



## **BEHAVIOUR FOR LEARNING, WELFARE, DISCIPLINE & ANTI BULLYING POLICY**

### **Vision Statement**

*At Ducklington CE Primary School our aspiration is that every child reaches their full potential in a happy, safe and stimulating environment. This vision is achieved through the Christian values of mutual respect, friendship, perseverance and responsibility.*

### **Aims**

- To develop the ethos of the school and ensure that everyone works on an agreed set of values and principles.
- To ensure that the beliefs and values of everyone supports the learning environment.
- To promote a climate of trust based on mutual respect and an understanding of one another's needs.

### **BEHAVIOUR MANAGEMENT**

#### **Objectives**

The development of:

- A positive calm learning environment
- An agreed clear structure and code of conduct which promotes good behaviour for all
- An awareness and appreciation of the needs of others
- The ability to cope with difficult situations amicably
- Individuals understanding that they are responsible for their own behaviour

#### **Principles and practice**

- Focus on the behaviour and not the child
- Model good behaviour and build positive relationships
- Have high expectations and communicate these effectively

- Provide a positive learning environment with clear agreed guidelines for behaviour
- Use the language of choice

### **The Whole School Behaviour Policy**

- The behaviour of everyone in our school is a shared responsibility. Each class has an agreed code of conduct (rules) displayed, the agreed consequences and a reward system. This code of conduct applies in class time, play time, lunch time, before and after school including after school clubs.
- Children are identified as having Special Educational Needs in FS, KS1 and KS2 using the Oxfordshire moderation. Advice is taken from specialists on specific conditions eg Aspergers or ADD. Children identified with behavioural SEN have Individual Behavioural Plans within their Pupil Profiles. Parents are invited to attend all review meetings regarding behaviour and home targets are put in place on the Individual Behaviour Plan. Teachers can always gain advice from the SENCo or external agencies eg MBox.
- Attendance data is submitted regularly and scrutinised by the Headteacher. Parents are regularly reminded via the newsletter of the importance of regular attendance.
- The consequences below are used for bullying incidents together with guidelines in the Anti-bullying Policy. As stated below for serious incidents the first stages should be skipped.
- Extreme behaviours can lead to suspension or permanent exclusion.
- Children with behavioural difficulties have access to one-to-one mentoring with a trusted adult.
- Expectations of behaviour are taught through PSHE, Circle times and Collective Worship (themed on values).
- Children are encouraged to view behaviour as a choice. Adults are asked to use the language of choice eg: 'you can either continue to... or you can choose to .... then I will have to ask you to....If you stop and make the right choice then we can...'

### **CODE OF CONDUCT**

- ✓ Treat others as you would like to be treated
- ✓ Work hard and always try your best
- ✓ Show respect to everyone and everything in and around our school

## CONSEQUENCES

- Choice
  - Time out in class to think about choices
  - Time out during break or lunch time to make up for lost learning time
  - Discussion with Senior Staff
  - Letter/phone call to parents/guardians
  - Meeting with parent/carer
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- Low level attention seeking behaviour should be managed discreetly and should not disturb the teaching or learning of other children. At this point the consequences should be put in place quickly and with as little attention to the individual as possible.
  - Refusal to accept any of the consequences triggers the next stage in the sequence.
  - However some children may be given some 'take-up time' which means a specified amount of time in which to make their choice.
  - Some behaviours are serious and skip the first stages of consequences. Any behaviour which is considered bullying or verbal abuse to children or adults should be brought to the attention of the Headteacher or Senior Staff.

## REWARDS

- All adults should use descriptive, qualitative praise and positive attitudes eg: pointing out good work or behaviour, written comments in books, showing and sharing good work or attitude, special mention to parents.
- Individual classes agree on their own rewards.
- Stickers may be used for general, instant rewards.

## WHOLE SCHOOL REWARDS

- **Shining Stars.** Each week adults may choose a child who has 'shone' for mention in the school newsletter or for the Star of the Week notice board. These certificates are presented in Key Stage Assemblies.

- **Celebration Assemblies.** Every Friday the Head teacher or Deputy Headteacher will lead 'Celebration Assemblies' to celebrate children's achievements. Parents are welcome to join us for these.

## **BULLYING**

While Ducklington CE Primary School proactively promotes positive behaviour of all its pupils there may on occasion be cases of bullying and it is, therefore, critical that pupils, staff and parents/guardians/carers are all aware of what constitutes bullying, the signs of bullying and how to develop strategies to deal with it.

### **What is bullying?**

Bullying is the willful, conscious desire to hurt, threaten, belittle or frighten someone deliberately on more than one occasion.

Bullying can be

- Physical
- Verbal
- Intimidation or exclusion from a group

### **How can we help?**

#### **Advice for children when an incident has occurred**

- Tell an adult you trust
- Tell yourself that you don't deserve to be bullied
- Stay where there are plenty of other children about and where you can be seen by an adult
- Try not to show that you are upset even though this may be difficult
- Walk away from difficulties quickly and confidently
- If you are in danger - get away.
- Be proud of who you are
- If you see another child being bullied or in distress, take action. Tell an adult immediately.

#### **Advice for staff**

- Watch out for early signs of distress - deterioration of work, unexplained illness, isolation, erratic attendance
- Listen carefully and record all incidents
- Offer the victim immediate support and put the agreed procedures into action

- Ensure that all accessible and hidden areas of the school eg cloakrooms, are checked regularly at break and lunch times
- Use the class as a positive resource in countering bullying through circle time, discussions, class and whole school assemblies
- Inform the Headteacher immediately if there is any evidence of bullying in order that all staff can be alerted
- Inform the Safeguarding Officer immediately if there are any indicators of CSE or grooming.

#### **Advice for Parents/Guardians/Carers**

- Watch for any signs of distress or unusual behaviour in your child
- If you suspect bullying inform the school immediately
- Encourage your child to recruit friends and not to hit back
- Encourage your child to talk to a trusted adult at school. He/she should understand that being bullied is not a reflection of their inadequacy and that adults will wish to give support
- Keep a written record if the bullying persists - who, what, when, where
- Work with the staff to devise strategies to support your child both in and outside school

## **PERSONAL DEVELOPMENT AND WELFARE**

The school will consistently promote the development of confident, independent and self-assured learners throughout the school day and through any extracurricular activities such as before and after school clubs. We will do this through:

- A clear vision and ethos based on our core values of respect, perseverance and friendship.
- Promoting good attendance for learning
- Focusing on health and wellbeing through PE, PSHE, Collective Worship and our annual Healthy Living Week.
- Providing nurture support for vulnerable children
- E-safety curriculum including year 6 Junior Citizen visit, annual e-safety day and parent information sessions.

We aim to promote independence and prepare children for the next stage in the education by maintaining an open culture actively promoting all aspects of children's welfare. We also have various initiatives including:

- Leadership opportunities for all children; family service at lunch times, year 6 play leaders, junior librarians
- Year 6 Aspiration Day focusing our older children on their future careers
- Year 2 and year 6 residentials
- Creative curriculum supporting excellent SMSC opportunities
- Active school council
- Green team
- Weekly Celebration Assemblies giving children opportunity to share and be proud of their achievements both in and out of school

This policy will be reviewed annually and its implementation monitored by the Headteacher.