



## **Mossy Lea Primary School Behaviour, Rewards and Sanctions and Anti-bullying Policy**

This policy complies with section 89 of the Education and Inspections Act 2006

Together we aim to develop mutual respect and responsibility for all members of our school community. Through effective teaching, and by expecting the highest of standards, we seek to value the achievements of all and create a safe, caring environment in which the whole child is nurtured.

### **Governor's statement of principles for effective behaviour management:**

The following principles have been agreed by the Governing Body to inform and direct the Behaviour Policy. Through the Behaviour Policy, the school will promote and teach our school's values:

We aim high

We are considerate

We preserve

We stand together

We are responsible

Such values in turn promote not only the ethos and aims of Mossy Lea Primary School; they also assist in the preparation of the children for the responsibilities and duties of adult life. When dealing with behaviour the nature of the behaviour, age of the child and individual circumstances will always be considered.

This policy is focused upon positive behaviours; it enhances self-esteem, truth and good relationships and emphasises rewards rather than sanctions, however sanctions will be made where necessary. Rules will be kept to a minimum and expressed in positive terms when possible. Sanctions, which are humiliating or demeaning, will never be used.

This Behaviour Policy should be clearly understood by all members of the school community – pupils, parents, governors, teaching and support staff. The Behaviour Policy will offer support systems for staff who, in turn, have a responsibility to set a good example to children and to contribute to the reward systems.

Parents should be involved in all aspects of a child's development and should be notified at an early stage if a child is having behavioural difficulties. All behaviours, positive or negative, should also be drawn to the attention of parents, through informal discussions on the playground, parents' evening and meetings with staff where necessary. The Behaviour Policy should include reference to dealing with bullying, racial harassment, attendance problems and exclusion.

### **Purpose**

At Mossy Lea we believe that good behaviour and discipline are essential to an orderly working atmosphere where effective teaching and learning can take place. The purpose of our Behaviour Policy is:

To develop a shared understanding and a consistent approach which supports the aims and values of the school;

To create a positive, safe and orderly atmosphere which supports teaching and learning;

To support staff providing a whole-school, effective system to foster good behaviour and provide measures for dealing with challenging behaviour;

To create a safe, secure environment for children and staff through the promotion of expectations, roles, rights and responsibilities;

To create an ethos which prevents and eliminates bullying.

### **Pupils**

Pupils To be safe.

To be treated fairly and with respect.

To learn without unnecessary interruption.

To be listened to.

To have work set with appropriate levels of supports and challenge. To follow the school rules.

To treat everyone with respect.

To let others get on with their work.

To increasingly take responsibility for their own behaviour.

To help with managing classroom and school behaviours by delivering age appropriate responsibilities.

### **Staff**

To have the support of a Behaviour Policy.

To be safe.

To be treated fairly and with respect.

To teach without unnecessary interruption.

To be listened to and supported by senior/other staff when dealing with pupils demonstrating challenging behaviour. To deliver the highest quality standards of teaching and learning.

To contribute to and implement the School's Behaviour Policy.

To follow the school rules.

To set high standards of work and behaviour.

To be a good role model.

To develop good class management skills.

To keep appropriate records. To work in partnership with parents.

## **Parents**

To be informed about their child's behaviour - positive or negative.

To receive appropriate and sensitive support when necessary.

To support the school's Behaviour Policy/Home-School Agreement.

To promote good behaviour in school and support any targets set.

Inform school of changes in circumstances.

To support and engage with any home/school behaviour strategies.

## **Governors**

To receive information from the Headteacher about standards of behaviour and about pupil exclusions when necessary. To set principles for, and approve and review, the Behaviour Policy.

To be supportive in difficult circumstances, including exclusion.

## **School Rules**

Rules for the school have been drawn up by all staff, children and a selection of governors. They are grounded in the school's mission statement and fall broadly into the categories of:-

Respect for myself

Respect for others

Respect for property/environment

Discussion with children will take place in assemblies and classes to ensure children understand and take ownership of the rules. Consequences of breaking the rules will also be established with the children. The school rules will be displayed around school and in each classroom as a constant reminder; e.g. misbehaviour can be interrupted by asking the child which rule is being

broken, requiring the child to think and respond rather than just stop misbehaving - thus encouraging self-discipline.

### **Class Code of Conduct**

Expectations will be established by the class teacher in consultation with the children at the beginning of the year to ensure children are clear about expectations of working noise, movement round class, use and storage of equipment, independent working procedures etc. as well as consequences of inappropriate behaviour. These will be re-visited at the start of each half-term.

