

Knights Templar School

Behaviour Policy

Reviewed:
Updated: Autumn Term 2007
Approved: Full Gov Comm 20/11/2007

Knights Templar School – Behaviour Policy 2007-2008

The School's Mission Statement

To provide a safe, happy and well-ordered environment, with a Christian ethos, in which children are valued and able to develop into balanced, responsible members of the community.

Aims of the School

The School aims:

- to promote the spiritual, cultural, mental and physical growth of all of its pupils, endeavouring to prepare them for the opportunities, responsibilities and experiences of adult life
- to consider the emotional well-being of all pupils
- to help children to develop to their full potential in all aspects of the curriculum
- to help children to develop lively, enquiring minds and a desire to learn
- to ensure that the teaching of basic skills is effective throughout the school, so that children are able to access the wider curriculum
- to help children to live together in a caring community, concerned for each other and able to forge sound relationships
- to develop a sense of moral responsibility in children and to promote the growth of self discipline
- to guide children to some understanding of, and respect for, the cultures, religious beliefs and practices of others

Our Beliefs

We believe that everyone has the right:

- to feel safe at school, physically and emotionally
- to be able to learn to the best of their ability
- to be treated with dignity at all times, in all circumstances

These rights are non-negotiable and apply to the whole school community.

At the core of our Behaviour Policy are **rights, responsibilities, rules and routines**.

Whole School Rules for Behaviour – agreed by the School Council

RESPECT	Take care and respect each other at all times
MANNERS	Always speak politely and try not to hurt
CARE	Take care of our school and our environment
WALK	We will walk in corridors and hold doors open to let people pass
BEST	We will always do our best

Management of Behaviour – General Principles

All members of staff are asked to adhere to the following 'preferred practices':

- the 4Rs (rights, responsibilities, rules and routines) will inform the management of behaviour in the school
- we will aim for a non-confrontational focus
- we will adopt least- to- most intrusive behaviour management techniques*

*These include:

- *tactical ignoring; the conscious decision to ignore certain behaviours, such as sulking, sighing, calling out, to keep the focus on the flow of the lesson – the teacher can discuss the behaviour with the child at the end of the lesson*
- *non verbal signs, such as a 'hard stare' or a shake of the head*
- *waiting until everyone is quiet and paying attention*
- *writing a child's name on the board*
- *brief reminders of agreed school or class rules*
- *a focus on children who are behaving well – positive comments*
- *a clear warning of what will happen if a child chooses to continue with the unacceptable behaviour;(forced choices)*
- *ignoring 'secondary behaviours' – a child's pouting, sulking, argumentative stance etc. which can distract the teacher from the primary issue and can cause stress*
- *use of graduated 'cool off time' or 'time out' – see Behaviour Recovery Chart/Discipline Policy*
- *careful re-integration into the class*

At all times we should endeavour to –

- encourage children to 'own' their behaviour – to take responsibility
- promote and support positive behaviour *
- utilise the principle of 'cool-off' time and other sanctions**
- remain committed to the principle of **colleague support** – teachers should feel able to voice concerns about a difficult class or a particular pupil – they should not be expected to manage alone and should send for help if necessary - they should feel comfortable about seeking advice and support
- model good behaviour in their interactions with pupils and with each other
- **recognise that children learn respect by receiving it** – children are motivated to do well when they are encouraged and praised

*Rewards

Yellow cards are given to children for very good work or effort, for pleasing behaviour or acts of kindness. These cards are to be taken home to share with parents. When a child earns three yellow cards, a certificate will be presented in the Monday celebration assembly, and a pen will be presented to children when they are awarded a third certificate.

Class Points can be awarded to individuals or to groups, and the points accumulated to earn an agreed reward for the whole class. Teachers can use a variation of the points system to suit a particular class eg. Children's names go into a box every time they behave well or show kindness and consideration – the child with the most tickets wins a small prize.

Class Tokens are given to individuals, groups or the whole class. They are awarded for lining up well after play, for coming into the hall quietly, for good behaviour in the dining room or Hall at lunchtime and for tidy pegs in the corridors. The classes with the most tokens in each key stage win a trophy for the week and an extra play or other reward negotiated in class.

