



NORTH KIDLINGTON SCHOOL

BEHAVIOUR, ANTI-BULLYING AND RACIST INCIDENTS A POLICY STATEMENT

Aims

Our aims are:

1. To achieve high standards of behaviour for all members of the school community. These standards will be based on self-discipline and high self-esteem, growing from positive attitudes and mutual respect.
2. To ensure a calm, safe and caring environment, where individuals are able to reach their full potential, encouraged and supported by others.
3. To understand that there is a distinction between the behaviour and the person

Principles behind the Behaviour Policy

- Self-discipline is fostered by improving self-esteem.
- Pupils who feel that their skills and abilities are appreciated are more likely to become responsible members of the school, and thereby develop self-confidence and self-esteem.
- Rules are kept to a minimum and expressed in positive terms.
- Rules are derived from the stated aims and the principles behind the Behaviour Policy.
- There are incentives, rewards and recognition for a wider range of academic and nonacademic achievements. Opportunities are sought for rewarding all children for good behaviour.
- Sanctions are incurred for poor behaviour. Sanctions are fair, fitting and firm. This does not mean that they are flexible.
- All staff agree the principles which underpin rewards and sanctions.
- There is a healthy balance between rewards and sanctions.

Praise is used to encourage good behaviour. Where individual behaviour causes unhappiness to others, disruption or damage, the use of sanctions will be necessary. These will depend upon the circumstances and upon previous action, which may have already been taken.

Where we have cause for concern, we may decide to contact parents. Close consultation and an agreed approach from home and school are an important part of the school policy.

Achieving high standards of behaviour

We aim to promote caring, supporting and encouraging attitudes through our own actions.

All employees of North Kidlington School should promote positive attitudes.

- Every one of us should be seen to behave as we expect the children to behave.
- We should demonstrate care for school property, the school environment and the belongings of others. By our actions we shall show that these things matter.
- **Deal with behaviour difficulties** –Children may test the boundaries of acceptable behaviour as part of a learning process. When dealing with behaviour difficulties :
 - Avoid confrontation
 - Listen
 - Establish the facts
 - Judge what action to take only when certain of the circumstances
 - Use sanctions and rewards fairly and make sure the individual knows and understands them

- Promote positive attitudes in the school by sharing the responsibility for maintaining good behaviour. Never ignore silly behaviour even if you do not have immediate responsibility for the children involved

Aspects of teaching may also be used to foster positive attitudes in the children:

Whole School Rules

As a pupil I will:

- Do my best
- Be kind and respectful to everybody
- Look after our school
- Be helpful and tell the truth

Teachers will:

- Discuss the code of conduct for North Kidlington School with the children to ensure that they fully understand it.
 - Encourage pupils to say how they will put it into practice.
 - Promote multicultural awareness and consider equal opportunity issues.
- **In the Classroom**, our aim should be to create and sustain a positive, supportive, secure environment where children can show respect for each other, and learn in a calm atmosphere without distractions. Teachers influence classroom behaviour by ensuring pupils feel valued. The following examples of good practice are known to be effective :
 - Arrive in good time to welcome the children
 - Begin working sessions promptly
 - Be well-prepared
 - Make sure work is set at an appropriate level for all children
 - Ensure tasks are clear and purposeful
 - Make your expectations clear
 - Extend and motivate individuals
 - Encourage good organisation and independence
 - Keep an attractive, clean and tidy room
 - Ensure working practices show care of property and that children are expected to leave work areas clean and tidy after use
 - Maintain stimulating, interesting wall displays, which include examples of children's own work
 - Praise and reward examples of good behaviour
 - Include recognition of academic and non-academic achievements
 - Ensure that children show consideration for their own property and for that of others by having well-ordered cloakroom areas, tidy drawers etc. - End sessions positively, seeing children out of the classroom

Behaviour Issues in the Classroom

Each class will have a display area which displays information relating to behaviour :

- The agreed class rules, developed by the children
- The agreed set of sanctions
- The rewards available
- An appropriate reward system
- Up to date news, e.g. the reward that the class is currently working towards

A display will enable supply teachers to use the system, and make it less likely that the children can corrupt the procedures when the teacher is away.

A display area will enable supply teachers to use the system.