### **Lunchtimes**

It is the aim of Mossy Lea Primary School, to ensure its standards of behaviour remain high during the lunchtime period and that the relationship between the Welfare Staff and the pupils is based on respect. Welfare Staff also work as teaching assistants therefore will continue to receive training (including the schools behaviour policy) to guide their actions. Welfare staff provide regular feedback to the Head teacher.

### **Classroom Management**

All staff work hard to create classrooms with a sense of calm, order and purpose. This is achieved through high expectations and collective classroom management procedures. All classes use the Class Dojo system to reward good work and behaviour. Alongside the Class Dojo system, a traffic light system is used. Every opportunity is given to children to make the correct choices and to amend a decision with a warning Dojo.

### **Encouraging Positive Behaviour**

Positive behaviour choices will always be the focus of our attention and will be celebrated by adults in school. At Mossy Lea we believe that we can develop and maintain high standards of behaviour in our pupils through a positive, whole school approach.

**All staff agree to:**

Lead, support and encourage children to develop and maintain high standards of behaviour;

Positively encourage desired behaviours;

Systematically acknowledge good behaviour, minimising attention to bad behaviour;

Enhance children's self-esteem;

Praise the children;

Support each other in managing children's behaviour

Teachers and all staff clearly outline what attitudes are to be celebrated and will daily reinforce and reward all for showing our school values in action.

In addition to Dojo's; stickers, certificates, etc. are used by individual class teachers to reward and motivate children. A celebration assembly is dedicated every week to emphasise great learning, kindness, putting our school values into action as well as efforts outside of school. Everyone is therefore clear about the dedication we put into making the right choices for ourselves and others. The child who has achieved the highest weekly number of Class Dojos will receive a certificate in recognition of their efforts.

Lessons in PSHCE and assembly times reinforce these expectations and of independence and resilience. A Growth Mindset is a whole school approach to reinforce the journey to success – that failure and challenge are part of the learning process which will help us in all life decisions. A culture of care and respect is exemplified by all staff in school.

## **Dealing with Negative Behaviour**

When dealing with misbehaviour, the nature of the behaviour, the age of the child and individual circumstances will always need to be considered, it is the behaviour we challenge and not the child. It is acknowledged that unacceptable behaviour does sometimes occur at Mossy Lea. We believe that it is important for children to understand that there are consequences following their behaviour and that sanctions will be fairly applied for poor behaviour

## **Amber and Red System**

Class teachers operate a card system to help children understand if they have made an inappropriate choice in class. This is an escalation system that allows the children to understand that after an initial warning, they can correct their attitude and no further action is needed. Every class will have a culture that children are in control of their conduct in class and also can rectify any problems.

If a child decides to continue in any way that inhibits the smooth working of the class, a teacher may place the child's name on the classroom board and an AMBER warning being given. Again, every opportunity is given for a child to correct their behaviour and much encouragement given to facilitate this.

Further misbehaviour, in a teaching session, would result in a RED card where the child would be escorted to work in another class/Head Teacher's office for approximately half an hour (with a set task). A Red Dojo will also be placed on the child's Dojo record. As part of the restorative justice approach, on return to class, the child would be counselled by the teacher and would be required to use their next play time session to write an apology for their misconduct.

Should a child refuse to leave the class following a red card being given, the senior management member on duty that day should escort the child calmly from the classroom. Should the child continue to refuse to leave, a member of staff will take the remaining children to the Rainbow Room and the senior member of staff will remain with the child.

Should 3 red Dojos be issued to a pupil in a week then the senior leadership team are notified and parents informed. Parents will be kept informed and strategies discussed to help the child understand the events and consequences and how to move forward in a positive way. School may take the decision to design an individualised programme for the child, which necessitates an Individual Behaviour Plan being appropriate for the pupil. This would be discussed and shared with the child and parent and reviewed termly by the Special Educational Needs Co-coordinator, class teacher and child.

The class teacher operates the Class Dojo system in each class. This allows the teacher to reward and celebrate good behaviour, attitude and hard work in class. Positive Dojos have been designed for lots of eventualities such as perseverance, going the extra mile, working hard, being kind to a friend, teamwork, homework and spelling. All teaching staff must use the Dojo reward scheme in every session. Availability of iPads also speeds up the issuing of Dojo points and can enable teaching assistants and welfare staff to also reward school values.