Rewards for good behaviour at lunchtime – the lunchtime supervisors can give stickers to children who are behaving well or they can record their names in a book. The names will be read out during the Monday celebration assembly and the children praised and rewarded. Supervisors can also suggest a 'Year 4 Monitor' of the week.

Pupil of the week – one child from each class will be chosen e.g. for exemplary behaviour, for showing kindness, for hard work – for being a good role model. The children will receive a certificate and a badge. Their photographs will be displayed on the ‘Pupil of the Week’ board for the week.

The Head teacher will award special stickers and other rewards for good work or behaviour.

****Sanctions**

Teachers should decide on the most appropriate sanction for a particular child or situation – please refer to the Discipline Policy.

Non verbal signals, such as a hard stare or a shake of the head

Verbal warnings are given, preferably away from the rest of the class, and the consequences of choosing to continue the behaviour outlined. Forced choices might be appropriate at this stage. **Any sustained discussions about a child’s behaviour should be deferred and should not disrupt the flow of the lesson.**

Verbal reminders of agreed rules

Praise for children nearby showing appropriate behaviour

Loss of privileges It is important that **consequences are related** to the incident or poor behaviour. e.g.

The loss of morning or lunch playtimes, or a missed treat.

Children could be asked to help to clean walls or equipment they have scribbled or written on, or they might discuss ways of showing that they are sorry for any hurt or damage they have caused.

‘**Time out**’ should be used as a **short-term consequence** if a child has chosen to continue disruptive, dangerous or unacceptable behaviour, despite several reminders about rules. The class must be protected from extremes of behaviour and the rights of non-disruptive pupils maintained. Children may be asked to move to a different part of the classroom, or, if the poor behaviour persists, to another class.

Specific children, with behaviour issues related to their special needs, could be sent to the Nurture Room by arrangement, or to a designated place if a playtime is to be missed.

‘Time out’ should give a child an opportunity to calm down and refocus, and will be followed up later in the day, or even the next day, when the child has had time to ‘cool off’ and is ready to talk to the class teacher or a senior member of staff.

Lunchtime detentions

To be given to children who do not respond to ‘time out’ as already described. These will take place in the hall. Children will sit at a table set apart from the dining tables and be supervised by the teacher on duty and lunchtime supervisors. The teacher who gives the detention must decide whether or not to set a specific task. Key Stage 2 children will have their detentions during the first sitting and Key Stage 1 children during the second sitting.

It is important that frequent incidents of poor behaviour are recorded on the “Behaviour Log” sheets provided so that patterns of behaviour can be observed and a bank of evidence collected, to share with parents. The evidence will also be needed if support services are involved in any behaviour recovery processes.

Time-out/Exit Plans

There is an agreed procedure for situations where a child is abusive or refuses to leave the room. This involves sending a message to the Head teacher, senior teacher or SENCO, who will escort the pupil from the room to a cool-off area. If a pupil refuses to leave, then the class teacher should escort the rest of the class out to another area, thus depriving the child of an audience. A copy of the card to be used for this purpose is attached. The SENCO or a senior teacher may be involved in plans for subsequent **re-integration into the class**.

It is important that after any 'time-out', the child is able to make a fresh start in his/her own class and that relations are re-established with the class teacher. The child's dignity must be retained.

Behaviour Recovery Plans

Teachers have the option of placing a Key Stage 1 child with persistently poor behaviour on a '**Behaviour Recovery Plan**', in agreement with the child, the parents, the class teacher and in some cases, the SENCO. All plans will include specific targets, and will be reviewed on a regular basis. They might form the basis of an IEP.

Children in Key Stage 2 may be placed '**On Report**', for a specified time, again in agreement with the child, the parents, the class teacher and the SENCO where applicable. Behaviour targets will be agreed and recorded on an IEP.

A yellow 'Report Card' is available, to be signed by the teacher at the end of teaching sessions. Details of the child's behaviour can be recorded on the card, or a note made of the child's progress in meeting the targets, and the information is to be shared with the child's parents, on a daily or weekly basis.