Humiliation	-	it breeds resentment
Shouting	-	it diminishes you
Over reacting	-	the problem will grow
Blanket punishments	-	the innocent will resent them
Over punishment	-	it loses impact
Using hollow threats	-	if you are not prepared to do it – don't threaten it
Keep Calm	-	it reduces tension
Listen	-	it earns respect
Be positive	-	building relationships has lasting benefits for all

Links with parents are important for class teachers:

- Give parents positive and constructive comments on their child's work and behaviour.
- If disciplinary problems occur, involve parents at an early stage.

Procedures for Managing Behaviour Individual Behaviour Plans

In the case of persistent, disruptive and inappropriate behaviour, Individual Management Plans will be implemented.

The SENCO will be involved in the setting up of behaviour charts and plans. Parents/Carers will be informed and involved in the process.

Senior staff may be involved, depending on severity. A gradient of appropriate punishments is included below, to be applied as considered appropriate:

- Missing one or more playtimes / lunchtimes
- Cleaning up/putting right the crime
- Interview with Deputy or Head teacher
- A letter of apology
- Contact with parents – phone-call or letter
- Interview with parents with expectation of sanctions imposed at home
- Internal exclusion in school
- In extreme circumstances temporary exclusion from school
- Permanent exclusion from school

Other sanctions may be imposed as considered appropriate to the misdemeanour.

Further points to note:

- Parents and Carers will be involved, the school will expect full support from parents in the management of behaviour improvement. This will be made clear regularly in communications to parents

The Behaviour Plan ensures that the child, parent and teacher are supported. We must not underestimate the effect that this can have on the morale and health of the teacher. Some suggestions for providing relief from difficult children are offered here.

- Child to spend time in another class
- TA time for taking children out of class activities

Positive Handling Plan

There are times when a Positive Handling Plan is implemented. This is required when a child is putting themselves, other children, adults or property at risk of harm or damage. Relevant staff have received Team Teach Training. This will only be used when it is in the best interest of the child and all safeguarding procedures have been followed. It will only be used when the less intrusive options have been considered and judged to be ineffective.

Procedures

- Identify those at risk of harm
- Produce Risk Assessment
- Plan –Implement a staged management plan
- Offer post incident support
- Incidents to be fully recorded in bound Incident Book

Possible Sanctions

- Missing one or more playtimes
- Reparation
- Interview with Deputy or Head Teacher
- A letter of apology
- Contact with parents – phone-call/letter/meeting
- Internal Exclusion
- In extreme circumstances temporary exclusion from school

Other sanctions may be imposed as considered appropriate for the misdemeanour.

When behaviour improves, it is important to communicate this with both the child and parents.

Organisational Rules

The rules set out below are intended to promote the smooth running of the school. They are shared regularly with the children:

- Children should arrive at the school site no earlier than 8.30 a.m., when a teacher is on duty.
- Children will line up on the junior or infant playground (except for EYFS) and wait to be collected by their class teacher at 8.45 a.m., when the duty teacher will ring a bell. All children are expected to be in school and ready for the start of the school day by 8:55am at the latest.
- Children should change into indoor shoes on entering the buildings.
- Children should stay within the school buildings and grounds throughout the school day unless other arrangements have been made with their parents and the school has been notified.
- Pupils who go home for lunch should not return before 12.50 p.m. (12.45 p.m. for children in the Foundation Stage)
- Fizzy drinks and glass bottles are not allowed in school.
- No chewing gum is allowed.
- Jewellery should not be worn e.g. bracelets, rings etc
- Children should be suitably dressed for school, following the school dress code.
- Children must be dressed appropriately for games and PE and swimming lessons.
- Mobile phones, electronic games and toys should not be brought to school. A member of staff should be informed and the item should be kept safely by them until it is required and then returned at the end of the day.
- In the unlikely event of a child causing wilful damage to either school or an individual's property, the school reserves the right to pass on the cost to the parents.
- Children are dismissed at 3.15 p.m.
- The back gate may be used between 8.30 a.m. – 9.00 a.m. and 3.00 p.m. – 3.45 p.m. The front gate is locked for vehicle access at 8.30 a.m. and not unlocked until the last member of staff is off the school site or at the Head Teacher's discretion. At all other times, for reasons of security, everyone must use the pedestrian front gate and report to the office. School staff, who have access to the gate lock code, must lock the gate behind them after use.

