



# Behaviour and Anti-Bullying Policy

## Introduction

- It is our school's aim to ensure that all children share a common educational experience within the bounds of acceptable behaviour.
- We will create an ethos based on tolerance and mutual respect and which is conducive to the learning and social development of all children. Good behaviour will be recognized and rewarded with praise, stickers and the awarding of a Smiley. It is the responsibility of all staff to acknowledge good behaviour when they see it. Similarly, it is our responsibility to act when a child behaves unacceptably.
- The purpose of the policy is to state clearly what our expectations are, and how we will deal with inappropriate behaviour at school.
- At Livingstone we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally, with respect and dignity, free from discrimination and harassment. Each person will be given fair and equal opportunities to develop their full potential regardless of their age, disability, gender, gender-identity, race, religion or belief, sexual orientation, pregnancy and maternity (refers to staff / employment), socio-economic background and special educational needs. Our school will tackle the barriers which could lead to unequal outcomes for these protected groups, ensuring there is equality of access and that we celebrate and value the diversity within our school community. The school will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

## Behaviour

High standards of behaviour are expected from our children. It is our belief that the high standards of self-discipline to which we aspire can only be developed in an atmosphere of care and respect for one another. The whole ethos of the school and the way in which it is organised are geared to this end.

Children have an opportunity to learn about appropriate behaviour and strategies during assemblies, PSHE lessons and as part of the school's "hidden curriculum", namely the values we impart through the way school staff treat them and each other.

We believe children respond best to praise and encouragement. They should receive attention for what they are doing right rather than for misdemeanours. At Livingstone, we award a Smiley to those children who behave consistently well around school. We have found that they respond very well to this. Children accumulate Smileys and receive certificates for e.g. 50 Smileys. When all the children in a class have received a given number of Smileys, the whole class get a treat.

The foundation of this system is a set of Class Rules which are agreed with each class at the start of the year, based on our simple school rules:

- Always try to do your best
- Treat others as you would like to be treated

Updated: April 2018

Next Review: April 2021

- Stay safe

When children do behave in an unacceptable fashion, it is important for them to realise that there are consequences. We endeavour to make the punishment “fit the crime”; e.g. a child who has been wasting time would be expected to complete his/her work at break or even at home. We may choose to suspend a child’s privileges for a time or it may be felt that a successful answer to a problem can best be found by teachers and parents tackling it together.

We are particularly concerned that our children should have an understanding of people from other faiths, cultures and lifestyles. Any form of racist or homophobic behaviour, such as name-calling, is unacceptable in our school. We are obliged by law to record any such incidents and to inform parents of all parties involved (see Equality Policy).

Occasionally, our usual procedures are not enough to help some children. In such cases, we work with the child and his/her parents to find a way forward. This may involve home-school diaries, sticker charts, etc. As in every other area of school, children make the most progress when parents and teachers are united. At times we also work with other agencies and specialist support services such as CAMHS and BLIS.

If a child’s behaviour or aggression is putting themselves or others in danger of harm or injury, we will initially try to calm them down and diffuse the situation. Where these strategies do not work and there is still a risk of injury to themselves or others we will remove the child to a quiet space. If they move calmly and cooperatively we will do so with simple encouragement. If they refuse to comply and carry on being a danger to themselves or others we will use a range of physical techniques to get them somewhere safe and, if necessary, hold them until they have stopped being a danger. We always use the lowest level of physical intervention possible and stop as soon as we can once the situation has calmed and all involved are deemed to be safe. Any physical intervention will always be carried out with at least two staff members and only by staff who have been trained. This will then be recorded on the Physical Intervention Monitoring form (for further information please see Physical restraint policy).

### **Behaviour for Learning**

We place a high emphasis on Behaviour for Learning and our ‘Rainbow Learners’ traits. We deliver assemblies about these traits as we believe they will equip our children with the skills that they need to succeed in life. Rainbow stands for:

R	Resilience
A	Attitude
I	Independence
N	Never Give Up
B	Best
O	Organised
W	Well mannered

If children are spotted displaying these traits, they may be given a ‘Livingstone School Rainbow Learner Award’ by their teacher or another member of staff. The slips consist of two layers. The top layer is given to the pupils to take home and the bottom layer is posted into a special ‘Rainbow Learner’ box in the classroom. At the end of each week, each class draw a name from their ‘Rainbow Learner’ box and the winning pupil receives a small prize. As well as that, the class that has the most ‘Rainbow Learner Awards’ each week receives a special certificate.

