

**WEAVER PRIMARY SCHOOL BEHAVIOUR POLICY**

 **2022/23**

**Behaviour Management Policy (including Anti-Bullying)**

**Introduction**

School should be a safe, secure environment where each child feels valued and respected and able to achieve to his / her full potential. We are a caring community, whose values are built on mutual trust and respect for all. We believe that good behaviour stems from a positive self-image, which helps to promote self-discipline, independence and consideration for others. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

Positive social behaviour needs to be consciously and consistently taught by all members of staff, making expectations clear and ensuring children have a clear understanding of what is expected of them. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.

**Under the Equality Act 2010 (the Equality Act) and the Equality Act 2010**: advice for schools - GOV.UK (www.gov.uk), schools must not discriminate against, harass, or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment.

For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage, and the provision of auxiliary aids and services. In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:

• eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act.

• advance equality of opportunity between people who share a relevant protected characteristic and people who do not.

• foster good relations between people who share a relevant protected characteristic and people who do not share it.

**Aims of our Behaviour Policy**

1. To create a positive learning environment for all children where they feel secure and fulfilled.

2. To develop respect, empathy and consideration for others.

3. To promote and encourage confidence and self-esteem.

4. To provide good role models and to have high expectation of behaviour.

5. To set high standards of acceptable behaviour which are consistent and fair.

6. To celebrate and reinforce positive behaviour.

7. To encourage a sense of ownership and responsibility for the school as a whole.

8. To encourage good behaviour by providing differentiated and appropriate learning so that all children can achieve.

9. To actively promote equality and work to ensure that difference and diversity is celebrated across the whole school community.

**Implementation**

Children respond well to positive comments and rewards for good work and appropriate behaviour. We believe that outstanding school behaviour needs to be taught and supported and that meaningful praise can structure and reinforce this. At Weaver the following strategies/sanctions are used by teaching staff to encourage the development of greater self-esteem, and to develop children’s willingness to assume socially acceptable behaviour.

**Golden Rules** – whole school rules.

* Look and listen without interrupting
* Follow instructions first time
* Put up your hand to ask and answer questions
* Get on with your own work and allow others to get on with theirs
* Keep hands, feet, objects and unkind words to yourself

**Rewards**

 **Star of the day** – one child is selected by their class teacher each day for being the best they can be, a certificate is sent home to share with parents.

 **House Points –** every child belongs to a house –Tatton, Capesthorne, Moreton, Gawsworth. To reward good work, attitude or behaviour the children are given house points by staff members. House points are tallied in each classroom and collected and shared in celebration assembly by Year 6 pupils each Friday.

 The house with the most points collected at the end of each term has a reward (e.g. a sports afternoon, extra playtimes etc).

**Class Rewards** – cubes/marbles are collected in a class jar for working well as a team. Once the jar is full a class reward (cartoon, game, art, sporting treat) is awarded.

**Star of the week** – at the end of each week each class teacher will nominate a child who has exceeded all expectations in terms of attitude, behaviour, personal qualities or achievement. They will be awarded a star of the week certificate and their picture will be displayed on the noticeboard.

**Sanctions**

At times children need to be reminded to behave sensibly and to adjust their behaviour and attitude so that as individuals and as class groups they can fulfil their potential and achieve their best.

At Weaver we use a **steps system** which enables the children to modify their behaviour over the day. You may have heard your child say that they have received **‘a step’** during the day. This is merely an indication that the teacher has noted their behaviour and is reminding them to behave. Their initials/ names will be entered onto the whiteboard. This is **Step 1**. If the inappropriate behaviour continues a further reminder will be issued and a 2 put against their names. They have now reached **Step 2.**This will mean that they are last out to play/ lunch/home etc. Usually by step 2, children have modified their behaviour sufficiently to continue with their learning. However, if further transgressions take place **Step 3** will be issued and this will involve 5 minutes ‘time out’ in an area of the classroom for Rec/KS1 pupils and 10 minutes for KS 2 pupils. This serves as time for them to reflect on the pattern of behaviour and to explain it to the teacher/ member of staff.

Should behaviour deteriorate further, **Step 4** will be issued and the pupil will be sent to the Head teacher to explain their actions and to fill out a behaviour record. This will enable them to think about their actions and the better course of action to take.