- Outdoor school play equipment should only be used under the direct supervision of school staff from 8.30 a.m.. Parents must take responsibility for their children after 3.15 p.m. if they wish their children to use the large apparatus.
- Parents should clear the school site by 3.45pm at the latest unless they are watching their child at an after – school club or have a meeting with a member of the school staff.
- Parents and visitors to the school should ensure that their children are constantly supervised.

All Playground Behaviour

Playground Rules

- Show respect to everybody
- Set a good example to younger children
- Play sensibly with each other
- Stand still and listen when you hear the bell
- Use the apparatus and equipment sensibly when it is your turn □ Look after our environment and put all litter in the bins

Children are expected to behave sensibly and safely, maintaining the school code of conduct. Supervisors praise positive behaviour and promote play activities where possible. If children misbehave or become a nuisance to others, they are told why their behaviour is unacceptable. Occasionally they are asked to stand out for a five minute ‘cooling off’ period. Persistent offenders will be reported to the teacher on lunchtime duty, usually the Head Teacher or Deputy Head or Class Teacher (as appropriate).

Examples of unacceptable behaviour

Fighting/kicking/wrestling/swearing/verbal or physical bullying/name calling/play fighting/throwing or kicking stones/use of sticks/children must not play behind buildings/ they must not lift or carry one another or tie ropes around each other

Vigilant supervisors can prevent many of these situations from occurring by interacting positively with the children and must be spaced out around the key play areas.

At the end of play at 10.40 a.m. and lunchtime at 1.00 p.m., the bell is rung and children stand still. At the second bell children quietly and line up in their classes. Teachers collect the children from the playground.

Wet Lunch Times

In the event of wet weather, children will remain in their classrooms until required in the dining hall. Each dinner supervisor will supervise two neighbouring classrooms.

Lunchtime Emergency Procedures

There will always be a designated teacher on duty, usually the Head teacher or Deputy Head, to whom any serious incident will be reported. In the event of the fire bell sounding, everyone should leave the buildings by the nearest appropriate exit, walking quickly and quietly. Adults to check toilets, cloakrooms etc. as they leave. Doors will be closed where possible. All children will line up at their normal class assembly points. In the event of fire, all adult staff on site are deemed to be on duty and expected to assume responsibility for the safety of the children.

Dinner registers will be brought out. Dinner supervisors and any other adults present should count children and check registers for any missing individuals. The Head Teacher or teacher in charge will be notified immediately of any children not accounted for. A check of adults should also be made to ensure all are accounted for.

Fire Marshalls will check their areas and key fobs will be collected.

Behaviour During Assemblies

There are ways in which school staff can increase the likelihood of good behaviour during assemblies. Below are some procedures to be adopted :

- Teachers prepare the children and settle them before leaving the classroom for assembly, including separating disruptive children
- Teachers quiet when bringing children in for assembly
- Teachers leading assembly to sit quietly at the front
- When leaving assembly, teachers insist on continued silence
- On Fridays, teachers attend assembly to take part in the celebration of achievement, including congratulating the children in the Silver Book and Star of the Week awards

Whole School Approach To Rewards And Sanctions

Rewards

Silver Book – Staff will nominate a child for their achievements. The child will receive a Silver Book Certificate which is taken to the Head teacher. The Head teacher records the achievement in the Silver Book. Children's names are read out in Friday's assembly and a Head teacher sticker awarded. Their names will also appear on the next issue of the newsletter.

Star of the Week – A certificate will be awarded in Friday's assembly to a child from each class for a special achievement.

N.B. – *Teachers need to keep a list of pupils given awards*

Passport to Success – Children will receive stamps / stickers for achievement, reaching targets etc. There are several levels, bronze, silver and gold etc., with 20 stamps for each level.

Individual Awards – A range of stickers will be awarded to children on an individual basis by staff. **Whole Class** – Children aim to get 30 stars on a class rocket and then a class treat is negotiated.

Behaviour Certificates – awarded at the end of each term for perfect behaviour (i.e. no incidents)

Consequences – Displayed in every class as either aliens or on coloured cards

1. The child will be given a verbal reminder to improve their behaviour and stay on task.
2. If the child repeats the behaviour their name will be written on the **“yellow card”**, and at the end of the session discuss the incident with the class adult (their name will remain on the yellow card throughout the day)
3. If the child does not comply then they will be given **“time out”** (5 minutes) away from the rest of the class, but remain within their own classroom.
4. If the behaviour persists the child will be sent for time out to a parallel class: - the child needs to take their work or an appropriate activity;
- the child will return to class after 20 minutes or at the end of the session
5. If the child totally fails to comply, the Head teacher or SENCO will be sent for.
6. Issue a **“red card”**, if appropriate.

