

GROVE VALE PRIMARY SCHOOL

BEHAVIOUR POLICY INCLUDING ANTI-BULLYING

INTRODUCTION

**"THE BEST WAY TO ENCOURAGE GOOD STANDARDS OF BEHAVIOUR IS THROUGH A CLEAR CODE OF CONDUCT BACKED BY A BALANCED COMBINATION OF REWARDS AND PUNISHMENTS WITHIN A POSITIVE COMMUNITY ATMOSPHERE."
(ELTON REPORT)**

Grove Vale is committed to providing the maximum educational opportunities for all its pupils, and to providing the kind of responsible, caring community, which is essential to the fulfillment of these opportunities. Every aspect of our school is affected by the behaviour of both the children and the adults who come together for this purpose. Attitudes towards acceptable and unacceptable behaviour therefore play a fundamental part in the overall ethos of the school.

When developing this behaviour policy for the whole school it was important to ensure that all the relevant people were consulted; those who have a vested interest in Grove Vale being a happy, considerate and effective place in which to work.

Home School Agreement

At the beginning of each year, we will send Home School Agreements home with children.

Please join us in the partnership that is necessary for the full education and development of your child by signing and returning the HOME SCHOOL AGREEMENT

The people who were consulted were:

- the children**
- the teachers**
- the non-teaching staff**
- the parents**
- the governors**
- the relevant outside agencies.**

The policy which resulted has taken into account the views of all those involved in the consultation process. It is **OUR** policy. We hope that it will continue to be **OUR** policy: which means we welcome constructive feedback from any of these agencies at any time in the future.

OUR PHILOSOPHY

The emphasis of our behaviour policy is essentially positive. We are concerned to emphasise the things we should do, rather than become preoccupied with the things we should not do. Of course we need to be quite clear about what is unacceptable behaviour, and about the steps that will be taken in order to deal with the encouragement of good behaviour - To this end we aim to foster a mature, caring and sensible approach to living and learning together.

We believe that children should learn to accept responsibility for their own learning, to respect the rights of others, and should be encouraged to develop the qualities of self-

behaviour and community responsibility which are the pre-requisites of mature adulthood. At the same time we recognise that the adults working within the school and parents visiting the school are important role models for the children themselves- they must set an example of good practice.

The Working Environment

To encourage good behaviour it is essential to provide the right kind of environment for children and adults to work together. We all need to be proud of our school and committed to maintaining high standards. This means:

we must provide an attractive and stimulating environment where the display of children's work is an important feature;

we aim to ensure that the school is neat and tidy, and that both children and adults tackle the problem of litter;

we aim to encourage **respect** for property - both the property of the school and of individuals, so that all are encouraged to make the best use of the resources that are available to us. Lost property will be displayed and then removed.

we aim to encourage a sense of ownership, so that we can all take pride in contributing to what is essentially **OUR** community.

The Attitudes of Children and Adults

We believe that good behaviour ultimately stems from the fostering of responsible, caring and positive attitudes to work and social life. This means that:

we emphasise **PRAISE** wherever possible - rewards for effort in work and behaviour, and encourage excellence;

we encourage respect and tolerance of others, including sensitivity and helpfulness towards those who may be vulnerable at any time;

we aim to create a community which values all cultures, and where members of the community are not disadvantaged through racism, sexism or ageism.

we aim to encourage self-confidence in individuals and to value talents and achievements.

RIGHTS AND RESPONSIBILITIES

Since this is a policy constructed with the input of all stakeholders, everyone has rights and responsibilities within it. Everyone has the right to be treated fairly and equitably within the framework of the policy; all have a right to express worries and concerns, and to have these dealt with in an appropriate manner. However along with these rights all must accept the responsibilities both explicit and implicit in the policy.

There is, for example, an assumption that parents will support both staff and children in the maintenance of good behavioural standards, and there will be occasions when both school and parents need to work closely together.

Occasionally there may be instances where parents disagree with something that has happened in school. We would expect parents to approach the class teacher in the first instance and then Phase Leader. If the problem persists or is of a serious nature then the Headteacher/Deputy Headteacher will be informed. The Headteacher and Deputy Headteacher are always available.

Parents should seek advice from:

A. If it's a matter that happened during the **morning or afternoon sessions** -

the child's class teacher who has the major responsibility for the academic and social development of children.

OR

B. If it's a matter that happened during the **Dinner Break** -

The **Principal Supervisor/Headteacher** who has responsibility for behaviour, activities and standards of behaviour at dinnertime. Although the Principal Dinner Supervisor is responsible for behaviour during lunchtime, class teachers will be informed of behavioural issues that occur during lunchtime either verbally or in writing by the duty dinner supervisor or Principal if the principal dinner supervisor feels it appropriate..

