



Behaviour Policy



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BEHAVIOUR SUPPORT POLICY
GOVERNORS STATEMENT OF GENERAL PRINCIPLES

The Governors of Lipson Vale Primary School are fully supportive of the school's behaviour policy and acknowledge the important role that it plays in the effective management of a teaching and learning environment. The following are the agreed principles that the governors believe will create this environment.

All members of the school community are entitled to share a caring and supportive environment, where each feels safe and confident, working and playing within a well established framework of guiding principles.

Within this context, the school's policy is to support and enable:-

- I. The child's right to learn
- II. The teacher's right to teach
- III. The parent's right to participate in the children's education and development.

It is the school's aim to

- Acknowledge that each member of the school community has equal right regardless of race, gender, background, religious belief or ability and that these rights are worthy of respect and extend beyond the school as stated in the school's Equal Opportunities Policy)
- Enable all members of the school community to appreciate the spiritual and cultural diversity of our society and to treat such issues with due tolerance, interest and respect.
- Develop a reasoned set of personal attitudes and beliefs and an understanding of society and the rights and responsibilities that come with being a member of that society.
- Develop lively enquiring minds together with a positive wish to learn, to question and to argue rationally and to apply themselves intelligently to tasks.
- Develop a sense of self-respect, self-confidence and self-reliance, with the ability to work hard and succeed at tasks.
- To encourage all members of the school community to participate in and contribute to group and team activities, to accept responsibilities and to develop self-awareness and self-discipline leading to independence.

The School's Behaviour Management Philosophy

Lipson Vale is a school that is built firmly on an ethos of nurture and respect. Children and adults work in an atmosphere that is both structured and supportive.

'Pupils behave well around the school. This view is supported by staff, parents, carers and pupils. Pupils know what constitutes bullying and confirm that it is rare in the school. They feel safe because they get on well with each other and because the adults look after them well (Ofsted 2013).

The Behaviour Policy of this school is designed to support the children in developing a committed approach to good behaviour and allow them to learn to their full potential whilst working in a safe and secure atmosphere.

The Policy is rooted in positive reinforcement of behaviour expectations and encourages the children to develop into well-rounded and self-disciplined individuals. To achieve this goal the children need to feel valued, secure and confident, as well as having high levels of self-esteem.

The school works hard to help every child to feel good about themselves, and to know that their opinions and roles in the school are valued and that they contribute to the school as a whole. They are given opportunities to develop confidence through roles which encourage commitment and responsibility.

In order to encourage and develop good behaviour the school has a number of systems in place which reward children for their efforts. These include:

- ✓ Stickers at KS1
- ✓ Merit points at KS2
- ✓ Records of achievement
- ✓ Certificates
- ✓ Head teacher awards
- ✓ The Harris Cup for care, courtesy and consideration.
- ✓ The 'H' Cup for being happy and hard working
- ✓ The Reading cup for improvements or excellence in reading
- ✓ Kindness awards
- ✓ Sticker albums linked to certificate system for Years 1 to 6

Some children need support to develop their behaviour and social skills and these children are helped using a number of embedded systems. Where deemed necessary some children will be invited to join one or more of the following:

- ✓ Social Groups
- ✓ Lunchtime Activity Groups
- ✓ School Counselling (where available)
- ✓ Learning Mentors (where available)

Curriculum

In class disruption may be attributed to many factors but delivery of the curriculum can be a key cause of problems within the classroom. Children who are consistently presented with work which is too challenging or not sufficiently stimulating may get frustrated and this can lead to a lower level of self-control and lack of drive for personal improvement. It is therefore essential that the needs of each child in the school are met through providing an interesting and dynamic curriculum.

As a school we strive to present the children with interesting and challenging learning which stretches their ability whilst giving them a sense of pride on completion of a good piece of work.

We embrace the principles of accelerated learning and use these to allow children to find their favoured style of learning. Learning is presented in a range of ways to encourage the different styles of learning within the group and we teach the children a range of tools to allow them to develop skills to become more independent and effective learners. Mind mapping, brain gym and positive response marking are core principles of classroom practice as these allow the children to develop as learners and encourage good behaviour. We help the children to be active participants in their learning and to develop confidence to set targets for themselves as well as responding to teacher led targets.