A green 'Behaviour Support' card may be used to maintain good behaviour – though this is at the discretion of the class teacher

*The use of a Personal Improvement Plan, based on the plans used by the Pastoral Support Team in Danesfield Middle School is to be trialled in Year 4. Again, parents would be involved in the target setting process and they would be able to track progress. It is hoped that the use of the plan will help vulnerable children with transition issues.

Children may follow different pathways through the Behaviour Recovery processes, depending on their needs and the nature of the misbehaviour.

Teachers should work with the SENCO when a pupil's poor behaviour arises from his or her special needs so that appropriate sanctions are applied. (See Discipline Plan and details of lunchtime arrangements).

The Nurture Group

The School supports a Nurture Group, where children can be withdrawn to follow a differentiated curriculum or to receive specific guidance in social communication for example. As the facilities develop, it is hoped that arrangements can be made for vulnerable children to go there at stressful times such as lunchtime playtime. This will depend on the level of supervision available.

Outside Agencies

Class teachers, working with the SENCO, can seek help from outside agencies eg. The Behaviour Support Unit, the Educational Psychologists, CAFTS, Social Services, the Learning Support Team, or some form of relevant counselling might be appropriate.

Exclusions

Fixed term or permanent exclusion from the school are extreme measures and will only be considered when a child's behaviour has become a danger to others or is clearly interfering with other children's rights, as outlined earlier in this policy. LEA procedures will be followed. Details are attached to the Discipline Policy.

Class Discipline Plans

At the beginning of each school year, each class should develop a set of **classroom rules** arising from circle time and whole class discussions. (SEAL links)

The rules should be 'published' by displaying them in the room and copies sent to the children's parents so that they can be discussed at home. Children's attention can be drawn to the rules throughout the year, with clear reminders that everyone agreed to them.

Teachers and children should agree awards for achieving a set number of class points, or for winning the weekly trophy. (A list of suggested rewards is attached to this policy).

Members of staff will seek to be consistent with both rewards and sanctions.

Teachers should decide on seating plans.

Classroom routines should be established at the start of the year and children encouraged to take responsibility for their own 'space' and for the room as a whole.

Teachers should expect good behaviour and make these expectations clear at the beginning of the year

Well-planned lessons based on focused teaching and learning are intertwined with behaviour management. Children who do not understand, or who are insufficiently challenged, could easily become disruptive. Planning should allow for different learning styles.

School-wide 'Duty of Care' Plan

Corridor supervision

All members of staff are responsible for supervising behaviour in the corridors and should remind children of the rules about walking at all times, holding doors open, standing aside to let people pass etc.

Playground supervision

Playground rules have been written in consultation with the School Council and are displayed in both playgrounds. All members of teaching and non-teaching staff should use these rules to regulate behaviour at playtimes.

A rota of Year 4 monitors, wearing yellow tabards, will help members of staff at both morning and lunchtime playtimes e.g. by befriending lonely children, playing **calming or constructive games** or helping children who have hurt themselves, seeking adult help when necessary. They will help Key Stage 1 children in the hall at lunchtime. **Children should be given some training and guidance at the beginning of the year to help them with this role.**

The School has **pupil mediators** from Key Stage 2. They have been trained to help when children fall out and to encourage conflict resolution.

Classes should line up on the designated lines at the end of playtime as soon as the bell rings or should follow any other procedure currently in place. Class tokens are given to children who go to their teacher

Lunchtime Supervision

Lunchtime supervisors can reward children who behave well in the hall, or in the playground, with stickers or they can also record children's names in a book. These names will be read out during Monday's Assembly and the children congratulated. It is good to celebrate all helpful and friendly behaviour and to recognise responsible and caring actions. Class tokens can also be awarded to individuals or to groups of children.

The Discipline Policy has details of appropriate sanctions that could be applied by lunchtime supervisors if necessary.

'Year 4 Monitors' will assist lunchtime supervisors in the hall and dining room e.g. by helping younger children with their packed lunches or helping to clear tables. Lunchtime supervisors will choose a monitor of the week – the name to be read out in the Monday celebration assembly.