A separate Red Card is available to be sent with a child to the office if there is any other type of emergency.

Incidents will be recorded on the Weekly Consequence Sheet and Individual Behaviour Incident Sheet. The weekly consequence sheet is given to the Deputy Head Teacher and are recorded on a weekly basis. This helps to monitor behaviour across the whole school.

Individual Behaviour Incident sheets are stored by Class Teachers and a copy in the Head Teacher's behaviour file.

Communication to Parents

The school will inform parents regularly that the Behaviour Policy is available to view in the School Reception, and it contains the school's procedures for rewards and sanctions, and reminding them of their responsibility for the behaviour of children.

Related Policies Include:

- Child Protection and Safeguarding Policy
- Keeping Children Safe in Education-Part One 2016
- Race and Equality Policy
- SEN Policy
- Bullying Statement (Below)
- Racist Equality Statement (Below)

Reviewed: September 2017

Next Review: September 2018

BULLYING POLICY STATEMENT

We have a right to feel safe at all times

Bullying can have very serious and long lasting effects upon victims. We recognise that bullying is endemic within society, and likely to occur within our school. When bullying is identified, it is seen as a whole school issue, and all staff will work towards a positive resolution.

North Kidlington School considers bullying to be:

1. There are many definitions of bullying, but most consider it to be:
 - Deliberately hurtful violence or threats of violence
 - Persistent
 - Difficult for victims to defend themselves against
2. Bullying can take many forms, but the four main types are:
 - Physical** - hitting, kicking, taking belongings
 - **Verbal** – name-calling, insulting, making offensive remarks
 - **Emotional/Indirect** – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
 - **Cyber** - any type of bullying that is carried out by electronic medium such as :
 1. Text message bullying
 2. Picture/video clip bullying via mobile phone cameras
 3. Phone call bullying via mobile phones
 4. E-mail bullying
 5. Chat-room and online games forum bullying
 6. Bullying through Instant Messaging (IM)
 7. Bullying via websites
3. Name calling is the most common direct form. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour; sexual orientation; or some form of disability.

(Above is taken from “Bullying, don’t suffer in silence – an anti-bullying pack for schools’ DFES).

Challenging bullying effectively will improve the safety and happiness of pupils, show that the school cares and makes clear to bullies that the behaviour is unacceptable.

The procedures for dealing with bullying, which are described in detail below, have been agreed through discussion with teachers and consultation with all staff at school. We are aware that dealing with incidents of bullying requires clarity of thought, calmness and sensitivity to all involved. Each case is individual.

All pupils have the right to feel safe and secure. They need to feel free from any threat of bullying and to know where to go and whom to speak to if bullying occurs.

All complaints of bullying will be treated seriously and will be acted upon in accordance with practice agreed by the whole school community.

No complaints of bullying will be regarded as “telling tales”.

Staff will act promptly when bullying occurs and records will be kept of all incidents (Pink form).

Wherever possible and when appropriate staff will develop pupils’ awareness of issues relating to bullying through the curriculum.

Assemblies, PSHE and other curriculum-based activities will be used, where appropriate, to reinforce the fact that bullying will not be tolerated.

All members of the school community will be informed what to do and who to go to, should they observe incidents of bullying or have it reported to them.

Adults can be bullies. Staff will ensure that they provide good role models for pupils in their everyday work with colleagues and pupils.

