



PARLEY FIRST SCHOOL

POSITIVE BEHAVIOUR AND ANTI-BULLYING POLICY

'All children have a right to a primary education, which should be free. Discipline in schools should respect children's human dignity.

Young people should be encouraged to reach the highest level of education they are capable of.'

'All children have a right to relax and play, and to join in a wide range of activities.'

Articles 28 and 31 UNICEF Convention on the rights of the Child

Parley is a Rights Respecting School

School Aims

At Parley First School we aim to:

- Recognise and develop the full potential of every child, providing equal opportunities for all
- Provide a safe, healthy and nurturing environment to enable every child to know and achieve success
- Promote understanding of rights and responsibilities to enable children to grow into independent and responsible citizens
- Inspire a love of learning that lasts for life
- Enhance learning through community partnership

Introduction

At Parley First School we want everyone to feel valued and to be treated with respect in line with our aims. Everyone is expected to act with care, courtesy and consideration. All children should enjoy school life and feel secure and safe within the school community.

Teaching and learning will be effective within an orderly atmosphere. Children need a consistent view of right and wrong. They need to learn to own their own behaviour and to develop self-discipline. Clear and consistent rules will provide them with the boundaries necessary for taking responsibility and for independence to develop. Adults will provide positive role models by promoting respect for one another, the environment and the creatures that share our world.

This policy needs to be read in conjunction with the Safeguarding Policy, Safer Use of the Internet Policy and the Social Networking Policy.

Aims of this policy

- To nurture the safety and wellbeing of the whole school community ensuring that Parley is a happy and caring place to learn
- To help create an ethos where everyone respects each other's right to learn and play
- To ensure there are clear expectations understood by pupils, staff and parents/carers
- To ensure consistency of approach throughout school ensuring staff administer rewards and sanctions in a fair, consistent way
- To ensure individual needs are met

We achieve our aims through:

- **An ethos that promotes wellbeing and positive behaviour.** Activities to support this aim include; Rights Respecting school work, fostering of good relationships with all stakeholders, massage in schools programme, 'Rainbow' PSHE scheme used throughout school, including small group SEAL, whole school and key stage assemblies.
- **Provision of a carefully planned, exciting, well differentiated curriculum** with stimulating activities and resources to ensure that all pupils receive appropriate challenge and support and are engaged in their learning.
- **Circle Time.** Circle Time provides an opportunity within each class to explore children's thoughts and feelings. Sometimes this will involve expressing how they feel about events in their lives, their likes and dislikes, positive qualities that they value in friends and many other themes that consider social interactions. It also involves fun activities that require thinking carefully about others. Circle Time is sometimes used as part of a 'Rainbow' lesson or can be used when needed to address a particular need.
- **Awareness of and planning for situations that may pose difficulties for some children.** Strategies that may be used include: Considering seating and classroom layout, praising desired behaviours, recognising triggers for individual children, preparing pupils for changes of routine, time taken with individual, vulnerable children to talk through situations that may arise, flexibility in routine e.g. quick run around outside if needed.
- **School Charter.** Parley School Charter was written in partnership with the pupils in 2009, it is reviewed annually. The charter clearly sets out the rights of everyone at Parley First School and indicates the responsibilities that come with these rights. The charter is clearly displayed around school. Everyone at school signs up to the charter once a year. These responsibilities set our expectations for behaviour at school.

Everyone at Parley First School has the right to:

Be Happy
Keep safe
Learn new things
Be Healthy
Be treated kindly, fairly and with respect

- **Class Charters.** All pupils write and agree a class charter at the start of each new school year as part of the Rainbow 'New Beginnings' topic. These are displayed in each classroom.
- **Clear Expectations.** We expect everyone at Parley to follow the school charter and be aware of their responsibilities.

Be Happy- Smile, be kind. Look after each other. Respect others space and bodies. Play fairly.

Keep safe- Stay where adults at school tell you to be. Look after equipment and keep everywhere tidy. Respect others space and bodies. Walk in the school building and think about others as you move around.

Learn new things- Try your best. Listen to others. Let others in the class listen in lessons. Try new things, be positive about learning. Persevere when your learning is a bit tricky. Ask for help when you don't understand.

Be healthy- Have fruit or vegetables for snacks. Drink water when needed throughout the day. Take part in physical activities at school.

Be treated kindly, fairly and with respect- Be polite and speak respectfully. Be respectful to all adults in school. Respect peoples differences. Share time and equipment. Hear both sides of a story. Smile, be kind. Look after each other. Respect others space and bodies. Play fairly. Treat others how you would like to be treated.

- **Pupil Voice.** We believe that acknowledging and valuing the thoughts and feelings of pupils is a vital part of this policy. Through consultation pupils have told us that the following things help them to behave well at school.

