a balanced combination of rewards and consequences within a secure and positive environment.

This policy has been devised with the support of parents and governors and is based on the guidelines set out in ‘Behaviour and Discipline in Schools’ – January 2016 (Department for Education) which notes that:

- Teachers have power to discipline pupils for misbehaviour which occur in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff with responsibility for pupils, such as Teaching Assistants.
- The Headteacher and Governing Body must ensure that school has a strong behaviour policy to support the staff in managing behaviour, including the use of rewards and sanctions.
- The Governing Body must ensure that arrangements are made to safeguard and promote the welfare of pupils.
- Children are all at different stages of development

2. Aims and Objectives

- To promote an environment where we help our pupils to control themselves and to learn that they are responsible for their own behaviour
- To create a calm and ordered learning environment
- To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty
- To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil’s behaviour
- To develop pride in the school, in work and in effort as well as in achievement
- To tackle low level disruption
- To reduce the impact dealing with behaviour issues has on lesson time
- To teach our children to be resilient

3. Governing Body Statement of Behaviour Principles

Our principles are as follows:

1. The Governors of Bishop Wood Junior School strongly believe that high standards of behaviour lie at the heart of a successful school that enables all the pupils to make the best possible progress in all aspects of their school life, and the Headteacher and all the staff to be able to teach and, with the support of the parents, promote good learning.
2. All pupils and all staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between pupils. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.
3. The Behaviour Policy will be drawn in accordance with the Equality legislation and policy and Anti-bullying Policy. It will also strive towards the objective of improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity.

4. The Behaviour Policy should complement policies relating to safeguarding, special educational needs and other vulnerable children.
5. The Behaviour Policy should extend to the behaviour of pupils on school trips and school events or activities arranged off the school premises by school staff as well as behaviour off the school premises which adversely affects another pupil or member of staff. As these set out expected standards of behaviour, they should be displayed in all classrooms and other relevant parts of the school.
6. Sanctions for unacceptable or poor behaviour should be clearly described in the Behaviour Policy so that pupils, staff and parents/carers can understand how and when these are applied.
7. Rewards should be used to demonstrate that good behaviour is valued by the whole school community and to encourage similar behaviour in others. All pupils should have the opportunity to gain rewards and these should be spread fairly across the school.
8. Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. Teachers will follow the agreed procedures for addressing behaviour and will therefore also better understand the extent of their powers and how to use them.

4. **The Curriculum and Learning**

An appropriately structured curriculum alongside effective learning, make a significant contribution in ensuring appropriate behaviour. We must teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. A calm, well-ordered learning environment with opportunity to grow within a positive structure is conducive to good behaviour as it is to good learning. All children should be treated sensitively; **criticism should never damage self-esteem, focussing on the behaviour rather than the individual child.**

Appendix 1 contains strategies to encourage positive behaviour

5. **Our Golden Rules**

We have an agreed set of Golden Rules which help us to work together for excellence to ensure Bishop Wood Junior is a successful school.

<p>We RESPECT people, property and ourselves.</p>	<ul style="list-style-type: none"> • We are polite. • We set a good example to others. • We let teachers teach and others learn. • We show our school at its best. • We keep our school and belongings tidy.
<p>We LISTEN to instructions.</p>	<ul style="list-style-type: none"> • We do what we are asked first time. • We do not answer back. • We keep ourselves and others safe.
<p>We TRY our best and try again.</p>	<ul style="list-style-type: none"> • Mistakes are okay, they are part of learning. • We don't give up. • More effort means more success.
<p>We take RESPONSIBILITY for our own behaviour.</p>	<ul style="list-style-type: none"> • We learn from what we have done. • We accept what we have done. • We do not blame others. • We can say sorry for our own behaviour.

In the autumn term, each class will sign a Class Charter which means they understand and agree to follow the Golden Rules. Children are asked to work together to explore what each rule means to them and write, photograph or draw examples of people doing these things. The Golden Rules are displayed around the school and pupils' Class Charters displayed in every classroom.

6. Rewards and Awards:

Children who follow our Golden Rules and behave appropriately will be rewarded. We have whole school systems in place to reward children which include:

- House Points
- Celebration Assembly
- Attendance awards (termly)
- Certificates
- Punctuality Prizes
- Golden broom
- Headteacher Award
- Governor Award
- Table Points
- End of Year Awards

End of Year Awards

At the end of each year prizes will be awarded as follows (one of each award for each year group):

- Progress prize for outstanding progress (social or academic)
- Achievement award for effort
- Good citizenship award (chosen by peers)
- Award for determination and perseverance
- Award for significant contribution to the Christian ethos of the school
- Music prize for outstanding musical contribution
- Prize for achievement in the arts
- Science award
- Maths award
- English award
- Sports Personality of the year
- Special awards for individuals who have made a positive or unique contribution to the school

These awards will be awarded in special assemblies to which parents will be invited

7. Unacceptable behaviour

Despite focusing on rewarding positive behaviour, we recognise that at times, children will choose not to follow our Golden Rules. Sanctions will be used in a balanced way and will focus on the act and not the child. Pupils should be helped to understand why their behaviour is not acceptable.