Teachers consider a range of issues when planning and delivering lessons; this helps create a good classroom atmosphere and a positive learning environment.

These include providing:

a range of subjects over the day and week which present the children with a broad and balanced curriculum.

a balance of 'passive' or 'active' participation, a balance of class, group and individual work for different learning styles, 'Take Ten' and brain gym activities before or during lessons, one to one support or one to group support as deemed appropriate, the deployment of other adults within the classroom, the effective use of resources (including ICT resources) for SEN, EAL or gifted and talented children, opportunities for self or peer assessment, lessons which provide SMART targets for all children, sharing clear lesson objectives and success criteria with the children.

It is the school's policy to involve children in open discussion with parents at Target Setting and other Open Evenings to encourage the children to have full involvement in their learning and to help generate a high level of self-esteem. Children are also included in parent's meetings to discuss behaviour issues so that they are able to fully understand any problems that may be occurring and have opportunities to express their opinions and be involved in the setting of behaviour targets.

Children are always encouraged to be active participants in their education, not just passive observers. Their education and how well they do at school both academically and socially should be something in which they have active involvement.

Ownership is a powerful tool and applies equally to academic and social progress.

SMSC/Citizenship

SMSC and Citizenship are crucial parts of the curriculum and are key elements of teaching the children about their role in the wider world. Learning about Citizenship, personal and social values and attitudes, equal opportunities and a culturally diverse world have a direct bearing on the personal and social skills which underwrite positive behaviour in school.

They also point the way to what society expects; teachers though are mindful of, and sensitive to, the fact that such values may not be the same as those supported by the homes of some children.

As a school we do not shy away from potentially difficult subjects as for some children they represent a significant and impacting part of their lives. We allow children to express themselves to both their peers and adults that work with them in school as well as outside agencies. We endeavour to develop the children's abilities to express themselves through use of SEAL materials, which help the children's emotional intelligences and give them the vocabulary necessary to share their feelings and emotions.

Circle Time

Circle Time is a key part of class timetables and an ideal forum for encouraging and developing good behaviour. It is a time where, if handled well, children should feel safe and secure to express their feelings and opinions. Opportunities should be made for children to discuss behaviour concerns or to praise a peer's behaviour which has had a positive impact on their school experience.

School Council

The School Council has an important role in some of the decision making processes of the school. It is a highly valued 'Voice of the Pupils'. Children are democratically elected by their peers and hold the position of School Councillor for an academic year. Children who belong to the School Council attend regular meetings in which they are kept informed and consulted about developments and changes in school. They are also given opportunities to raise concerns they have about issues arising from the playground or running of the school.

Issues from School Council meetings are then fed back to classes and *all* children are given opportunities to express their own views or opinions on matters discussed

School Rules

The school rules are a corner stone of the behaviour management policy of the school. Due to the importance of these it was deemed essential that every member of the school had an input into the rules. It is particularly important that the children themselves had input as it is they who will be expected to follow them. As a result the School Council spent a great deal of time discussing and considering appropriate rules. The rules that follow have been written by the children of Lipson Vale Primary School and are what they deem to be appropriate rules by which the school should operate:

- Look Smart, Think Smart, Eat Smart, Be Smart.
- Respect yourself and the whole school community.
- Respect the school building and environment.
- Be caring, courteous and considerate at all times.
- Listen, speak and take part at the correct times.
- Do your best to give 100%.

As an extension of the school rules the children requested the time to write rules which are specific to the playground, to help address problems which only occur at break times and lunchtimes. These are as follows:

- Be a friend not a bully.
- Care for other people, yourself, the playground and equipment.
- At playtimes and lunchtime put the equipment away appropriately.
- Listen for the whistle. When it blows, stand still and follow instructions.
- Do not go inside school unless you have permission to do so.
- Treat each other and adults with respect.

Classroom Rules

Classroom rules are created by every class at the beginning of every academic year, usually in Circle Time. The children are encouraged to consider why rules are important in a classroom and therefore think about rules which may affect the effective working atmosphere in their class. Children are asked to make rules which positively encourage good behaviour and support the 'Can do' philosophy of the school. Rather than say "Don't talk when the teacher is talking" this may be reworded as "Always listen when anyone is talking"

Common rules in most classrooms include:

- Always listen when someone else is talking.
- Always put up your hand if you would like to answer a question.
- Always ask permission before you leave the room.
- Walk around the classroom.
- Look after school equipment and other people's possessions.
- Remember that this is a 'Can do' room. So always try your best.
- Remember to "Look Smart, Think Smart, Eat Smart, Be Smart"

These are only guidelines to classroom rules, as each year the setting of class rules is very much led by the children.