Any serious incidents during the lunch break should be reported immediately to the teachers on duty, to a child's class teacher or to the Head teacher. Incidents or instances of poor behaviour might need to be recorded on Behaviour log sheets, particularly where an individual's behaviour is being tracked.

Arguments or squabbles should be reported to class teachers, as should any children's complaints.

It is important that teachers are told if a child has reported any bullying behaviour or if a supervisor suspects that children may have been teased or made to feel unsafe in any way.

'Play fighting' of any description, is not allowed.

In school, corridors and toilet areas should be checked regularly throughout the lunch play; outside, patios, quiet places out of view of the main playgrounds, the groups of trees and bushes at the end of the field, should all be patrolled regularly.

Lunchtime supervisors will be made aware of any children who have particular behavioural issues. They should send for named teachers if problems arise, to ensure a consistent approach with children who have an Individual Education Plan involving behaviour, or children who are taking part in a Behaviour Recovery Plan or Pastoral Support Plan.

A list of vulnerable children and their specific requirements is kept in the office. Supervisors may ask to see it but all staff need to remember the School's Code of Conduct as regards confidentiality.

Wet Weather Arrangements

During morning play, children will stay in their own rooms, supervised by the TA for that class. The teachers on duty will walk around the classrooms and check the corridors.

At lunchtime, children will go to designated classrooms with lunchtime supervisors.

During the lunch break, the Headteacher and/or members of the Senior Management Team will endeavour to maintain a presence in the corridors and out on the playground or field to support lunchtime supervisors.

Consistency

We should feel confident that all members of staff, teaching and non-teaching, are applying the Behaviour Policy consistently and will react to poor behaviour throughout the school and that they will congratulate children for pleasing behaviour. New members of staff and supply teachers should be made aware of the policy.

The Behaviour Policy and the Discipline Policy will be monitored by the Head teacher, the designated senior teacher and a member of the governing body and reviewed at least once a year after consultation with all teaching and non-teaching staff, parent representatives, School Council members and Governors.

Knights Templar Anti-Bullying Policy

We believe that bullying behaviour is **totally unacceptable**.

Aims

In our school:

- all children should feel safe
- all children are to be treated fairly, with respect and dignity
- reports of bullying behaviour will be treated seriously, investigated and followed up

The Nature of Bullying

Bullying is generally accepted to be:

- the calculated and deliberate intention to hurt someone else
- repetitive "So they never leave you alone." (*School Council Quote*)
- difficult for victims to defend themselves against – the bully finds something about the victim they can exploit

Bullying can take many forms:

- physical – hitting and punching, kicking, pinching, spitting, hair pulling, roughness in games, taking or damaging belongings
- verbal – name calling, insults, making offensive remarks, including any remarks about someone's physical appearance, disability, race, religion or sexual orientation
- indirect – spreading nasty stories about someone, deliberately and frequently excluding someone from social groups, leaving people out of games, making someone the subject of malicious rumours

It has been defined as "the purposeful selective desire to psychologically control a situation so that another person is hurt." Bill Rogers.

Name calling is the most common direct form of bullying. Pupils can be called nasty names because of their ethnic origin, nationality or colour; sexual orientation; or some form of disability. They can also be called such names as "boffin" or "swot".

(See the Equal Opportunities Policy and the Racial Equality Policy).

"Bullying – don't suffer in silence" states that in primary schools, most bullying takes place in the playground. Both boys and girls bully others and children who bully others can come from any kind of family, regardless of social class or cultural background.

Usually one pupil starts bullying a victim, but other pupils may be present.

A bully looks for a target and finds something about the victim they can exploit. A non-assertive response to bullying comments or gestures (the victim looks upset, worried, fearful etc.) lets the bullies know that they have succeeded. Bullying has to be confronted if it is going to stop.

The behaviour of certain children can contribute to bullying, though this in no way justifies it. Some children find it hard to concentrate in class, may be hyperactive, or behave in ways that irritate others. They may get angry easily and fight back when attacked or even slightly provoked. **No-one deserves to be bullied**

Whole school Strategies to combat Bullying

Curricular approaches

The Curriculum should be used to raise awareness about bullying and the Anti-Bullying Policy. Pupils should be taught how to manage their relations with others constructively. Improving social skills can include the teaching of conflict resolution and stress management. The School has recently purchased the Rowantree programme, "What's the Score on Bullying?" – a whole school approach to eliminate bullying.