This policy acknowledges the school's legal duties under the Equality Act 2010. Therefore, some children, including those with SEN who have specific needs relating to behaviour, will find it continually difficult to follow the Golden Rules. Individual strategies will therefore need to be implemented to support them. Parents will be continually involved in supporting the school in managing their child's behavioural issues. It may also be appropriate to complete a Families First Assessment if multi-agencies are involved with the child or an individual support plan if the child is at risk of exclusion. Children with emotional needs will be supported by the school Support Worker.

Teachers' Powers

- Teachers and paid staff have the statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours
- Teachers can confiscate pupils' property

Dealing with behaviour problems

At Bishop Wood we approach all incidents of poor behaviour with an open mind and do not allow preconceptions about a child/children to cloud our judgements. Children must be treated fairly and consistently by all members of staff.

- Bishop Wood is a non-shouting school.
- We expect all interactions between members of our community to be conducted in a manner which is built upon mutual respect.
- Children should not be publicly shamed for poor behaviour choices.
- All incidents of poor behaviour must be fully investigated before a sanction is applied
- Whole class punishments are not appropriate and must not be used
- Incidents of poor behaviour can be treated as a learning/developmental opportunity

More serious behaviour problems

When children display more serious behaviours a member of the SLT will become involved and the child will receive an appropriate consequence. The incident is recorded using the secure CPOMS system and parents/carers will be informed. For more serious incidents, parents will be sent a formal letter which will outline the behaviour and the sanction applied. A copy of these letters will be kept in the child's file and will be sent on to any subsequent schools which the child attends.

If a child persists with inappropriate behaviour and receives 3 or more letters **in a term**, this may lead to a fixed term exclusion.

For children who continually do not follow the **Golden Rules**, special strategies will be implemented to support them. This may include the use of clear targets with specific rewards. Alternative rewards and consequences may be used if those in this policy are considered inappropriate. The SLT will decide on when parents are contacted and what future strategies will be used.

Sanctions that may be used (this list is not exhaustive):

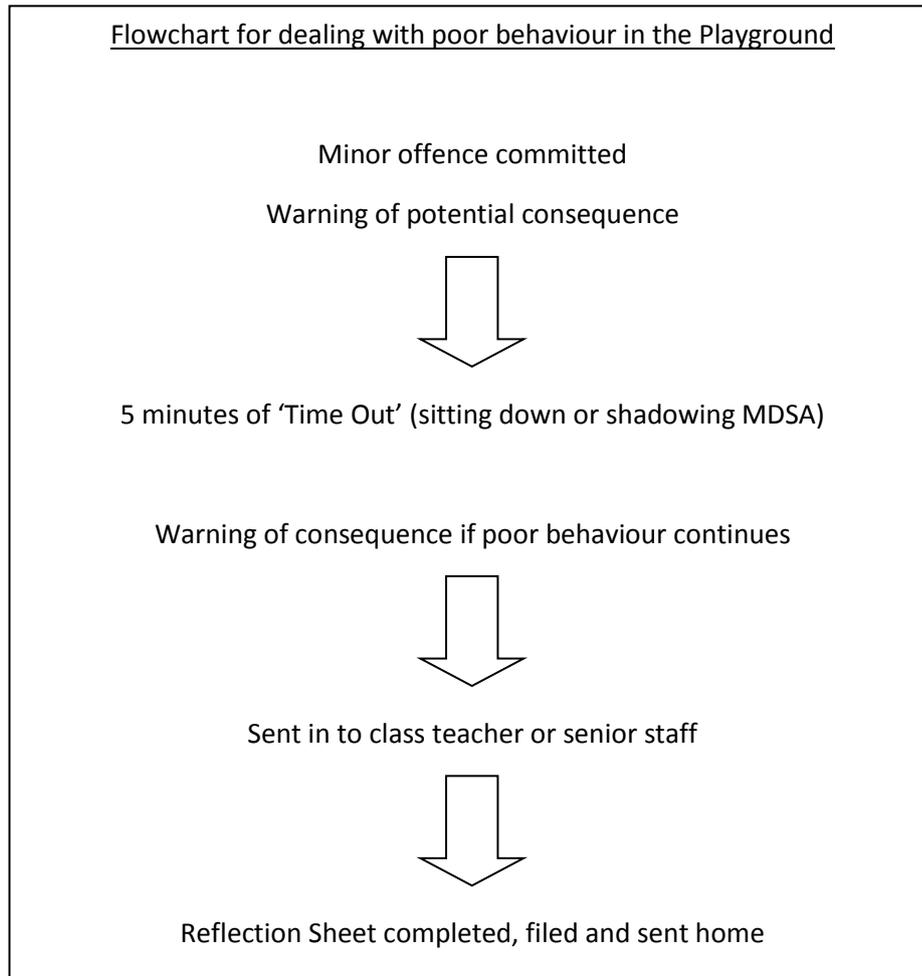
- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets required standard
- The setting of extra written work
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in elements of school life (mufti day, trips/visits, sports teams etc)
- Missing part/all of Break Time
- Missing part/all of Lunch Time
- School based tasks – such as picking up litter or weeding school grounds; tidying a classroom; helping clear the dining hall after meals; removing graffiti etc.
- Temporary, Permanent or Internal exclusions (Internal exclusions involve being isolated from class/year group for all aspects of school life over a set period of time)

With missed lunch times and break times, staff should allow reasonable time for the pupil(s) to eat, drink and use the toilet. Parental consent is not required for missed lunches and breaks.

