

Policy reviewed: June 2021
Next Review: June 2023



SHEEN MOUNT PRIMARY SCHOOL

Behaviour and Anti-Bullying Policy

At Sheen Mount we teach the children to respect and care for one another. We believe that the children in our care deserve the best possible learning environment; an environment which is calm, caring and creative, where children can feel secure and one in which self-discipline, trust and a sense of responsibility are fostered. We are an inclusive school and reasonable adjustments are made to this policy to ensure that all children are able to succeed at school.

Purpose

This policy reflects the values and principles which we consider to be important to create and maintain the ethos of the school. It provides a clear code of conduct for everyone at Sheen Mount, teaching and non-teaching staff, students, adult helpers, outside providers and children. It has been drawn together after discussion and consultation with staff and Governors.

Behaviour Expectations

- we set very high standards for the children's conduct from the moment they join the school
- we expect these very high standards in the classroom, playground and around the school
- we follow 5 Sheen Mount 'Golden Rules'. These rules are clearly displayed in every classroom and are referred to by staff when discussing incidents
- our behaviours are guided by the principles of the 12 'Living Values' which are promoted through PSHE in class and in whole school assemblies
- bullying is never tolerated at our school
- staff encourage, and model, a range of positive behaviours in the children and, in doing so, reinforce this good behaviour
- children who let themselves down by making poor choices are given one clear warning about their conduct. If this does not lead to an improvement then a sanction is imposed, which follows the sanctions model (see page 5)

Sheen Mount Golden Rules

At Sheen Mount School we aim to focus on promoting good behaviour. All adults in school look for ways to reward good behaviour and promote children who behave well as role models for others.

There are five Golden Rules that the children know and understand:

- be kind and helpful
- listen to people
- care for our things
- be honest
- work hard

Sheen Mount 'Living Values'

The ethos, at the heart of our school, is one of 'Living Values' [PSHE Association]. These values permeate everything we do and are based around three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Within these themes our 'Living Values' are:

- Cooperation
- Love
- Respect
- Simplicity
- Happiness
- Tolerance
- Unity
- Peace
- Responsibility
- Humility
- Honesty
- Freedom

PSHE lessons and assemblies reflect the half-termly themes and children are encouraged to exemplify these values in their everyday lives, both in and out of school.

Strategies for Promoting Good Behaviour

Children are encouraged, praised and offered opportunities to experience personal and social success to develop self-esteem. They should perceive themselves as capable, likeable and worthwhile. A child with sound self-esteem will welcome and enjoy new learning experiences, and will relate well to both peers and adults. We believe that we should practise positive reinforcement at every opportunity.

The following are some of the reward systems that are in use in the school:

- team points (KS2)
- positive encouragement, smile, well done etc
- stickers
- ClassDojos
- other class rewards and targets
- Golden Time
- sent to Headteacher/Deputy Headteacher for sticker/praise
- postcards / email sent home for good behaviour, outstanding effort etc
- star of the day
- class weekly reward
- class collective reward e.g. gems in the jar
- achievement certificates
- assembly mentions
- Barnaby class reward (KS1)
- personalised behaviour strategies

Some of the methods in use by teaching staff include:

- praise for good behaviour
- use of calm voice
- relaxed and friendly relationships
- consistency in expectations
- appropriate eye contact with children
- appropriate physical contact with children
- appropriate tasks for children
- star of the day and class rewards
- good role modelling by staff
- feedback and praise for effort
- informal reporting to parents
- use of Zones of Regulation

Sanctions

In any school, however positive and consistent, there will be times when it becomes necessary to express disapproval of unacceptable behaviour through a system of sanctions. All staff follow the policy and are consistent at all times.

We aim to be consistent throughout the school, whilst taking into account the maturity of the child and any SEN needs. Sanctions are related to the severity of the offence and clearly linked to it. If a sanction is given too long after the misdemeanour it loses much of its impact. Sanctions do not conflict with our philosophy and aims and should not damage relations between staff and pupils or the pupils' self-esteem. Our aim is that children are brought to understand why their behaviour is unacceptable. This policy includes particular information on sanctions in use in school.