Issues about bullying can be addressed in subjects such as English, Drama, Religious Education, PHSE etc. Understanding for victims can be increased and children can suggest ways of dealing with bullying and what can be done to prevent it.

Co-operative work helps children to learn to work together on shared tasks, helping one another and managing conflicts within the group.

Circle Times create a safe place to explore issues of concern, allow children to focus on their own feelings and those of others and teach them to tolerate others' views.

Child mentors – members of the School Council are keen to investigate the possibility of developing a small team of mentors, especially in the playground. Mentors would receive on-going training in non-aggressive, conflict resolution skills. They would act as neutral go-betweens in disputes and help their peers to come to a solution, or refer the problem to a duty teacher.

Recognising Signs of Bullying

Any child can be bullied and although none of these characteristics can excuse it, certain factors can make bullying more likely:

- lacking friends in school
- being shy
- an over-protective family environment
- being from a different racial or ethnic group to the majority
- being different in some obvious respect
- having special educational needs or a disability
- behaving inappropriately, intruding or being a "nuisance"
- possessing expensive toys

Victims may be reluctant to attend school. They may be more anxious and insecure than others, having fewer friends and often feeling unhappy and lonely. They can suffer from low self-esteem, looking upon themselves as failures.

Pupils' understanding varies with age. Infants may confuse bullying with fighting and nasty experiences; juniors develop a more mature understanding. The school will take action despite any difficulties in identifying bullying in 4 to 7 year olds.

Families are told about bullying more often than teachers, but in some cases teachers and parents need to take steps to uncover it.

When victims do tell teachers or parents, the outcome is generally positive, but victims, having told someone, need help and support and must be taken seriously.

We want children to tell us if they have a problem with bullying behaviour and what they say will always be taken seriously.

Parents' Concerns

Parental support is a key element in our Anti-Bullying Policy.

Any parent contacting the school with a concern about bullying will be listened to seriously. The first point of contact for the parent is the child's class teacher and the teacher should:

- recognise that the parent may be angry or upset
- keep an open mind – bullying can be difficult to detect, and a lack of staff awareness does not mean that the bullying is not happening
- make it clear that we are very concerned and that something will be done
- explain the agreed procedures and policy and ensure that these are followed

Procedures for Dealing with Reported Incidents of Bullying:

- never ignore suspected bullying
- listen carefully to all accounts – several pupils saying the same does not necessarily mean they are telling the truth
- do not make premature assumptions
- keep a record of the behaviour on an Incident sheet (Any name calling or incidents involving race must also be logged on a Commission for Racial Equality form)
- keep written records of conversations with parents concerning any incidents of bullying
- if investigations indicate that bullying is taking place, the head teacher or designated senior teacher should be informed
- the class teacher and/or senior teacher will speak to the children involved, separately in the first instance
- the child being bullied will be supported - initially, he or she will be encouraged to be assertive and to speak firmly to the bully, "Stop doing that. I don't like it."
- teachers will seek ways to boost the self esteem of the bullied child
- the bullying child will be told to stop the behaviour, and it will be made clear that the victim will report any further incidents
- the children can be brought together if appropriate and a plan of action agreed
- the children will have a few days to put the plan into action and a date made to meet again to discuss progress
- if this is successful, the children will be monitored regularly, by the class teacher or senior teacher, to ensure that matters have been resolved – this will involve speaking to the child being bullied and the bullying child
- Where there is persistent or violent bullying, with bullying children not responding to preventative strategies, then parents will be informed and asked to come into school, a plan of action agreed or a sanction applied

When a case of persistent bullying is referred to them, senior teachers should:

- ask for details and record the information
- keep records of conversations with parents
- speak to the children involved, as outlined previously
- make appointments with both sets of parents to explain actions and find out if the bullying has stopped
- follow up with staff and children to ensure that the appropriate action has been taken and that the school policy has been implemented

Sanctions will be applied fairly and consistently. They will include:

- “time out” from the class
- withdrawal of break or lunchtime privileges
- withholding participation in any school trip or sports events that are not an essential part of the curriculum – loss of treats
- fixed term exclusion

Where other strategies do not resolve the problem, permanent exclusion may be considered, especially in the most serious and persistent cases and where violence is involved.