Knowing what is expected and what good manners are.
School and class charters.
Plenty of reminders, from adults and notices/posters displayed.
Thinking about rights and responsibilities.
Being treated fairly.
Feeling cared for and having friends.
Ignoring silly behaviour.
Activities that are calming e.g. singing, massage.
Awards-Golden Good Book, Rainbow awards, Team points.
Treats for good behaviour-Golden Time, raffle tickets etc

All pupils are consulted about issues regarding behaviour/bullying through annual questionnaire, School Council representatives, focus weeks/activities.

- **Partnership with Parents.** Parley First School prides itself on its good home-school partnership. Parents' support and co-operation is vital in fostering good behaviour at school. Parents will be kept informed of problems at an early stage. Discussion and openness will ensure that fairness and justice is established. Ways to help the child will always be considered.
- **Rewards and Sanctions.**

Rewards. Rewards are given following positive behaviour, they act as an incentive and reinforce positive behaviour helping to ensure it is repeated. They may be given to an individual and a small or large group.

At Parley they include:

Praise
Stickers
Reward charts with shapes etc to colour in
Awards specific to year group e.g. Y4 Kind award
Team points
Sent to Golden Good Book
Rainbow awards
Sent to another member of staff or Headteacher
Celebrating with parents e.g. postcards home
Celebrating with class e.g proud moments board

Individual treat earned e.g. through raffle ticket system
Small group treat earned e.g. computer time
Class treat earned e.g. extra playtime
Golden time

Golden Time

This whole school system of behaviour management has been developed at Parley to be motivating for children.

Each week classes in years R-4 set aside a short period of time, approx.20-30 minutes, for children to select special activities as a reward for good work and behaviour throughout the week. Every child is awarded this time automatically but minutes are deducted for any inappropriate behaviour for individual children. A very careful record is kept and negotiated with children when necessary. Children can sometimes earn time back. This system can be seen as effective and fair as it rewards those children who have consistent high standards of work and behaviour.

Sanctions

Sanctions are used to discourage behaviours that do not support the school charter. Children are taught that if they decide to ignore their responsibilities there will be consequences to their action. They are used by staff in an escalating manner in response to problem behaviours. Low level problem behaviours include: distracting others from their learning, talking at inappropriate times, failure to show respect to others such as pushing in the line, moving inappropriately around school, minor carelessness with property that is not their own, not following set routines at lunchtimes/playtimes etc, minor, isolated instances of unkindness to peers.

More serious behaviours include: Persistent low level behaviours, name calling, repeated unkindness to others, showing disrespect to adults.

Serious behaviours include: Persistent unkindness to others, physically hurting another person, swearing, harassment of racial or other minority groups, bullying, refusal to comply with expectations and routines, damage to or taking property that is not their own.

Sanctions used:

Eye contact or non verbal signals
Reminders of expectations
Moved away from place in class or situation
Peg moved down display/name on board
1:1 discussion with year group staff
Loss of Golden Time
Loss of preferred play activity e.g. football
Loss of playtime-stay in with a member of staff or HT
Sent to another class
Sent to Headteacher
Restorative practice e.g. letter to hurt person
Parents informed
Loss of privilege/treat e.g. special job
Parents invited into school, targets set for improved behaviour

In extreme cases of violent or disruptive behaviour it may be necessary to implement:

Fixed term exclusion
Permanent exclusion

(Circular 10/99 on Social Inclusion provides guidance about fixed and permanent exclusions. In exceptional circumstances schools are able to exclude for a period of up to 45 days of fixed term exclusion in a school year. Dorset's Exclusions Officer is informed of all exclusions and will become involved when permanent exclusion becomes a possibility. 'A Guide for Parents' is available from Dorset County Council.)

SEN When necessary pupils may be placed on the SEN register and support sought from external agencies.

Children who have particular problems will be identified and placed on the Special Needs register at an early stage. An Individual Education Plan will be developed where support and strategies can be considered carefully. IEPs will take into account advice from any agencies involved.

Pupils on the SEN Register may require reward and sanction systems which differ from those of pupils not on the register

- **Lunch Time Supervision**

Procedures for lunchtime are carefully recorded to provide a consistent and stable structure for all staff and children. (See Midday Supervisors Handboob). A Lunchtime Charter has been written by staff and pupils. Procedures and the Lunchtime Charter are attached to the lunchtime notice board in the hall.

Lunchtime Charter

At Lunchtime everyone has:

The Right to have a Healthy Lunch

We have the **responsibility** to; eat what is in our lunch box or on our plate; not waste food; not take anyone else's food.

The Right to a Pleasant Environment

We have the **responsibility** to; eat our food sensibly; not drop food on the floor; use quiet voices.

The Right to Be Happy and Eat Peacefully

We have the **responsibility** to; talk quietly to our friends; keep our hands and feet to ourselves; be kind to everyone on our table

The Right to be treated Fairly, Politely and with Respect

We have the **responsibility** to; use table manners; listen to and talk respectfully to all adults at lunchtime; stop talking when we hear the bell; only say kind things.