8. Playtimes and Lunchtimes

Inappropriate behaviour is challenged. If the poor choice continues, the child will have 5 minutes 'time out' and the issue will be discussed with them.

Should a child cause a serious incident or he/she continues to misbehave after a time out, the child will be brought into school and taken to his/her class teacher or to a senior member of staff for a period of reflection. A reflection sheet will be completed and a copy sent home. Parents will be



expected to acknowledge receipt of this sheet. Sheets will be kept in the class behaviour file.

9. Behaviour Beyond the School Gates

Teachers and paid members of staff have the power to discipline pupils for misbehaving outside of the school premises.

Teachers may discipline pupils for misbehavior when:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school

Teachers may discipline pupils for misbehavior that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

10. Confiscation of Inappropriate Items

The general power to discipline (as described in Behaviour and Discipline in Schools – January 2016) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Power to search without consent is allowed for prohibited items (as set out in Section 550ZA (3) of the Education Act 1996) includes:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarettes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for

Confiscated items must be collected by parents at the end of the school day.

11. Use of Reasonable Force

Paid members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in schools.

Headteachers and other school staff may also use such force as is reasonable when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence.

Further advice can be found in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'.

12. Links with home

At Bishop Wood we believe in working to build a partnership with parents/carers so that they are able to support the school in promoting good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in school and are able to participate in their children's education by having two-way communication with the school. This information is contained in:

- Home School Agreement

- Newsletters and through awards which are sent home
- Ensuring parents are involved in supporting the school in managing their child's behaviour issues
- The procedures as laid out in our Attendance Policy for parents/carers

13. Adult Behaviour

At Bishop Wood Junior School we are very fortunate to have a supportive and friendly parent body and local community. Our parents recognise that educating children is a process that involves partnership between parents, class teachers and the school community. As a partnership, our parents and community understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of our school. This is a reminder to all parents, carers and visitors to our school about the conduct which we expect. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding.

We expect parents, carers and visitors to:

- Respect the caring ethos of our school.
- Understand that both teachers and parents need to work together for the benefit of their children.
- Demonstrate that all members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour.
- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue.
- Correct their own child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour.
- Approach the school to help resolve any issues of concern.
- Avoid using staff as threats to admonish children's behaviour.
- Support staff in the delivery of the school behaviour policy

In order to support a peaceful and safe school environment the school cannot tolerate parents, carers and visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds including team matches.
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper.
- Threatening to do actual bodily harm to a member of school staff, Governor, visitor, fellow parent/carer or pupil regardless of whether or not the behaviour constitutes a criminal offence.
- Damaging or destroying school property.
- Abusive or threatening e-mails or text/voicemail/phone messages or other written communication
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parent/staff, at the school on any social media formats.
- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on school premises.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences- these incidents will be referred to the police).
- Smoking and consumption of alcohol or other drugs whilst on school property.

Should any of the above behaviour occur on school premises the school may feel it is necessary to contact the appropriate authorities and if necessary, even ban the offending adult from entering the school grounds.

Where parents need help to support the school in dealing with inappropriate behaviour, a referral to Families First and/or Children's Services may be undertaken.

14. Social Networks/cyberbullying

In recent years has been an increase in the inappropriate use of Social Networking sites and Social media to fuel campaigns and complaints against schools, Headteachers, school staff, and in some cases other parents/pupils.

The Governors of Bishop Wood Junior School consider the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have about such misuse should be made through the appropriate channels by speaking to the class teacher, the Headteacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.

In the event that any pupil or parent/carer of a child being educated at the school is found to be posting libellous or defamatory comments on any social network sites, they will be reported to the appropriate 'report abuse' section of the network site.

All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately.

In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites.

Additionally, and perhaps more importantly is the issue of cyber bullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying.

15. Staff and Governor Behaviour

Staff are bound by the staff code of conduct approved by the Local Authority (LA) and governing body.

16. Procedures for review and evaluation

Our positive behaviour policy is a living policy. Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring takes place in a number of ways:

- The completion of short questionnaires by pupils, staff and parents/carers
- School council feedback
- Involvement of pupils
- Parent/carer focus group feedback
- Statistical data of pupils or groups who are regularly given consequences or rewards
- Classroom observation