Bullying outside the school premises

Schools can now take action when instances of bad behaviour or bullying off the school premises are reported to members of staff. It is clear that bullying can take place outside the gates or on the journey to and from school. **Children must still be encouraged to tell someone.** A range of steps will be taken:

- talking to the local police about problems on the streets
- talking to the Head teacher of another school whose pupils are bullying off the premises
- mapping safe routes to school and discussing them with parents and children
- talking to children about how to avoid or handle bullying outside the school premises
- the application of sanctions outlined above

Monitoring and Evaluating the Policy

Monitoring by a senior member of staff will identify progress and enable follow-up, showing whether the policy is effective. The policy should be reviewed at least once a year and modified as necessary, in consultation with parents, governors, members of the School Council and all members of staff.

Bullying – information for parents and families

Bullying behaviour includes:

- name calling and nasty teasing
- threats and extortion
- physical violence
- damage to belongings
- leaving children out of social activities deliberately and frequently
- spreading malicious rumours

Most definitions of bullying consider it to be:

- deliberately hurtful
- repeated often over a period of time
- difficult for victims to defend themselves against

Parents and families have an important part to play in helping the school to deal with bullying.

1. Discourage your child from using bullying behaviour at home. Show how to resolve difficult situations without using violence or aggression. The School has information on various approaches to conflict resolution.
2. Ask to see the school’s anti-bullying policy.
3. Watch for signs that your child is being bullied or is bullying others. Contact the school if you are worried.
4. Encourage your child to tell someone if they feel threatened in any way or have been subjected to any of the behaviours outlined.

If your child has been bullied

- talk to your child about it calmly
- make a note of what your child says – who was involved; how often the bullying has occurred; where it happened; what has happened
- reassure your child that telling you about the bullying was the right thing to do
- explain that any further incidents should be reported to your child's teacher
- make an appointment to see your child's teacher
- tell the teacher about the problems your child is experiencing

Talking to teachers about bullying

- try to stay calm – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- be as specific as possible about what your child says has happened – give dates, places, and names of other children involved
- make a note of what action the school intends to take
- ask if there is anything you can do to help your child or the school
- stay in touch with the school – let them know if things improve as well as if problems continue

Teachers and parents can teach children how to stand up to bullies in an assertive way. Learning to be assertive is a skill that needs to be practised, emphasising, for example, how to look assertive rather than aggressive, how to think and feel 'strong', how to use specific words and phrases to use to convey one's rights, how and when to walk away.

Children will not always have an adult protector to help them. When children start to talk, look, think and act assertively, they often feel better and convey strength of purpose. Children need to be 'empowered'.

It is important that children tell an adult if they have witnessed a bullying incident, or suspect that bullying is taking place, both in school and also out of school when they may be playing with friends.

If you think your concerns are not being addressed

- check the anti-bullying policy and see if agreed procedures are being followed
- discuss your concerns with the parent governor
- make an appointment to see the head teacher
- if this does not help, ask to see the Complaints Procedure
- contact local or national parent support groups for advice

If your child is bullying other children

Children sometimes bully others because:

- they don't know it's wrong
- they are copying older brothers or sisters or other people in the family they admire
- they haven't learnt other, better ways of mixing with their school friends
- their friends encourage them to bully
- they are going through a difficult time and are acting out aggressive feelings
- they are being bullied themselves

To stop your child from bullying others:

- talk to your child, explaining that bullying is unacceptable and makes others unhappy
- discourage any members of your family from bullying behaviour or from using aggression or force to get what they want
- show your child how to join in with other children without bullying
- make an appointment to see your child's class teacher; explain about the problems your child is experiencing; discuss how you and the school can stop your child from bullying others
- check with your child how things are going at school on a regular basis
- give your child lots of praise and encouragement when he or she co-operates or is kind to other children