In all cases of unacceptable behaviour a verbal or written apology will be sought, items may be confiscated or children may miss out on activities. Sanctions always depend on the age and maturity of the child and any SEN needs that they have.

Action which may be used to deal with occasional unacceptable behaviour:

- discuss appropriate behaviour
- time-out
- incident reported to class teacher
- loss of Golden Time
- Friday lunchtime time-out with UKS2 Phase Leader (Years 5 and 6)

Action which may be used to deal with persistent / serious unacceptable behaviour:

- refer to Phase Leader
- refer to Assistant Headteacher (Inclusion)
- refer to Deputy Headteacher/Headteacher
- Phase Leader/Deputy Headteacher/Headteacher to consult with parents
- Deputy Headteacher/Headteacher to consult with external agencies
- exclusion from playground for period of time
- fixed exclusion from school
- permanent exclusion from school

The following behaviours must be reported to the Headteacher:

- racist behaviour
- bullying
- sexually inappropriate behaviour
- hitting a child or an adult
- malicious damage to school property
- leaving the school without permission

In the majority of cases the system on the following page is followed. An apology will be sought in all incidents.

Unacceptable Behaviour

- verbal reprimand from adult dealing with incident
- discuss appropriate behaviour with the child referring to the Golden Rules and the 'traffic light' system (for UKS2)
- class teacher informed



- time-out
- warning and/or loss of Golden Time in 5 minute increments, reflection with KS1 Phase Leader
- warning and movement to amber and/or red in UKS2

More Serious or Consistent Unacceptable Behaviour

- class teacher will consult with Phase Leader
- discussion of appropriate behaviour with the child
- record made of incident



- spend part of Golden Time with Phase Leader
- spend 30 minutes of Friday lunchtime with UKS2 Leader

Continuing Serious or Consistent Unacceptable Behaviour or Behaviour which is Racist, Constitutes Assault or Causes Malicious Damage

- Assistant Headteacher (Inclusion)/Deputy Headteacher/Headteacher consulted
- if the child misses their golden time, parents are informed
- if the UKS2 child spends 30 minutes of Friday lunchtime with UKS2 Leader, the class teacher will inform parents
- persistent poor behaviour resulting in repeated loss of Golden Time or Friday lunchtime with UKS2 leader, then a letter is sent home
- record made
- consultation to decide further action

Where Serious or Consistent Poor Behaviour Continues

- child may be excluded at lunchtime
- child may be given a fixed term exclusion
- advice sought from the Borough



- child may be given a permanent exclusion

Recording and Reporting Behaviour Incidents

Incidents dealt with by class teachers

Class teachers keep a record of behaviour incidents reported to them – this is logged onto our MIS, Arbor. Serious incidents e.g. those that might require physical restraint etc are logged on CPOMS.

Class teachers will ensure that parents are kept informed of their child's behaviour at termly parent/teacher consultation meetings, or more frequently if it is considered to be necessary. Class teachers should follow the guidance on informing parents, but should always use their own discretion and judgement. A behaviour plan, for the child will be put in place if necessary.

The behaviour logs on Arbor and CPOMS are monitored by Phase Leaders and SLT. Any patterns or poor behaviour that is not improving will be investigated to see what further support can be put in place for the individual or groups affected.

Anti-Bullying

This policy includes the Anti-Bullying protocols and procedures at Sheen Mount.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at Sheen Mount.

Definition: "Bullying is the wilful, conscious desire to hurt, threaten, or frighten someone."
Tatum and Herbert 1992

Our staff are trained to recognise signs of bullying; these could include:

- physical (hitting, kicking, theft)
- verbal/emotional (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)
- inappropriate use of social media

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Through our PHSE sessions, children are educated to recognise the difference between unfriendly actions and prolonged anti-social behaviour which equates to bullying. All of our staff members are alert to the signs of bullying and act promptly following the procedures below.

What is Bullying?