'Red' Dojos are given when a child has been warned first about disruptive behaviour or the conduct needs an immediate sanction (i.e. after physically hurting a pupil or using inappropriate language). All Dojo's are at the discretion of the adults in school and fully explained so the child understands how to change their conduct.

To ensure a fair and consistent system that also gives staff confidence in dealing with a range of misbehaviours, three levels of seriousness and their consequences have been agreed:



**Level 1:**

Trivial Behaviours Mildly disruptive behaviours e.g.

Wasting time, being noisy;

Wandering about off task;

calling out;

Interrupting teacher when talking to whole class;

Interrupting other children;

Ignoring minor instructions;

Talking with other children;

Silly noises;

Pushing in line.

These are dealt with by class teacher/teaching assistant using a range of age appropriate strategies with minimal interaction to remind or refocus child onto task.

AMBER warning given

**Level 2:**

Moderately Serious Behaviours

Repeated trivial behaviours or more serious, disruptive behaviours. e.g.

Deliberately throwing small objects with the intention of breaking them or harming someone;

Damaging school or other pupils' property;

Leaving classroom without permission;

Repeated refusal to do set tasks;

Continued challenge to authority/refusing to comply with instructions;

Harmful/offensive name calling;

Bullying behaviour.

RED dojo is issued.

The child is removed from the class for 30 minutes.

Parents and Headteacher informed.

**Level 3:**

Very Serious Behaviours

Verbal or physical abuse to adults or other children, fighting, bullying;

Repeatedly leaving the classroom without permission;

Fighting and intentional physical harm to other children;

Throwing large or dangerous objects;

Serious challenge to authority;

Vandalism;

Stealing;

Persistent bullying;

Extreme danger or violence;

Serious challenge to authority;

Verbal/physical abuse to any staff;

Running out of school.

This requires the involvement of parents and the Headteacher with defined stages to inform pupils and their parents of the increased seriousness of behaviours.

Serious incident form (available in staffroom) to be completed and signed by reporter and Headteacher. This will be kept on file in locked cabinet.

The final stage of these behaviours may be fixed term, or ultimately, a permanent exclusion.

## **Pupils with Special Educational Needs**

Children may not respond to our general Behaviour Policy because they have particular difficulties –

learning, social, physical, and emotional. Concerns about particular pupils will be discussed with the Headteacher and SENDCO and a Behaviour Plan drawn up in accordance with the SEN Policy. These IBPs will side-step the general nature of this behaviour policy.

The Behaviour Plan should be shared with parents and pupils, and may require the support of outside agencies:

Educational Psychologist to develop strategies for emotional/behavioural problems;

School Nurse who can have useful home contacts and medical information;

IDSS or a specialist teacher to advise on Behaviour Plans and support pupils.

## **Searching Pupils**

Items not allowed in school are published in the school prospectus and if found will be confiscated.

Members of the teaching staff are enabled to confiscate items from pupils, retain or dispose of a pupil's property as a punishment. All confiscated goods are to be given to the Headteacher. They will be given back to the child or parent / guardian at the appropriate time.

Teaching staff can search a pupil for any item banned under the school rules, if the pupil agrees.

The Headteacher and SLT have the statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. These items include knives or weapons, alcohol, illegal drugs and stolen items. If they suspect knives or weapons, this must only be carried out by a member of the SLT and parents/guardians will be contacted.

When searching a pupil, the member of staff this has to be witnessed and documented

## **Conduct outside the school gates**

As a member of Mossy Lea Primary School, all children are encouraged to conduct themselves out of school in the same way as in school. Whilst wearing our uniform, they can exemplify for all to see our school values.

All staff and governors will promote the pride which our uniform should instill.

Out of school achievements are celebrated. Staff and children are working tirelessly to promote the reputation of the school within our community and have developed strong links with the local nursery, Pingawings.

Following any disappointing events involving our children, Head teachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.' Discussions with parents and children is vital. Work with a Family Support Worker may support conduct outside school or involve other agencies as deemed necessary.

All children are helped to understand by that good conduct is expected at all times and sanctions are still valid when:

Taking part in any school-organised or school-related activity or travelling to or from school; Wearing the school uniform unites all children and may compromise the reputation of the whole school.

If incidents are reported, the Head teacher will speak with parents, or consult with Community Police Officers where incidents are reported of pupils misbehaving outside of school. The Head teacher can also instigate sanctions to help correct behaviour.