If one further transgression takes place then the child will reach **Step 5** and parents will be called in to discuss what has led up to this situation.

Steps will be given for such things as talking when the teacher is explaining, rudeness, interfering with the work of others or breaking other school rules etc.

Steps only last for one day and are not carried into the next day. This means that each child starts afresh at the beginning of every day and is given 5 chances over that day to modify their behaviour.

Pupils at The Weaver seldom reach step 5 as they have made sensible decisions based upon the gentle reminders that have been issued.

In brief then:

**Step 1** - reminder given, name on board

**Step 2** - last out at key times

**Step 3** - ‘time out’ in class

**Step 4** - Head teacher involved

**Step 5** - parents informed

Pupils in KS1 and FS follow a similar pattern but use a visual chart called the Planet.

Pupils names are put on the earth where they will stay whilst behaviour remains good, if they transgress they are moved to the rocket on its way to the planet. If they transgress again, they are transported to the planet, where they remain for a short while. If they then do something to redeem themselves they are put back onto the rocket on its way to earth. This allows pupils to amend their behaviour and end up back where they started from.

**Anti- Bullying**

We regard bullying as any behaviour, whether physical or verbal, which intimidates or seeks to intimidate over a period of time, for whatever reason. It can range from ostracizing, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child’s life, or a series of such incidents. Bullying may involve discriminating against, teasing, intimidating or ridiculing individuals for their appearance, beliefs, views, sexual orientation, gender or ethnicity.

The **STOP** acronym can be applied to define bullying – **S**everal **T**imes **O**n **P**urpose.

**Bullying can take many forms:**

 Physical – hitting, kicking, taking belongings

Verbal – name calling, insulting, offensive remarks, racially offensive remarks

Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.

Cyber-bullying – the use of mobile phones or web-based messaging / chat room arenas such as MSN, Facebook

 Attacking property – such as damaging, stealing or hiding someone’s possessions.

**Bullying can be based on any of the following things:**

 Race (racist bullying)

 Religion or belief

 Culture or class

 Gender (sexist bullying)

 Sexual orientation (homophobic or biphobic bullying)

 Gender identity (transphobic bullying)

 Special Educational Needs (SEND) or disability

 Appearance or health conditions

 Related to home or other personal situation

 Related to another vulnerable group of people

At Weaver Primary School staff, parents and children work together to create a happy, caring learning environment. This is reinforced by the Home/School agreement that is a Government requirement. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone’s responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

**Strategy**

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too and the need to serve the whole school community to educate each and every individual to his or her potential.

At various times children will have disagreements and it is important to establish whether any incidents are of a “one-off” nature or whether they form part of a pattern which could be considered bullying. Any reported incident of bullying will be investigated fully, usually by the headteacher, who will seek to establish what happened, who was involved, the timescale, and the roles of those involved.

* Discussions at length with the victim. This requires patience and understanding.
* Identify the bully/bullies with witnesses if possible.
* Discussions with the alleged perpetrator/s to establish the truth. Clear words to all concerned that bullying is not acceptable.
* If on first conversation the bully fails to own up, investigations continue to a conclusion. Children usually own up when confronted with clear facts.
* Separate discussions with both sets of parents will take place and a course of action decided upon e.g. keeping pupils separate.
* These discussions will be logged on the CPOMS online recoding system and a letter/ email confirming the discussion will be sent out by the headteacher or SLT members in the headteachers absence
* Sanctions will then be imposed and may include withdrawal from favoured activities, loss of playtime, exclusion from school at lunchtimes and ultimately exclusion from school.
* If the behaviour of the bully improves, sanctions can be progressively relaxed.
* Should sanctions bring no result it may be necessary to invoke further exclusions from school in line with this anti bullying policy.
* Staff will offer support to the target of the bullying in discussion with the pupil’s class teacher. Individual meetings will then be held with any target of bullying to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault. Action plans will make use of school initiatives such as buddy systems and playground monitoring
* Staff will proactively respond to the bully who may also require support.
* SLT will assess whether any other authorities (such as police or the local authority) needs to be involved, particularly when actions take place outside of school.

As stated elsewhere in the policies of Weaver Primary School, physical violence between pupils at school or between pupils and adults will NOT be tolerated and will be dealt with as a serious matter by the headteacher and Governing body. This may lead to segregation from other pupils, a fixed term suspension or in extreme circumstances a permanent exclusion.

