



Behaviour and Anti- Bullying Policy

Policy agreed: October 2016

Review Autumn 2018

Signed

Chair of Governors:

Headteacher:

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Introduction, aims, purpose of policy

At Chase Bridge we believe that every member of our school community should feel valued and respected. We are proud of the positive ethos and high expectations that we promote throughout the school and our behaviour and anti-bullying policy reflects the value that we place on creating a safe and secure environment.

We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.

Behaviour, which in any way disrupts learning, is unacceptable in our school. Through the constant promotion of positive behaviour we seek to minimise, if not eliminate any such behaviour. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with emotional and behavioural difficulties.

Policy summary

In this policy we set out the expectations, rewards, sanctions and procedures that we follow to ensure that good behaviour is promoted and that support is clearly in place to address any areas of concern. This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social and moral development, and also our policy on rewards and sanctions with regard to pupils' behaviour. It also contains our policy on exclusions and anti-bullying (including cyber-bullying). The general expectations of the children are described and then the range of rewards and sanctions that staff use in school. On rare occasions it is possible that for their own safety and the safety of others that some form of physical restraint is necessary and our approach to this – 'positive handling' – is described. Again on rare occasions it might be necessary to exclude a child from school for a period of time and the approach to this is described. Anti-bullying strategies are described and how 'serious incidents' are defined, dealt with, monitored, recorded and reported.

Please also refer to the following policies and documents

- Safeguarding
- Inclusion
- Home School Agreement

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Expectations

Everyone at Chase Bridge is expected to behave with politeness and respect and to know that they have the right to be treated with that same politeness and respect. All staff are responsible for maintaining high standards of behaviour and applying our policy consistently and fairly. A calm, purposeful and respectful school promotes good learning and enables every child to fulfil their potential. This ethos is underpinned by our school motto:

- Excel at learning
- Care for Others
- Express our Talents

We have a set of school rules that are shared with the children at the beginning of the school year, form part of our home-school agreement and are clearly displayed and followed by all members of staff. They are deliberately brief but address all elements of behaviour.

At Chase Bridge we are:

- Kind
- Polite
- Safe
- Hardworking
- Sensible

These give the children a clear set of guidelines and ensure that all staff are consistent when applying and promoting them. The children also have an opportunity to work together on creating some class rules and to share ideas through the School Council.

In addition, we constantly review and reflect on the behaviour within school and regularly share a behaviour focus with the children through which we all work together to improve a particular element, for example: courtesy, moving safely around school, turn taking etc.

Rewards and Sanctions

We place a strong emphasis on positive behaviour and have a clear programme of rewards to reinforce this.

- Red and Green cards: These are simple cards with our school rules printed on them. Any member of staff can award a green card which then gets exchanged for a class reward and is then sent home with the child. If a child consistently fails to follow a rule within one lesson or activity they may be given a red card and be expected to spend some time out to think about their actions.
- Marbles: Each class has a marble jar. Marbles get added to the jar for class and individual good behaviour and, when it is full, earn the class a treat. This takes the form of a short period of Golden Time when they can choose from a range of activities such as outdoor play, a short DVD, art and craft activities etc.
- Team points: At Chase Bridge each child belongs to one of four houses: Phoenix, Dragon, Griffin or Unicorn. In the Infants, team points are linked to the marble jar system. In the Juniors, team points are awarded for a range of achievements including academic and sporting success and build to half termly and end of year rewards.

- **Merits:** The school holds an achievement assembly every Friday. Each class teacher nominates individual children to receive a merit and a celebration postcard to take home in recognition of exemplary work or behaviour during the week. In addition, children are encouraged to bring in medals, certificates and photographs from activities they undertake outside of school.
- **Celebration postcards:** On occasion teachers may also send through the post special surprise celebration postcards to parents that praise particular success or behaviour.
- **Behaviour sanctions:** Class teachers display their class expectations for behaviour. If a child is disrupting the learning in class or demonstrating inappropriate behaviour then the following protocol is used. A clear set of sanctions is applied that link directly to the rules. If the poor behaviour occurs outside of lesson time then the red and green card system is applied. In lesson time the class teacher will initially give the child a gentle verbal reminder of the expected behaviour. If the child continues to make the wrong choice the teacher follows a simple three step procedure:
 1. The child's initials are written on the board;
 2. The child will be moved to a more isolated position in the classroom;
 3. The child is sent to a linked class for a short period of time.