Mediation

Mediation is an exciting and valued method of behaviour management and conflict resolution, which has the unique quality of being run for pupils by their peers. It wholly supports the school's philosophy that the children are 'active participants' in the management of their behaviour in school.

Mediation is a key method for empowering children to seek solutions themselves for playground disputes and to develop strategies for solving common playground problems.

Mediation involves children, usually from Years 4, 5 and 6, who are selected as Mediators, for their personal qualities as good listeners and trustworthiness. Mediation is deemed as an important responsibility and a privilege for those children who are chosen and therefore can be an incredibly motivating force.

In house training is provided for the Mediators, usually in the Autumn Term. Children are taught simple skills for helping to solve minor playground disputes and encouraged to apply these skills when carrying out mediation.

Practicalities

Most Mediation takes place in the lunch hour but some disagreements, particularly ongoing in-class disputes, may benefit from mediation.

If the children need mediation they should in the first instance approach a member of staff before the conflict gets out of hand. This may be done by one or both of the participants. It is up to that member of staff to judge whether mediation is the correct course of action; whether the dispute is too trivial or too serious to be dealt with by mediators.

If deemed suitable duty mediators are contacted and they provide the mediation service according to the rules of mediation.

In the past mediation has proved to be a successful and positive behaviour management technique. On the rare occasions that mediation breaks down, more traditional methods of behaviour management may need to be applied.

Assertive discipline

Assertive discipline is the core principle of the school's behaviour policy. This emphasises the need for behaviour management to be a whole school agreement and have consistent application throughout. Essential to the philosophy of assertive discipline is the necessity for all involved, children and adults, to have secure understanding of expectations and outcomes.

Where possible emphasis on good behaviour should be made and this used to help reform less desirable behaviours.

Co-operation and effort should be recognised and celebrated.

Practice should be consistent throughout the school

Behaviour support should be delivered in a calm and assertive way.

Children should have clear understanding of the consequences of their actions, both positive and negative.

Behaviour support should be part of normal classroom practice and should not alter the flow of lessons.

Parental involvement is a vital part of helping to develop self-motivation and self-discipline, and where possible parents should be informed at the earliest stage of both positive and negative behaviours.

All members of the school have ownership of behaviour systems.

In Class Behaviour Management Systems

It is important that, whilst in class, children are given every opportunity possible to learn. It is therefore necessary to create an atmosphere in which clear boundaries and expectations are shared and children are secure in their role within the class.

It is essential that children learn that they can make a choice between good and less good behaviour and that any behaviour which may affect the learning potential or security of other children will not be permitted.

Classes where a positive and encouraging atmosphere is created help support children in the development of good behaviour and as effective learners. It is therefore necessary to emphasise the strengths of individual children and allow them to evaluate their own performances both academically and behaviourally. Encouraging them to consider the effects of their actions enables them to evaluate the appropriateness of their behaviour choices.

Each class develops their own set of class rules at the beginning of each year which the children try to uphold. Classes across the school follow the agreed whole school behaviour management system but are also encouraged to develop their own 'in house' systems of rewards e.g. table points, marble jars, class dojo (online reward system) etc. All these are aimed at helping to develop children's behaviour and motivation at an age appropriate level.

Behaviour Management System

Colour Ladder Behaviour System

Children throughout the school, from Foundation to Y6 will use the following system which is for use by teachers and TAs only as a behaviour strategy, most usually as part of class based sessions. The *behaviour colour ladder* was fully introduced in September 2014, having previously been trialled during the spring and summer terms, 2014. The process and results were discussed with all staff and will continue to be reviewed on a regular basis. Each class has a simple coloured card chart, which is laminated and displayed plus a set of cards with pupils' names or photos on. In some classes this may be displayed in a more creative way such as a racetrack or snake but should still follow the same principles as explained below. It is suggested that each colour is labelled with some identification as to what it means, e.g. Green - I am generally behaving in the way which is expected in my classroom