The teacher or principal supervisor should be contacted to arrange a convenient day and time

If it is of a **more serious nature or a private matter** the **Head teacher / Deputy Head teacher** will be available at most times for consultation.

The school office should be contacted to arrange a convenient day and time

*** NOTE – Children should be kept unaware of any grievance a parent may have and it should appear that school and home are working in co-operation. It is extremely harmful for a child to be present whilst parent and teacher are voicing a disagreement.**

BEHAVIOUR

The school Rules, which are few and simple, can be found in the School Prospectus - "**Attitude To Behaviour**". However, each class will display our 6 Golden Rules. Our Golden Rules were created in partnership with all stakeholders and are drawn from our Code of Conduct (Appendix1) and our School Charter (Appendix2). Both of these documents can be found at the back of this policy document.

In 2006 all members of the school community were involved in drawing up a School Charter. This stemmed from a need to revisit some of the points agreed previously in school and was also in response to the movement around our school. All staff and pupils drew up the charter through staff meetings and the school council. All children and staff have taken part in drawing up the charter, and we therefore expect all members of the school community to follow it so that we all benefit.

In 2007, our school Codes of Conduct that were agreed by all stakeholders, were incorporated into the School Charter to create a far-reaching document that covers all elements of school life.

However, although this charter was comprehensive and an excellent guide to our behavioral expectations in school, it was felt that it may be too lengthy, especially to display and for our children to digest. It was therefore decided that while we

acknowledge the Code of Conduct and School Charter and use these, that our expectations outlined in these documents could be condensed into 6 Golden Rules.

GROVE VALE SCHOOL – GOLDEN RULES

1. Treat each other with care, good manners and respect
2. Listen to others
3. Move around our school in a sensible manner
4. Look after our property and the school environment
5. Try our best in everything we do
6. Be honest

SCHOOL BUDDIES

Our school operates an effective school council and “Buddy” system enabling children to take an active role in the decision making process within the school community.

All staff encourage buddies to help organize the children’s play. Buddies will assist staff in dealing with minor incidents involving conflict resolution (such as arguments over play equipment etc.). Matters of a more serious nature (e.g. bullying, inappropriate behaviour and/or language) will be reported by the Buddy to a member of staff **immediately**.

DISCRIMINATION

Any form of discrimination occurring in school is dealt with firmly. All children are treated exactly the same in our school. All members of the whole school community should be treated with respect.

All incidents of racism between pupils must be reported to the LA by the school

ANTI-BULLYING

Bullying- A Definition

In line with guidelines from West Midlands Police and Inclusion Support, the following points need to be evident for bullying to have occurred:

Intent:

It is deliberate, hurtful behaviour.

Repeated:

The behaviour happens more than once.

Power imbalance:

It is difficult for those being bullied to defend themselves.

Harmful:

It can hurt your body or your feelings

At Grove Vale we wish to ensure that the education our children receive takes place in an atmosphere, which is caring and protective. We, like all schools, have a responsibility to create a secure and safe environment for the pupils who are in our care. Parents must be able to send their children to school confident in the knowledge that they will be protected from bullying.

Our curriculum deals heavily with the issues of bullying, and we strive to create an environment where bullying is prevented in school. Various anti-bullying and support measures include:

- The PHSE and C curriculum
- Assembly themes
- Anti-bullying week
- Visitors to school e.g. Police
- Buddies (See below)
- Worry Boxes

Sadly, bullying is a form of cruelty that will occur in many walks of life in our society - not just in schools. We at Grove Vale cannot ever be complacent and state that bullying never takes place here. What we do state is that we as a school are aware of our responsibility to develop and implement successful preventative and interventive programmes which will enable every child to know that the school is able to protect and help them whenever they feel threatened in any way at all. Therefore, it is vital that the children and adults connected with Grove Vale do not tolerate bullies.

If a parent thinks their child is being bullied they must inform the school immediately. Please see page 4 –Parents should seek advice from.

Recording Incidence of bullying

School is obligated to record all incidence of bullying that occurs in school.

- All incidents of bullying are recorded using Sentinel Software in school.
- All incidents of bullying are logged with the LA

Furthermore, when discussing the problem with their child they should follow the advice given for Victims (see below).

A written record should be kept if the bullying persists. It will provide supportive evidence regarding **WHO, WHAT, WHERE and WHEN**. The member of staff dealing with the situation should be kept informed.