If the behaviour is serious or is repeated, the child will be sent to a senior member of staff and appropriate steps taken. A reprimand may be sufficient but parents may be informed if necessary.

- **'Serious Incidents' and the Behaviour Incident Form:** For more serious incidents a Behaviour Incident Form is completed and necessary action is taken. (See section on serious Incidents for a definition)

On-line Behaviour

Increasingly children have an on-line presence. Children should behave safely and responsibly on-line and parents are expected to monitor their activity off-site. The school curriculum teaches children to use the internet and social media responsibly and behave in an appropriate manner.

Sometimes children will use social-media inappropriately. If a serious incident occurs, even if it is at home and out of normal school hours that affects the well-being and social interaction and behaviour of children in school then this will be logged according to our usual systems and followed up accordingly.

Physical restraint – 'Positive Handling'

The school recognises that there are, occasionally, unforeseen or emergency situations which may cause the need for a Positive Handling (a physical intervention). The key principles are that any physical intervention should follow a dynamic risk assessment and be reasonable and proportionate to the situation. Positive Handling should only be used if:

- it is in the best interest of the child by preventing injury to themselves or others
- there is a risk of serious damage to property
- there is a risk of absconding
- other children are severely prevented from learning

It will be carried out by trained Positive Handling staff whenever possible. Using the arranged script displayed in the staffroom. When a physical intervention has been used it will be reviewed and

recorded, in the Bound and Numbered Book, by the Inclusion Manager. Parents will also be informed. If appropriate, an individual behaviour plan will be written to identify the context that tends to trigger the unacceptable behaviour and staff are then informed of the procedure to follow.

Temporary, permanent and lunch time exclusions

A number of options are available to head teachers in response to a serious and exceptional breach of the behaviour policy. This may be done to punish the child but in the vast majority of cases the intention is enable the school to seek specialist advice from, for example, educational psychologists, the behaviour support team and meet with parents to decide what measures should be put in place to prevent the behaviour being repeated.

- 1 Restorative justice
- 2 Mediation
- 3 Internal exclusion
- 4 Managed move

At all times, the needs and circumstances of the individual child are taken into consideration to ensure that the most appropriate and effective action is taken to support the child in managing his or her behaviour issues.

Serious Incidents – recording, reporting and monitoring

If a serious incident occurs anywhere in school, which involves intimidating, racist or aggressive (verbal/physical) behaviour then a brief form called an ‘incident report form’ must be completed and shared with a senior member of staff. This will then be recorded in a log held centrally in the school office. A master copy of this form is kept in individual class files. Racist incidents are reported to the Local Authority on a termly basis.

A ‘serious incident’ is defined as the sort of behaviour where a senior member of staff would need to be involved and parents need to be informed about what has happened and the action being taken. There are a number of actions that could result from such an incident: typically a meeting with parents would be involved and be followed up by, for example, a written or spoken apology, reparation or repair if damage has occurred. However, it might also, in rare and exceptional circumstances, lead to exclusions and contacting the police.

Depending on the nature of the incident the member of staff involved will take a view as to whether the children involved will be seen individually or as a group. This will depend on the nature of the incident; the age of the children and the context of the incident. The member of staff completing the proforma will give consideration as to whether the children will be seen separately and this will be recorded on the serious incident proforma.

The incidents recorded can be interrogated to see whether there is any pattern and action can be taken to improve the school’s care for the children.

Each term the number and nature of the incidents are reported anonymously to the governors for their scrutiny. The impact of our behaviour policy is evaluated annually against OfSTED criteria.

Parents, children and staff are invited to comment on behaviour and bullying in surveys and the outcomes are summarised and reported in our annual review that is available on the school website.