Gold
Silver
Green
Yellow
Red

Everyday all names start in the green zone. The aim is to stay on green or move higher in the chart during the day- the ultimate goal being to achieve 'Gold' and remain on it to the end of the day. The purpose of the '*behaviour colour ladder*' is to enable children to identify poor/ good behaviour, recognising cause and effect. Therefore, during the course of the day, poor behaviour is accountable and results in moving down the ladder but equally, and perhaps of more significance, good behaviour enables the child to redeem themselves and move up the ladder. They are, therefore, never stuck or fixed with a particular label

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for the day, and consequently should be able to learn that good behavioural choices are rewarded and recognised with the aim that these become embedded within the classroom/school.

Once a verbal warning has been given about a behaviour the chart is used to move a name down a zone into yellow or red, as necessary but based on the behaviour. It is important that children in yellow or red zones are encouraged to redeem themselves fairly quickly during a session and that staff recognise this by moving their name back up the chart.

Rewards

Gold stickers are used for rewarding pupils who are in the Gold Zone at the end of the day. This is the equivalent of an 'A' in attainment terms or a '1' for effort and should be something special, obtainable but not the norm. KS1 children may take these stickers home or put them on sticker charts. At KS2 they will be added to Merit Sticker albums. 10 gold stickers warrant a special type of certificate. In Foundation and Y1 children who achieve and remain on silver also receive a silver sticker at the end of the day.

Sanctions

If a child is in the Red Zone when a teaching session ends at break or lunchtime they automatically lose 15 minutes of that time i.e. go to Timeout for all of break or 15 minutes of lunchtime. When they return, having completed this sanction, their name should be returned to the Green Zone and they start afresh.

Should a child be in the Red Zone at the end of the day they will miss the following day's breaktime (although still start in Green at the beginning of the day). Should extra timeout be added by that break it should be added into the lunchtime of that day.

Although this system is based on recognising cause and effect and providing a positive approach to fresh starts, the teacher should remain aware of / keep a record of, the number of times that any particular child may be in the Red Zone over the course of a week / weeks so that this may be referred to if deemed necessary, should behaviour be consistently poor or worsen. This may prove to be a useful record when carrying out discussions with parents or informing parents in writing.

From May 2017 teachers have the opportunity to use SPTO Behaviour Rewards Plug-in to record red zone occurrences for individuals. These will come under the first, blue coloured Behaviour Card with a leaf symbol. This will allow access to an ongoing record of low level behaviour issues for any individual and will be accessible to all staff. Where necessary this record can be shared with parents. Adding this information to SPTO is the responsibility of the class teacher,

Repeat problems or more serious incidents will be referred to the Head or Deputy.

Use of Partner Classes

Each class is linked to a partner class of a different year group. These are used anytime that a child needs to be separated from their peers due to, for example, persistent disruption in class, the need for some 'in session' timeout or where some cooling down

period is needed to avoid further confrontation. A child should take a suitable activity which they can access easily without the need for interruption.

Early Years

The Foundation dept. run a slightly revised version of this system where children start on 'the sun', can move up through 'the rainbow and stars' or may move down onto the rain cloud' or even to 'the storm cloud'.

Other Reward systems

In both key stages stickers in albums are used as rewards for learning, sometimes for specific behaviour. These are merit stickers and are often specific to particular subjects or BLP behaviours. Gold stars from the behaviour ladder can also be recorded here. These albums are then transferred to certificates as they reach milestone number of stickers

Timeout Room - Break

This is a seclusion room which is manned by volunteer staff every break. Children attend who have received a class sanction of missing their playtime or who have a Yellow or Red Card. Their presence is recorded in a folder. It is also a place where small numbers of children who have work to finish may also come during breaktime. Teachers are asked to manage larger groups (for example those who have not completed homework) in their own rooms due to the limited space. Children who are unwell may also sit here during break time.

Lunchtime Behaviour

It is clear that the management of behaviour at lunchtimes is very different to that of in class behaviour management and as a result systems have been put in place to support the children in behaving well at this time. Teaching Assistants are on duty on a rota system working alongside the Meal Time Assistants and all have a range of strategies that enable them to manage playground behaviour and ensure that the children are safe and secure in their play.