### **Behaviour out of school**

The Headteacher has a duty to act if there is a complaint about a child's behaviour out of school which could reflect badly on the school community or result in issues arising within school. Again, parents will be informed and their co-operation sought to address the behaviour where necessary. Sanctions within school may also be applied.

### **Behaviour on trips**

Where there is a history of poor behaviour, it is the school's responsibility to ensure that the necessary support is in place to ensure the child has access to the National Curriculum and to ensure the safety of the party. A completed risk assessment is required and parents will be kept informed and may be asked to accompany their child on the trip in a supportive way.

If an incident arises while on the trip, the group's leader will contact school by phone and arrangements will be made to return the child to school, either by being collected by a member of staff or escorted back to school by a member of staff. Plans for this will be outlined in the risk assessment (see above). These measures only come into force where poor behaviour threatens the safety of the child or others or where there has been or is likely to be damage to property. Unacceptable behaviour which is less severe can be dealt with as in school.

### **Parents can expect:**

- three Parents' Evenings each year where issues of performance, well-being and behaviour in the classroom will be discussed;
- an annual report on their child which has a section to inform parents about personal qualities, attitudes to work and behaviour, etc.;
- communication from school if their child's behaviour is causing concern and it would be helpful to share these concerns with parents;
- children's work, including homework, to be marked regularly;
- children to be praised for good work and effort;
- that if a child continues to be disruptive they will be dealt with according to the school's behaviour management strategies.

### **Anti-bullying**

All members of our school community have a right to work in a secure and caring environment. Children and adults perform best when they feel safe and happy. At Livingstone, we are proud of our positive, inclusive ethos and welcoming approach to all. Bullying is contrary to our values and principles and we will not tolerate it.

We **promise** our children that if we know about their problems, we will help to sort them out. But we need to **know** first. We encourage our children to share their problems with *someone*. That person, be it adult, another child or whoever, then has a duty to act. Issues are dealt with, not hidden away. We also record incidents of bullying and inform parents of all parties.

#### What is bullying?

Bullying is behaviour which makes another person feel uncomfortable, threatened or distressed. It is deliberate and repeated over time. Bullying often involves unequal power relationships, e.g. older targeting younger; a group targeting an individual; confident targeting shy. This means that the victims can feel powerless to defend themselves.

#### What types of bullying are there?

- Emotional (being unfriendly, excluding, tormenting, threatening)
- Verbal (name-calling, teasing, spreading rumours)
- Physical (pushing, kicking, hitting, etc; or interfering with another person's property by stealing or hiding it)

Updated: April 2018

Next Review: April 2021

- Extortion (demanding money or possessions with threats)
- Cyber (all areas of Internet, email and social networking misuse; unpleasant texts, pictures and calls)
- Racist (name-calling, graffiti, gestures)
- Sexual (unwanted physical contact, sexual comments, gestures)
- Homophobic (name-calling, teasing which focuses on sexuality)

### What are the effects of bullying?

Victims of bullying often feel powerless and blame themselves; bullying can have long-term effects on a child's self-confidence and progress. Everyone should be aware of the possible signs and behaviours a child may demonstrate if s/he is being bullied:

- Unwilling to go to school
- Withdrawn, anxious or lacking in confidence
- Aggressive, disruptive behaviour
- Starts stammering
- Feels ill in the mornings
- Cries at night or has nightmares
- Performance in school begins to drop
- Comes home with belongings damaged or missing
- Asks for money or starts stealing money
- Changes in eating habits
- Bullies others
- Is frightened to say what's wrong
- Nervous or jumpy when a cyber-message is received

Headteachers have a legal duty to draw up procedures to prevent bullying and to bring these procedures to the attention of pupils, parents and staff. Headteachers also have a duty to intervene to prevent bullying even when it occurs off the school premises.