CHILDREN SHOULD BE ENCOURAGED NOT TO RETALIATE. It will only make matters worse. Such behaviour could be contrary to the child's nature. More positively, the child must be encouraged to recruit friends. A child who has friends is less likely to be bullied.

If the problem occurs outside school parents should contact a solicitor. They can ask for a letter to be sent to the bully's parents, informing them of the legal consequences of a recurrence of such behaviour.

FOR BOTH VICTIMS AND PARENTS

The following guidelines are for parents who know their son or daughter is being bullied

First, tell your child that there is nothing wrong with him/her. He/she is not the only victim.

Advise him/her not to hesitate to tell an adult e.g. Teacher, Dinner Supervisor.

Together identify those places where the bullying takes place and work out a way to avoid them. If this is not possible, advise that he/she makes sure that there are other trusted people about. If they are not to be trusted, someone should be told.

Advise your child not to try and buy the bully off with sweets or other `presents`.

REWARDS AND SANCTIONS AT GROVE VALE TO SUPPORT OUR BEHAVIOUR POLICY

In any behaviour system the emphasis should always be positive with encouragement and praise, rather than the more negative approach of criticism and punishment. Criticism should always include advice on how to improve and should be constructive in its approach.

Praise is given in many ways, and may include the following:

- a quiet word or encouraging smile
- written comment on child's work
- a public word of praise (in group, class or whole school situation)
- a system of reward (team points/merit stickers)
- public written record (certificates) with public recognition by presentation at an assembly
- use of school reports

Rewards	Sanctions
<ul style="list-style-type: none"> • Team Points for good work/behaviour • Merit Stickers –For outstanding work • Celebration Certificates during assembly • A full half-hour of Golden Time on Friday** See appendix • Termly reward for children who have had all Golden Time 	<ol style="list-style-type: none"> 1. Verbal warning 2. Time-out (within class) 3. Lose 5 minutes Golden Time or equivalent** See Appendix C 4. Sent to Phase Leader 5. Detention with HT/DHT where children complete Consequence Sheet. Names are recorded and Consequence Sheet along with covering letter sent home for parents to sign.

Rewards

1. Verbal praise
2. Praise/Reward stickers from teachers and Head Teacher/Deputy Head Teacher Awards
3. Team Points for good work and/or behaviour
4. Celebration Certificates for pupils who have shown good behaviour and/or outstanding work in a week
5. Outstanding work (effort, attainment) child is awarded a merit sticker. Praise in assembly for individuals/class with the most merit stickers. Trophy to be retained by winning class for one week. End of year awards for most merit stickers
6. A full half hour Golden Time or equivalent

Sanctions

Please see the sanction stages above.

1. Minor offences dealt with by verbal reprimand (Teacher/Lunchtime Supervisor) and by following the Sanctions Stages above e.g. a verbal warning and time-out

2. Persistent offenders or children who continually get to a certain stage of the sanctions list (without getting to stage 6) can be 'dropped down' to stage 5 or 6 at a teacher's discretion.
3. Unsatisfactory work - loss of playtime, in order to complete
4. Golden Time or equivalent lost in 5 minute intervals for consistently breaking the Golden Rules. *See Appendix C
5. The most serious offences will be dealt with by SMT and result in Detention (child's name recorded) and phone call to parents. Examples include:
 - a) Bullying
 - b) Aggressive behaviour
 - c) Verbal abuse (rudeness, back-chatting)
 - d) Persistent bad language.
 - e) Racist remarks.
 - f) Deliberate vandalism.
 - g) Theft.

If problems persist

1. When persistent problems occur a formal Behaviour Programme may be drawn up. An Individual Education Plan, setting relevant targets, will be written and implemented by the Class Teacher following consultation with the SENCO.

Further advice may be sought from the Inclusion Support Service. Following an initial consultation and observations of the child's behaviour, the Special Educational Needs Advisory Teacher (SENAT) for Behaviour will then become involved in setting and reviewing future targets. (See also SEN Policy).

2. For serious offenders the Head teacher decides the next course of action e.g. consult parents to discuss a suitable course of action and the incident is recorded.
3. If it were felt necessary the Head Teacher would draw the attention of the parents to the harm that exclusion could do to their child if disruptive behaviour continued and exclusion resulted.
4. If exclusion seemed to be necessary the Head Teacher will follow the relevant Sandwell LA Guidelines on exclusion which are available from school.

The Governors and the School would like to thank all stakeholders who have been involved in the formulation of this policy. We look to your continued support to ensure its success.