Strategies for dealing with incidents of bullying

1. Any incident of bullying reported will be referred initially to the class teacher who will:
 - a) Meet privately with the victim to establish whether the situation described falls within the schools definition of bullying.
 - b) If bullying is confirmed, short term measures will be agreed.
 - c) Comfort the victim and offer reassurance.
 - d) Remove the victim from perceived or actual danger (without drawing attention to the situation)
 - e) Explain to the victim that it is important to allow the school to resolve the situation.
2. When meeting the victim and the alleged perpetrators, the full facts of the bullying will be discussed, including timescale, bullying actions with, if possible, dates and times, and the feelings of the victim. This will be recorded on a Pink Form.
3. There are a range of options available to the teacher when dealing with dealing with bullying. It is important that at this stage 'the bully' is not asked the question 'why'. Only the actions are discussed, and the fact that the behaviour is unacceptable. Possible explanations for the behaviour can be discussed at a later meeting, when the bully is being counselled. If there is more than one bully, they are dealt with separately throughout, each bully being required to face up to their actions individually. These are the options available, depending on the severity of the situation:
 - a) The teacher confronts the bully with his/her actions, informing them that it will stop immediately, explaining what will happen if there are any further occurrences. Further meetings are arranged, which will initially, be at least daily.
 - b) The teacher and the Head Teacher confront the bully together, using the same procedure as above. This would be appropriate where the bully is adept at reinterpreting such meetings to his or her parents or others to the detriment of staff, and a witness is important.
 - c) The co-ordinator of the meeting will also ask the victim and perpetrator whether they have any ideas for resolving the problem. The co-ordinator of the meeting will also agree what action is to be taken. The teacher meets with the bully and with his or her parents, using the same procedure above. This would be appropriate in severe cases, or cases of repeated bullying.
4. The teacher maintains regular contact with the victim, offering reassurance and comfort where necessary.
5. The teacher maintains regular contact with the bully, supporting him or her in efforts to cease their anti-social behaviour.
6. Once the bullying has ceased, and the teacher is satisfied that the incident is over, monitoring will stop.
7. The school takes part in the National Anti-Bullying Week (Nov) and carries out work throughout the week to address the key messages/theme for the year as well as work with others to ensure the school is a bully free environment.
8. All pupils are encouraged to sign up to the schools E-Code of Conduct and if they break this code then sanctions are implemented.

All Incident Forms are stored in the Head Teachers office.

Sanctions and Support

In cases of persistent and severe cases of bullying the Head teacher will suspend the child at lunchtime and place the children in internal isolation. **Involving Parents**

Parental support is vital to the success or failure in a bullying incident. At North Kidlington School we expect full parental support.

Safeguarding

Staff in North Kidlington School will follow the OSCB Procedures in all cases of abuse or suspected abuse.

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RACIST EQUALITY STATEMENT

Racial Abuse

Racist behaviour is defined by the Commission for Racial Equality as:

“any hostile or offensive act by a person of one racial or ethnic origin against a person of another racial group or ethnic origin or any incitement to commit such an act in :

- Such a manner that it interferes with the peace and comfort of the aggrieved person;
- That the aggrieved person fears for their safety
- That the quality of life of the person is reduced”

In the primary school, racist incidents might include:

- Derogatory name calling, insults and racist ‘jokes’
- Verbal abuse and threats
- Racist graffiti
- Racist comments in the course of discussions
- Ridiculed of an individual’s cultural differences, e.g. religion, food, music, dress, language etc.
- Physical assault which is racially motivated
- Damage caused to a person’s property which is racially motivated
- Incitement of others to behave in a racist way
- Refusal to co-operate with other people because of their ethnic origin

The following checklist for dealing with specific incidents is adapted from the Oxfordshire guideline for Schools, ‘Tackling Racial Harassment’ (October 1999).

- Acknowledge the incident, expressing disapproval
- Give support to the victim, apologise for the incident
- Identify the racist behaviour
- Counsel the perpetrator whilst maintaining pastoral support
- Consider appropriate action * and inform the Head Teacher, who will log the incident on Form R.I.1.
- Contact both sets of parents if appropriate. Explaining the action taken and relate this to the school’s policy on dealing with racist incidents.
- The Head teacher informs the Governors of any racial incidents through the termly Head Teacher’s Report to Governors.

‘Appropriate action’ may include sanctions as described above, including those identified under bullying procedures.

Guidance for Staff

Remember, it is important:

- To be pro-active in encouraging children and young people to report incidents.
- For staff to discuss individual incidents, the steps taken and the position and policy of the school towards racist incidents.
- That individual members of staff are aware of their role and responsibility within the whole school policy so that its implementation is effective.
- To ensure that, through our teaching, victims can feel supported and perpetrators will realise in future that their actions are inappropriate and have consequences.
- To review all aspects of all school curriculum and procedures to ensure that racism is challenged and not inadvertently reinforced.

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