Staff and pupils at Livingstone Primary School promise to respond promptly and effectively to reported incidents of bullying.

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
- An account will be written down
- This will be reported to the Head (or to the Deputy in the Head's absence)
- The Head will interview all concerned and make further notes as necessary
- Effective staff communication is essential – apparently trivial incidents e.g. rough play, a series of petty disagreements, could lead to a pattern being identified
- Punishments will be used as appropriate and discussed with all parties concerned
- Other relevant staff will be alerted and asked to monitor the situation; any further incidents will be reported to the Head
- Parents will be informed if the incident is serious, e.g. involving violence, or persistent.

### Children who have been bullied will be supported by:

- Having the opportunity to discuss the experience with a staff member of their choice
- Reassurance and continuous support
- Knowing that this is taken seriously and they will be listened to

### Perpetrators of bullying will:

- Discuss what happened and how they were involved
- Have help to establish what they have done wrong and the need to change
- Expect school to inform their parents if the problem persists

At Livingstone, we may take the following action, as deemed appropriate by the Head:

- Warnings to cease the behaviour
- Detention at breaktimes
- Withdrawal of privileges and treats
- Short fixed-term exclusions (e.g. 1-2 days)
- Longer fixed-term exclusions (e.g. 1 week)
- Permanent exclusion

If our initial strategies are unsuccessful in effecting a change in the offending behaviour, we may enlist support from outside agencies, such as the BLIS or CAMHS. Parents will be kept informed throughout this process.

### How can we prevent bullying?

At our school, we promote good behaviour by example and praise. Children who display kind and supportive behaviour are rewarded with praise and Smileys and we actively encourage our pupils to discuss bullying and behaviour issues through assemblies, School Council, PSHE lessons and Circle Time. Our Learning Mentor has a "Worry Box" for children to pass on concerns. These are ALWAYS followed up. We promote excellent relationships at all levels in the school so that pupils with concerns feel confident that there is someone they can talk to and that they will be listened to.

### Why is it important to take bullying seriously?

Bullying hurts! Everybody in our school community has the right to feel happy and safe and to be treated with respect; bullies need to learn a different way of behaving.

### Cyber Bullying

All bullying incidents should be properly recorded and investigated by the headteacher. Cyber bullying can be a very serious matter and can constitute a criminal offence. In UK law, there are criminal laws that can apply in terms of harassment or threatening and menacing communications. Often instances of cyber bullying will occur at home so the Headteacher will need to discuss the matter with the children's parents.

When determining the appropriate sanctions staff should consider:

- The impact on the victim: was the bully acting anonymously; was the material widely circulated and humiliating, how difficult was controlling the spread of the material?
- The motivation of the bully: was the incident unintentional or retaliation to bullying behaviour from others?

Staff should:

- Discuss with the headteacher the appropriate level of sanction, which may include a period of time whereby ICT privileges are denied or other appropriate sanctions as laid out in the school's behaviour policy.
- Inform the perpetrator's parents and discuss with them appropriate sanctions and procedures that they may wish to implement at home to help prevent any reoccurrence e.g. confiscation of ICT for a period of time or agreed systems to monitor use at home as well as in school.

Updated: April 2018

Next Review: April 2021

Please see Acceptable Use Policy for further information on dealing with incidents of cyber bullying.

## **Appendix 1: Hierarchy of Behaviour Management**

Children must be made aware that they will be rewarded for good work and good behaviour in a manner appropriate to their development needs. Rewards will include Smileys, stickers, certificates and treat times.

Children will also be made aware that sanctions will operate if behaviour is inappropriate. If a child progresses a long way up the hierarchy of behaviour management, or begins at a high level, then we will consult the Pupil Support Services for advice. We may consider adding them to the Special Educational Needs register under the category of Social and Emotional Needs.

### **Level 1**

At this low level one person, for example, the class teacher, teaching assistant, lunchtime supervisor etc., is dealing with an incident that has happened in isolation, or with a minor concern expressed by a parent.