MTAs have regular meetings with a member of the teaching staff who liaise on a regular basis, to ensure that they are aware of any events or issues which may impact upon the smooth running of break time. Meetings also allow MTA's to raise any concerns they have. These are frequently followed up by class teachers in circle time discussions or within School Council meetings.

MTAs and TAs have received training in the leadership of play to help them implement strategies to encourage the children to play effectively. Lunchtime activities have been fully equipped and are staffed largely by TAs so that the children have a range of activities to engage in and hopefully reduce incidents or disputes.

As part of their system of behaviour management the TAs/ MTA's have two main tools which are designed to empower them to take a proactive role in managing children's behaviour.

TAs/ MTA's are able to give children 'Lunchtime Legend' cards which recognise children's efforts to be kind or helpful at lunchtime. These are exchanged in class for a behaviour sticker. They also regularly nominate children from across the school who have shown themselves to be well behaved at lunchtime to sit at a VIP lunch table with the Head Teacher and other members of staff. This occurs approximately once every six weeks and is preceded by receiving a special invitation in assembly.

TAs / MTAs are encouraged to make their own assessment of children's behaviour initially and where possible deal with the incident appropriately themselves by helping them to sort out a problem, giving the children verbal warnings, encouraging good behaviour or outline desired behaviour. In the event that these do not work the Time Out system run by the school remains a vital option.

Time Out

This is a facility available each lunchtime and is viewed as such an important part of the behaviour management of the school that staff willingly give their time to support the children and lunchtime staff.

TAs / MTA's are able to, therefore, assess children's playground behaviour and if they feel that the child can no longer manage or contain their behaviour in the playground they are able to opt to send them into Timeout. A member of the lunchtime staff should accompany a child to the room and give a verbal explanation of the problem before leaving the member of staff on duty to take over dealing with the incident.

Children are sent to Time Out for a range of reasons, which include;

- A cooling off period so that they can return to the playground for a calmer playtime (normally about 10 minutes)
- Behaviour which is not safe or is deemed as potentially unsafe.

An incident which may have occurred between children, which may need further investigation or discussion.

Serious incidents of poor playground behaviour

Children needing to catch up on work / homework and children unable to go outside are not normally sent to this room (although there are occasions when this is necessary and happens by arrangement with the class teacher)

A folder is kept as a daily record of every child who attends the Time Out room with some indication as to why they were there. The Head Teacher or Deputy Head attend the room twice during the lunchtime to monitor those present. The teacher on duty and, if necessary, the DH / HT will spend time discussing the incidents that arise with children and supporting them in their behaviour management.

Teachers should keep themselves aware of which children are being sent to Timeout. It is strongly suggested that parents should be contacted where a child is building up a regular pattern of being sent in at lunchtime.

Quiet Room

Where possible staff also run a 'Quiet Room' which can be accessed during part (the majority) of the lunchbreak by children who would prefer to stay inside and take part in quiet activities. It is also used for children who are sick or injured.

Yellow Cards

Staff may decide that behaviour has been poor enough to warrant being given a Yellow Card. Possible lunchtime Yellow Card behaviours include:

Rough play resulting in injury to another child, disregard for other's safety, verbal abuse to another child, reluctance to comply with MTA or severe misuse of equipment.

All members of staff are able to recommend the issuing of Yellow cards but they should be sanctioned by either the Head or Deputy Head or another member of the SLT.

If a Yellow Card is issued:

The member of staff who gives the Yellow Card is responsible for adding it to the SPTO Behaviour Plug in (Yellow Behaviour Card) including the more detailed information as to the particular incident. It is most important that this happens as this will be the only formal recording of Yellow cards from May 2017. Class teachers will be alerted by SPTO next time they log in and can access details of the event. However, it is ideal if they are also informed personally on the day so that they are immediately aware and can follow the sanctions up with the child and inform parents as necessary.

The child should attend break time and lunchtime Time Out for 3 days, but should be allowed to continue positions of responsibility, and attend after school clubs.

If 3 yellow cards are received within a three week timescale, then parents will be requested to remove their child from school for the lunchtime break, initially for a one week period, building to a longer term arrangement if deemed necessary, A number of Yellow Cards within a term may also result in a Red Card being given.

Red Card

Red Cards are issued for serious or consistent breaches of school, class or playground rules.