The Right to be Safe

We have the **responsibility** to; walk inside the school; take care with furniture and carry chairs correctly; listen to adults and do what we are asked.

Year Four Playground Leaders help to support positive behaviour at playtimes.

Play equipment and a toy from home can be brought each day to help keep children occupied. This should be small and inexpensive.

Playground toys, football area, netball posts and a play trail are also available for children's use. Further strategies and apparatus will continue to be developed along with the development of the school grounds.

If in extreme circumstances, staff are unable to manage the behaviour of a child during the lunch break, parents will be invited to discuss alternative arrangements with the Headteacher.

Anti Bullying

At Parley First School we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment.

Bullying of any kind is unacceptable and will not be tolerated in school. We take all incidents of bullying seriously.

Dealing with, and ways to stamp out bullying are considered by the whole school on an annual basis as part of the Rainbow PSHE curriculum. This takes place in the Autumn Term and national anti-bullying week is incorporated into this work. Children are taught not to stand by if they think bullying is happening but always to tell a member of staff. A 'worry box' system is used with the older children to help make reporting bullying easier.

What is Bullying?

Bullying is a deliberate, persistent action by an individual or group which hurts other people either physically or emotionally.

Bullying can take different forms:

Physical

attacking e.g. hitting, spitting
biting
stealing
damaging belongings
hiding belongings

Emotional

name calling
isolating
criticising
taunting
eye-balling
threatening
blackmailing

Children are taught to recognise when bullying is occurring and also to consider what is not bullying. The occasional falling out with friends, disagreements etc can be the cause of some name calling or unkind actions. Developing skills to deal with this part of life is addressed through the 'Rainbow' PSHE scheme and through talking things through with children when it happens.

Bullying is something done repeatedly and on purpose to intimidate, belittle, isolate or otherwise hurt the intended victim.

Racism In line with our Racial Equality policy no form of racism is tolerated. Any racist incident will be dealt with and reported to Dorset County Council.

Vulnerable children Everyone in school is aware that some children with learning difficulties or other disabilities, or in difficult social circumstances may be especially vulnerable to bullying and we are particularly vigilant in these circumstances.

High attaining or gifted pupils can also be affected by bullying and any incidents will be treated in the same way as other bullying is dealt with.

Strategies to prevent bullying

- Maintain a raised awareness of bullying issues with pupils and staff through PSHE and taking part in anti-bullying weeks.
- Ensure all staff are alert to possible indications of bullying.
- Maintaining adequate supervision of all areas of school, in the classroom and at play.
- Provide equipment/activities for breaktimes including home/school link-children may bring a small toy for such times.
- Regularly review the play environment
- Constant reinforcement of whole school and class charters.
- Ensure pupils know that 'telling' is the way to make sure bullying doesn't continue and maintain a listening environment for all those who are raising concerns about bullying e.g. worry boxes.
- Ensure that all members of the school community understand the communication pathways i.e. Staff and parents can approach the Class Teacher, Deputy Headteacher or the Headteacher.

Parley First Schools' approach to tackling bullying

The school takes all allegations and incidents of bullying seriously and will respond calmly and consistently to ascertain the facts.

School will help and support any children who have been bullied and will work with the bully to help them change their behaviour.

School will involve all parents concerned, being sensitive to the nature of all issues involved.

Parley First School recognises the following strategy as being effective in dealing with bullying.

- **Talk with the child**

When the teacher finds out that bullying has occurred they begin by talking to the child about their feelings. They do not question them about specific details, but need to know who was involved.

- **Meet with the people involved**

The teacher arranges to meet with the group of children who have been involved. This will include some children who were present, but did not participate in the bullying. A group of six to eight seems to work best.

- **Explain the problem**

They are told about the way the child is feeling now. At no time does the teacher discuss details or specific incidents. It is important not to allocate blame to the individuals or the group.

- **Share Responsibility**

The teacher does not apportion blame but states they know that the group can do something about it, something to help.

- **Ask the group for their ideas**

Each member of the group is encouraged to suggest a way in which the bullied child could be helped to feel happier. The teacher gives some positive responses but does **not** go on to extract a promise of improved behaviour.

- **Leave it up to them**

The teacher concludes the meeting by passing responsibility to the group to solve the problem. They arrange to meet with them again a week later to see how things are going.

- **Meet them again**

About a week later the teacher discusses with each child, including the bullied how things have been going. This allows the teacher to monitor the bullying and keeps the children involved in the process.

After Maines and Robinson

Monitoring and Evaluation

This policy will be reviewed annually to ensure it remains effective. Following review any amendments will be made to the policy and everyone informed.

Reviewed December 2011

Next review: Autumn 2013