Allegations of violence directed from a staff member towards a child will be investigated thoroughly, HR and the LADO will be informed, and the member of staff will be dealt with according to the Local Authority’s ‘Managing Allegations against Staff Policy’

All parents have the right to appeal to the Governing body if they are unsatisfied by the reactions of the staff to any emerging incident.

The school promotes strategies to help pupils deal with bullying behaviour through regular assemblies, PSHE lessons, displays and circle-time discussions. The school Council also takes an active lead in ensuring that pupils are aware of anti-bullying strategies.

All children are encouraged to report incidents to adults, through the suggestion boxes in each class and through friends and class members.

**Reporting bullying**

**Pupils who are being bullied:** If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

 Report to a teacher - their class teacher, Head teacher or any other teacher,

* Tell a trusted friend who in turn can help them tell a teacher or staff member,
* Tell any other adult staff in school – such as lunchtime supervisors, Teaching Assistants or the school office staff
* Tell an adult at home,

**Reporting-roles and responsibilities**

**STAFF:** All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, kitchen staff, office staff) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school’s measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform the class teacher.

**SENIOR STAFF:** The Senior Leadership Team and the Head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being all young people. Mrs Price and Mrs Johnson, as headteacher and deputy headteacher are the main anti bullying leads in school.

 **PARENTS AND CARERS:** Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff at admin@weaver.cheshire.sch.uk or

head@weaver.cheshire.sch.uk

**PUPILS:** Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

**Bullying outside of school**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, via online platforms or text, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils’ well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond accordingly to their responsibilities as outlined in this policy.

**Fixed term suspensions and permanent exclusions**

Only the Head teacher and Deputy Head have the power to exclude a pupil from school. The

Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one

school year. The Head teacher may also exclude a pupil permanently. It is also possible

for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the

circumstances warrant this.

The purpose of the exclusion should not be seen as a sanction but as a cooling off period for the child and teacher to reflect on what has happened and what needs to change upon re-integration.

If the Head teacher excludes a pupil, he/she informs the parents immediately, giving reasons

for the exclusion. At the same time, the Head teacher makes it clear to the parents that they

can, if they wish, appeal against the decision to the governing body. The school informs the

parents how to make any such appeal.

The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions, no matter how long.

Headteachers may cancel an exclusion that has not been reviewed by the governing board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the governing board and the local authority should be notified, and if relevant, the social worker and VSH.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher but will meet to consider an exclusion appeal, they consider the

circumstances in which the pupil was excluded, any representation by parents and the LA, and whether the pupil should be reinstated.

If the governors’ appeals panel decides that a pupil should be reinstated, the Head teacher

must comply with this ruling.

**Appendix A: Behaviour principles after Covid 19**

In light of the aftermath of Covid-19 global pandemic, The following rules and protocols became part of the school behaviour policy .

Altered routines for arrival or departure:

* Pupils are dropped off at the school gate and picked up from classrooms
* Drop –off and collection times have been adjusted to allow pupils straight into school in the mornings
1. All members of the school community will be expected to follow school instructions on hygiene, such as handwashing and sanitising, even after the pandemic this is still good practice.
* Wash hands on entry and exit from school
* After visiting the toilet
* Before and after lunchtime
* After break times
* After coughing or sneezing
1. Hygiene
* Use the ‘catch it, bin it, kill it’ rule when coughing or sneezing
* Avoid touching your mouth, nose and eyes with hands
* Wash hands regularly
* Put tissues, first aid wipes and cleaning materials into the lidded bins
* Do not put objects into your mouth
* Wash hands before and after eating
* Pupils must be able to open their own snacks
* Pupils should not share snacks
1. Playtimes:
* Visit the toilet before going out to play and afterwards
* Do not enter school without being supervised by an adult
* Use the playground zones for ball games -to keep everyone safe
1. You should not cough or spit at or towards any other person. Doing this deliberately will be treated very seriously and your parents will be informed.

5. Pupils with more challenging behaviour or needs will be supported by members of staff, usually their TA. Strategies highlighted in their EHCP’s will be used and implemented and time out given when required.

High needs and challenging pupils may be given alternative provision within school to lower anxiety e.g. computer club, Lego club or quiet downtime, alternative lunchtimes.

G.K Price

Head teacher

 22/9/22