Review Date: _____

Appendix A

CODE OF CONDUCT (Children's version)

ALWAYS take care of yourself, others and the school environment.

IN THE CLASSROOM

1. Try your best in everything you do.
2. Don't talk when you should be working.
3. Be polite and sensible.
4. Don't talk when a teacher or anyone else is talking.

5. Don't disturb other people when they are working.
6. Be considerate - don't shout out. Instead put your hand up.
7. Keep the classroom tidy, put equipment in its proper place.
8. Don't rush to be the first to finish.
9. Remember to push your chair in at all times.
10. Always wait for other children to come out of the cloakroom if it is full.

AROUND THE SCHOOL

1. Be polite and open doors for people.
2. Knock before going into classes.
3. No Running around school or on the steps.
4. Move around the school quietly.
5. Be sensible when asked to go on a message.

CARING

1. Take care of other people not just yourself.
2. Never go home with strangers.
3. Don't say naughty words.
4. Be polite to everybody.
5. We should help anyone who needs it.
6. Always hand in lost property.

PLAYTIME/LUNCHTIME

1. Put your litter in the bin.
2. Eat quietly, sensibly and don't make a mess.
3. When the whistle blows stop and listen.
4. We should respect the dinner ladies and try not to get into trouble.
5. If it is wet do not splash in the puddles or play in the dirt.
6. Collect your bags, lunchboxes and coats before you line-up.
7. Have fun and play games, don't get into fights.
8. **ALWAYS TELL** if somebody is **BULLYING** you.
9. In the playground play nicely. If an accident happens tell the teacher straight away.
10. Wash hands before going to dinner.
11. Go to the toilet at playtime.

Appendix B

GROVE VALE SCHOOL CHARTER

In 2006 all members of the school community were involved in drawing up a School Charter. This stemmed from a need to revisit some of the points above and was also in response to the movement around our school. All staff and pupils drew up the charter through staff meetings and the school council. All children and staff have taken part in drawing up the charter, and we therefore expect all members of the school community to follow it so that we all benefit.



Grove Vale Primary School Charter

At Grove Vale, we know how important it is to move around our school safely and show courtesy and respect to each other.

ALL staff and pupils have agreed to the contents of our Charter and will work hard to follow it so that we **ALL** benefit!

- **We will walk around our school at all times in a sensible manner**
- **We will walk on the left**
- **We will line up in an agreed order**
- **We will move around in single file as a class**
- **Children will hold doors for their class**
- **We will stop at points around the school when asked to wait by our teachers**
- **We will line-up sensibly at the end of playtime and move in single file to our classrooms**
- **We will walk quietly to and from assembly**
- **We will open doors for adults and other pupils and wait for them to pass through**
- **We will use good manners in our school e.g. please, thank you. Good morning etc**
- **Older children will let younger children out of doors first etc**

We will sign the Charter to say that we agree with it and will try to follow it!

Appendix C

Golden Time

Golden Time has been discussed as a staff and SMT on several occasions. It was agreed that the GT trial would be extended across the whole school.

After a trail period of around a year, SMT members took feedback from their teams and Golden time was discussed at length. Whilst Golden Time has been viewed as a positive exercise, some staff felt that, as a positive behaviour tool, Golden Time had much more impact in Upper Key Stage 2 than in the rest of the school. The results of this discussion were as follows:

Outcomes

- Formal GT will in future take place only in UKS2
- GT will take place on a Friday afternoon
- This decision does not prevent individual class teachers from having a rewards system. As professionals, class teachers can manage this as they wish, and also decide on rewards
- This decision means that class teachers can still grant time as a reward if they so choose, along with other rewards
- Classes still have the use of GT resources

Golden Time at Grove Vale- The Main Principals

The main principles of our GT are below. However, how this is displayed and run in classes/year groups is up to individual teachers.

- As well as class/school rules and The Grove Vale Charter, each classroom will have displayed Rewards and Sanctions (see Behaviour Policy) and a daily class record card to log daily sanctions (each day begins with a clean sheet) and how this has impacted on Golden Time
- Every child begins with 30 minutes GT per week
- Children lose 5 minutes GT at a time(See Sanctions)
- Children can get GT back
- GT can be taken as a phase. A variety of activities can be delivered for this time by teachers and support staff for children to choose from, and children can have access to halls, ICT suite if available
- There will need to be provision made for those who miss some GT (although we need to be careful not to use Literacy/Numeracy activities as 'punishment'). See reflection exercise
- Each class has had a budget of £100.00 to buy activities and board games. These are only to be used for GT or a part of a behaviour reward system.