Possible lunchtime Red Card behaviours include- Intentional physical assault on another child, fighting, deliberate and intentional swearing, refusal to comply with MTA's instructions, verbal abuse to MTA, physical assault on MTA, destruction of property.

All members of staff are able to recommend the issuing of Red Cards, but responsibility and the final decision ultimately lie with the Head or Deputy Head.

Red Cards may be issued for one or more of the following reasons:

1. Causing physical harm or threatening to do so.
2. Verbal/ non-verbal abuse (swearing, obscene gestures, insolence)
3. Attention seeking devices (continuing calling out loudly, throwing materials, constant interruption)
4. Wilful disobedience (refusal to do work or other tasks, comply with instructions.
5. Destructiveness (writing/ drawing on walls, desks etc, deliberately breaking equipment, deliberately spoiling other children's work or belongings).
6. Stealing
7. Bullying of all types
8. Continual disruption to lessons
9. Deliberately leaving the school premises without permission

Sanctions for Red Cards are as follows:

5 days suspension of all break times, positions of responsibility and after school clubs. A standard letter will be sent to parents. Normally the class teacher would follow this up by speaking to parents.

2 Red If another is received within a term the above sanctions should be repeated, but with a phone call home recommending that parents come and speak to the Head/ Deputy Head.

3 Red If another is received within 2 weeks or a pattern of red cards occurs in a term then an immediate phone call will be made requesting that parents attend a meeting with the Head and a fixed term exclusion of 2 or 3 days may be implemented.

The member of staff who gives the Red Card (Head or Deputy) is responsible for adding it to the SPTO Behaviour Plug- in (Red Behaviour Card) including the more detailed information as to the particular incident. It is most important that this happens as this will be the only formal recording of Red Cards from this point. As with the Yellow Cards and Red Zone Behaviour cards this provides an on going tracking system with some detailed information to be available in a central place for all teachers to access. Teachers will be alerted of new Yellow or Red cards when they log in to SPTO.

However, Red Card letters to parents still have to be generated as before and therefore the HT or DH need to provide these for the CT and ensure they are aware of the event on the day.

Seclusion

Where a child is persistently disrupting a class and having a seriously detrimental affect on the learning of other children a system of *seclusion* may be implemented. The Head or Deputy Head may deem it necessary for that child to work away from the rest of their class, in order for the class to maintain a positive working atmosphere and for the child to have reinforced the behaviour expectations of the school. This would be done in conjunction with staff working from the seclusion 'Base' who would support either in class or within The Base as is deemed most suitable.

In the event of seclusion, the period of time would be outlined by the Head/Deputy Head, and re-inclusion assessed on a daily basis.

Seclusion is deemed as a serious step and would be implemented only where a child is at risk of fixed term exclusion from school and would be carried out with parents being fully informed.

Children who have been secluded would carry out work set by the class teacher, but with the support of staff working from 'The Base' and may have the same sanctions as a Red Carded pupil.

Anti-Bullying Policy

Definition

Bullying is a nationally high profile issue and unfortunately permeates all walks of life. It is defined as 'that conscious and deliberate action which causes fear and/or unhappiness in others. It is nearly always persistent, can be with one or more victims and is evident through'...

- physical aggression towards the victim
- threats of aggression towards the victim
- extortion of goods/services from the victim
- deliberate exclusion/isolation of the victim
- 'putting down' the victim
- persistent teasing of the victim
- hiding/taking possessions off the victim

Bullying is an intentional, deliberate and repetitive abuse of power. Bullying is not simply two children falling out with each other.

School Statement

Everyone has the right to feel confident, secure, safe and happy in and around our school. We do not accept any form of behaviour which hurts, threatens or frightens any member of the school community therefore bullying, in any form, will not be tolerated. Victims of bullying should be confident that support will be given and appropriate action will be taken against the perpetrators.