It is important that we are able to identify bullying behaviour and separate it from unkind behaviour. Both of which we do not tolerate at Sheen Mount, but would be dealt with in different ways. The questions on the following page are designed to make you think what bullying is and how, as a school, we can clearly distinguish between bullying and unkind behaviour.

- Is it bullying when a variety of children say they don't like something about you?
- Is it bullying when someone on the football pitch shouts at you or reacts to something you have done?
- Is it bullying when one person calls you names throughout a half term?
- Is it bullying if one person in the class pushes you more than 3 times?

The purpose of asking these questions is to make sure that when children, parents or school staff use the word bullying that they are using it for the correctly for the situation. This helps the school to deal with the bullying behaviour by following the steps outlined below:

Implementation

The following steps may 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
- a clear account of the incident will be recorded and given to the headteacher
- the Deputy Headteacher/Headteacher will interview all concerned and will record the incident
- class teachers will be kept informed
- parents will be kept informed
- any serious incidents will be clearly communicated to all members of staff and this will be discussed during the end of year hand over period
- punitive measures will be used as appropriate and in consultation will all parties concerned

Any incidents and meetings will be logged and staff will refer to these notes during the hand over meetings (at the end of the year) and during termly pupil progress meetings.

Children

Children who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice
- reassuring the child
- offering continuous support
- restoring self-esteem and confidence

During the process staff will use their professional judgement in relation to informing the parents depending on the severity of the situation or incident.

Statutory duty of the school

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Monitoring, Evaluation and Review

The school will review this joint policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Rules and Routines of Behaviour around the Sheen Mount Site

APPENDIX 1

Playground Behaviour

We strive to make the playground a welcoming environment for the children.

The following guidelines help to make the outside environment safer and happier for all:

Before and after school

- children should enter and exit through the school gates, not through the main school door
- children should not use the climbing equipment or play ball games
- children may enter the school building in the morning once the head teacher or deputy head gives permission at 8.45 a.m.
- children should leave the premises promptly at the end of the school day
- the bushes and nature trail are out of bounds

Playtimes and lunchtimes

- children should leave the building by keeping to the right on staircases and corridors
- children should play in the designated play areas, not behind buildings or anywhere out of sight
- children should not enter the building unless given permission to do so by an adult
- children should not be in class unless supervised by an adult
- children should use all play equipment responsibly
- children must listen respectfully to the playground supervisors and follow their rules for safe play
- children must follow the timetables established for playing ball games and use of the jungle gym and other areas in the playground

APPENDIX 2

School Rules

- all children should wear the school uniform including the correct footwear
- jewellery, except watches and stud earrings should not be worn
- sweets and chocolate should not be brought to school
- dogs are not allowed on site
- neither children or adults should ride bicycles or scooters on site
- during school hours any mobile telephones are given to the class teachers for safe keeping

APPENDIX 3

Physical Restraint

Restraint would only be used where a child's behaviour is likely to cause injury to him/herself or to others. The most senior teacher available should be called if a teacher thinks that a situation which may require restraint is imminent.

Restraint occurs when a member of staff physically restricts a child's movements. This may be partial (restricting a particular movement) or total (immobilization).

- restraint must always involve the minimum of force for the shortest time possible
- it must not be used as a punitive measure
- it should be used as a last resort when other strategies have failed
- it should serve to de-escalate or prevent a violent or potentially violent situation
- a child should not be used to restrain another child
- never hold the head, throat or fingers
- never interfere with breathing, blood supply or genital areas

Partial Restraint

- physically moving a child from a situation where there is an imminent risk of a violent incident and where the child has refused to respond to reasonable requests and is aware that refusal will lead to physical removal
- holding a child to restrict their movement
- retaining a child in a confined area to prevent individuals or property being damaged

Total restraint

This is where a child is held in a way which prevents him / her from moving. This is an extreme form of restraint and should only be used when a serious assault is being committed and the person using the restraint has been trained to do so.

Staff must carefully record and report all details of incidents.

- report the incident to the most senior teacher available
- inform the parents and follow up in writing