- They will talk to the child discreetly and make them aware of why their behaviour is inappropriate and what the appropriate behaviour is. If it involves another child or a group of children, their actions will be discussed with them too.
- The most appropriate sanction at this level is to make it clear to the child that the teacher (or other appropriate adult) disapproves, and to explain why. If there has been an isolated but serious incident, then some of the sanctions at Level 2 will be appropriate.
- Lunchtime supervisors will be able to deal with most, if not all, minor issues of this kind during the actual lunchtimes, but, if necessary, will inform teachers at the end of lunchtime so that they can follow up if necessary.
- Many areas within Level 1 will involve general behaviour issues, such as talking at inappropriate times, lack of politeness, saying something hurtful to friends, minor relationship problems etc. How to behave in such circumstances can be emphasised during circle time, PSHE lessons and during assemblies.
- It is important to monitor individual children to determine whether certain incidents occur more than once, and whether they are resolved easily or begin to escalate.
- Parents should be made aware of any concerns and the class teacher may make a note for future reference if needed.

### **Level 2**

At this level the teacher is concerned that a child's attitude and behaviour is not responding to any of the approaches taken at Level 1, and that there is persistent inappropriate behaviour reported either by teaching assistants, by lunchtime supervisors, by other children or other teachers.

- The child will typically not have responded to any action taken at Level 1 and their behaviour will have come to the attention of several adults.
- The adults involved should now be keeping notes of instances of inappropriate behaviour. These notes are to provide evidence of the incident – the date and time, the action taken, who else was involved and whether the action taken was effective. (Playground incidents are to be recorded in the Incident Book; others in notebooks relating to individual children or class behaviour logs).
- Sanctions that should be used include talking to the child as at Level 1, other teachers talking to the child, time out of the classroom, letters of apology, reports to a senior teacher and/or the Headteacher, completing work during breaks and lunchtime, withdrawal from breaks and lunchtime.
- Behaviour logs should also be kept, if this is felt to be appropriate, as a means of formally recording behaviour over a period of time. The child and the child's parents will be informed that notes are being taken, and these will be kept by the class teacher.

- Incidents at Level 2 will begin to involve the Headteacher or Deputy, although it will still be the class teacher in the main who takes the necessary actions and holds discussions with parents.
- During the discussions with parents, all the school's relevant strategies will be outlined, while the parents will be asked about behaviour at home, and any reasons that they can think of for the child's inappropriate behaviour. At this level it will also be appropriate to indicate that the child may be placed on the school's SEN register under the category of Social and Emotional difficulties.

### **Level 3**

It is at this level that, because the patterns of inappropriate behaviour are persisting, the child will be placed on the school's SEN register under the category of Social and Emotional difficulties.

- All the support and sanctions at Levels 1 and 2 will have been used and full discussions will have taken place with the child's parents.
- The SENDCo will observe the child, review all notes, work alongside the class teacher to introduce charts and systems to support the child. They will also consult the pupil support services for advice and may put in a bid for support from BLIS or CAMHS. The SENDCo will set up meetings involving all relevant parties, including parents.
- The child will be referred to an outside agency for support, and after a maximum of one term, a decision will be made either to move the child back to Level 2, or to keep them at Level 3, or to move them to Level 4.

### **Level 4**

At this stage the child's behaviour will be extremely difficult to manage and exclusion may be a possibility.

- Exclusion has to take place in accordance with national and local guidelines, and must be properly and thoroughly carried out.
- A child who is excluded, temporarily or permanently, does not have to go through all the school's behaviour-management levels. Sudden extremes of behaviour, such as totally unacceptable violence, can lead to exclusion without going through the various levels.

### **Support for teachers and teaching assistants**

Any system of behaviour management relies on a whole-school approach, where teachers and teaching assistants know that there is support for their actions, both in praising and rewarding good behaviour and in operating appropriate sanctions. A supportive approach to stop disruptive and inappropriate behaviour will work best if the following applies:

- All newly appointed staff have a colleague who will act as their first level of support and help them become familiar with the behaviour policy.
- Other colleagues who have previously taught a particular child, can offer valuable information about individual children's behaviour and any special problems of classroom management.
- The SENDCo supports colleagues with advice about persistent behaviour difficulties.
- The Headteacher and senior colleagues are available to discuss issues and support colleagues.

The policy needs to be regularly evaluated to see if we are meeting the high standards that we set ourselves.