Aim

At Lipson Vale Primary School it is our aim to:

- Ensure that all members of the school community including children, staff and parents have a common understanding of what bullying is
- Communicate clearly to children and parents the school's response to bullying
- Stress that the whole school community acts together on this issue
- Continually work to maintain a safe and harmonious atmosphere within school where we exploit opportunities to celebrate differences and challenge prejudices

All staff and parents should be aware of the range of the following:

Types of Bullying:

- Physical: e.g. hitting, kicking, spitting, slapping, demanding money with physical threats etc
- Verbal: e.g. name calling, insults, racist, sexist, homophobic or sexual remarks, threats etc
- Indirect: e.g. excluding or 'blanking', spreading gossip, graffiti, damaging property, all types of cyber- bullying e.g. offensive, abusive or threatening texts or emails or posts on social networking websites

Indicators of Bullying

(NB these factors may have other explanations and therefore should be investigated carefully with the support of the Head teacher or CPO)

- Sudden absences from school or a reluctance to come to school
- Unexplained changes in personality
- Child stops doing previously enjoyed activities
- Child becomes withdrawn
- Physical pains (real or imagined)
- Appearance of bruises or marks, torn clothes, damaged belongings
- Wanting to be near to an adult
- Nightmares
- Attention seeking
- Misbehaviour
- Start bullying others

Preventative Measures

Through a regular programme of SMSC work throughout the year (including assemblies, Circle Time, SMSC lessons, use of SEAL units and Anti-Bullying Week each November) we aim to:

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- Teach children how to identify the difference between the daily squabbles that occur between friends and ongoing and persistent problems which are cases of bullying.
- Provide informal guidance to help support the children so that they know what bullying is and what they can do to help stop it...such as:
 - Tell, but don't tell tales
 - That telling about the activities of a bully takes their power away
 - When you tell an adult, he or she will always listen
 - If the adult you talk to is not your teacher, your teacher may be informed
 - If bullying has taken place a record of it will be kept.
- Support children in their daily relationships by encouraging the use of Peer Mediators for minor incidents and staff for more serious ones, Friendship Stops in the playground and Crafty Kids Club for children particularly affected by relationship problems.
- Having members of staff on duty at the end of each day, to oversee the arrival and departure of the children to and from the school site.
- Supervising children's movements around school particularly during break and lunch time periods.

Actions Used to Deal with Bullying

Each case will be treated seriously and individually and therefore it cannot be specifically stated what action will take place. Some or all of the following may result:

- The 'bully' and the victim will be talked to separately initially to gain a clear picture of the allegation
- Incidents will be shared with parents of both the victim and the bully.
- All relevant teachers / TAs/ MTAs will be informed so that children can be monitored in class and around school
- Where appropriate the victim and bully will be encouraged to take part in some supported mediation talks
- As a governmental requirement evidence of bullying incidents need to be recorded. At Lipson Vale these incidents will be recorded on the Bullying Incident Log (kept with Head teacher)
- Sanctions from the School Discipline and Behaviour Policy will be implemented as appropriate
- Support and counselling will be given to the children.

To be read in conjunction with the school's E-Safety Policy Revised Summer 2016

Conclusion

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Common sense states that a school cannot function effectively if poor behaviour stands in the way of learning.

In class poor behaviour results in the focus changing from positive and effective academic progress to control and management and this creates nothing but an ineffective and unpleasant working atmosphere for all involved. It is particularly sad that in these events the main losers are those children who have a real desire and thirst for learning.

In addition to this, constant focus on poor behaviour can have a negative and detrimental affect on a child's self-image and may be damaging to the positive ethos that underpins all successful schools.

It is also clear that no child is perfect and they are not expected to be, but at Lipson we endeavour to support children in achieving the highest and most effective level of behaviour that they can.

As a school therefore we aim to reach a happy balance of managing behaviour and teaching the children strategies whereby they manage their own behaviour.

Therefore we strive to

Reduce the reasons and opportunities for poor behaviour to a minimum

Deal effectively and fairly with situations as and when they arise.

But more importantly we aim to...

- * Enable children to take control and direct their lives in a positive way;
- * Provide children with the means to counter poor behaviour in other children, including bullying
- * To enable school life to function with the absolute minimum of disruption
- * To turn instances of poor behaviour into a learning experience so that children can see that they do have a choice, and that they can regulate their own lives very successfully.

At Lipson Vale staff and children work hard to achieve the highest levels of behaviour and motivation and through hard work and team effort we do, in the majority of cases, achieve this goal.

The children of Lipson Vale are well behaved and motivated. It is a feature of our children that is often commented upon.

We make every effort to acknowledge the development of the whole child so that, in time, each can become a self-motivated, self-controlled, independent and confident member of society through teaching children to make choices and decisions about their behaviour and participation.