Bullying and anti-bullying strategies

Bullying is defined by the DfE as “behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”. Bullying can be direct

(either physical or verbal) or indirect (e.g. being ignored or excluded from social interaction). However, on certain occasions a single act could be regarded as bullying. Bullying can also take place on-line through the use of social media and texting for example. This is often known as cyber-bullying, however its impact can be the same and sometimes more serious as this can happen at all times of the day, with potentially bigger audiences and a far wider lasting impact.

All forms of bullying are unacceptable at Chase Bridge Primary School. The school and its community are committed to striving to eliminate bullying from school life.

It is a legal requirement that all maintained schools must have in place measures to prevent all forms of bullying among pupils. At Chase Bridge we take the issue of bullying very seriously and we aim to develop an atmosphere where bullying is not tolerated and where effective steps are taken to prevent bullying occurring.

If a serious incident occurs anywhere in school, which involves intimidating, racist or aggressive (verbal/physical) behaviour then a brief form called an ‘incident report form’ must be completed and shared with a senior member of staff. This will then be recorded in a log held centrally in the school office. A master copy of this form is kept in individual class files. The log can be interrogated when necessary to review the evidence for patterns of incidents that might indicate bullying behaviour.

All staff use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Children are encouraged to seek the immediate help of an adult if they are worried and each class holds regular circle time, drama, role play and PSHE activities that are designed to teach children empathy and to give them the tools to manage their feelings and interact appropriately with others.

If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the head teacher and/or the DSL will consider implementing child protection procedures. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering or is likely to suffer, significant harm’.


Appendices

Chase Bridge Charter, Green and Red cards

Chase Bridge Charter 

At Chase Bridge we are...


- **Kind**
- **Polite**
- **Safe**
- **Hardworking**
- **Sensible**

Name..... 

Today at Chase Bridge I have been:

- **Kind**
- **Polite**
- **Safe**
- **Hardworking** Staff member
- **Sensible**

Red card and reverse

Name..... 

Today at Chase Bridge I have not been:

- **Kind**
- **Polite**
- **Safe**
- **Hardworking** Staff member
- **Sensible**

Sanctions:

- Reminder to child
- Play a different game/go somewhere else
- Time-out
 - Stay with adult
 - Stand on wall
 - Sit on bench

Chase Bridge: Racist and other Serious Behavioural Incidents Record Form

This form is confidential and for internal school use. It should be completed for all racist and serious behavioural incidents and reported in line with the school policy. This includes incidents that may not have taken place at the school but have been reported by anyone to the school. This form contains summary information to be entered into the school Behavioural Incidents Log. The class teacher or whoever is dismissing the children should see this form before the end of the day and then it should go to the office



Date of incident		Member of staff logging incident	
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About the incident (please circle as many fields as relevant from the following from the list)

Location of incident	Time of incident	Nature, actions, behaviour related to incident	Offender's possible motivation
classroom	before school	verbal	racist
corridor	class time	physical	faith
school grounds	break/play	social exclusion	sexual orientation
toilets	after school	property	gender
off-site	out of school hours	IT/eSafety	disability
clubs before/after school	other	other	appearance
other			other

Action: response by school to the incident
(please emphasise most significant action circled from the following list and note any detail overleaf)

police	Temporary exclusion	Contact parents	School sanctions	External agency involvement	other	Children interviewed separately? Y / N ?
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About the victims and offenders (please complete one or more boxes as necessary and identify who you think might be either the victims or offenders with a V or O. There might be just offenders and no victims.)

Name:		V or O?	Gender: m/f	Year group:	SEN: yes/no
Ethnicity:	Faith:	In-care: yes/no	Young carer: yes/no	Disability: yes/no	Vuln/CP reg: yes/no

Name:		V or O?	Gender: m/f	Year group:	SEN: yes/no
Ethnicity:	Faith:	In-care: yes/no	Young carer: yes/no	Disability: yes/no	Vuln/CP reg: yes/no

Name:		V or O?	Gender: m/f	Year group:	SEN: yes/no
Ethnicity:	Faith:	In-care: yes/no	Young carer: yes/no	Disability: yes/no	Vuln/CP reg: yes/no

Number of items attached to the Incidents Record Form: statements, photos, etc		
Incident number (to be completed by colleague updating the spreadsheet)		
To be circulated to the following before sending to the office (tick when seen)		

Updated May 2017