## **School Support**

The SENDCO assists the Head teacher in liaising with LCC SEND specialists, Educational Psychologists and CAMHS, to support individual pupils with a "passport" for social and emotional difficulties or children who present with escalating behaviours which warrant additional support.

The Head teacher will always consult the local authority's Exclusion Service where a child's behaviour is resulting in increasing concern and may warrant a temporary or possibly lead to a permanent exclusion.

Multi-agency meetings and TAC meetings will be called for an individual child whose behaviour warrants the creation of a CAF and liaison with outside agencies. This may be part of the process in requesting a statutory assessment for an Education, Health and Care Plan for pupils with social and emotional needs or ensuring that agencies work to support the child and family whose needs are affecting the learning of the individual child or other pupils in school.

The school will consider whether the behaviour under review gives cause to suspect a child is suffering, or is likely to suffer, considerable harm, in which case the safeguarding policy should be consulted. Consideration will also be given to whether the behaviour might be the result of unmet needs, in which case a multi-agency assessment may be considered.

### **Attendance**

Good attendance, particularly the prevention of unauthorised attendance, is an integral part of our school policy on behaviour.

Encouragement to attend school regularly emphasises positively the importance of school and parents will be reminded of their responsibilities for attendance and punctuality when necessary.

Children will receive certificates for 100% attendance each term.

### **Exclusions**

The staff and Governors of Mossy Lea Primary School are committed to Inclusion.

It is anticipated that the ethos and management of our school, its environment, the partnership with parents, coupled with our Behaviour Policy, will reduce or eliminate the need for pupils to be excluded. Should exclusion prove necessary, procedures will follow strictly the guidance provided by the LEA and DfE.

## **Reasonable Force**

This is only ever used as a last resort.

All members of school staff have a legal power to use reasonable force. In school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to professional judgement.

Teachers will physically separate pupils found fighting or if a pupil refuses to leave a room when instructed to do so. Where this is prejudicial to good order or safety, they will be physically removed

The Head teacher has been trained in physical restraint.

## **Anti Bullying Policy**

At Mossy Lea Primary School, staff, governors, parents and children seek to work together to create a happy, caring and secure learning environment. Bullying in any form will not be tolerated. It is everyone's responsibility to prevent occurrences of bullying and to deal with incidents quickly and effectively. Research indicates that the extent of bullying in schools is underestimated.

At Mossy Lea Primary School bullying is described as being, "a deliberate series of acts done to cause distress solely in order to give a feeling of power, status or other gratification to the bully." It can range from repeated ostracising, name calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents. Bullying behaviour is not tolerated at Mossy Lea Primary School. It will always be viewed as a very serious matter and will be treated in line with the school's anti-bullying policy which is listed below:

- All bullying, of any sort, is therefore unacceptable.
- Pupils who experience bullying will be supported.
- We recognise the effects that bullying can have on pupils' feelings of worth and on their school work, and the school community will actively promote an anti-bullying environment.

### **Intentions of this policy**

- To express our belief that all pupils should be included fully in the life of the school.
- To provide a learning environment free from any threat or fear, which is conducive to the achievement of individual aspirations.
- To reduce and to eradicate, wherever possible, instances in which pupils are made to feel frightened, excluded or unhappy.
- To reduce and to eradicate, wherever possible, instances in which pupils are subject to any form of bullying.
- To respond effectively to all instances of bullying that are reported to us.
- To establish a means of dealing with bullying, and of providing support to pupils who have been bullied.
- To provide support for pupils who are accused of bullying, who may be experiencing problems of their own.

- To ensure that all pupils and staff are aware of the policy and that they fulfil their obligations to it.
- To meet any legal obligations which rest with the school.

## **DEFINITION OF BULLYING**

Bullying involves dominance of one person by another, or a group of others, is pre-meditated and usually forms a pattern of behaviour.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against.

It can take many forms but the main types are:

- Physical – hitting, kicking, taking another's belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious emails or text messages on mobile phones/social networking sites.

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we will pay particular attention to:

- Racial harassment and racist bullying
- Sexual bullying
- The use of homophobic language
- Bullying of pupils who have special educational needs or disabilities.



## **Creating an Anti-bullying Climate in School**

Our school's Behaviour and Rewards Policy explains how we promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being; and where they include and support each other.

We also draw on the school's Curriculum and promote appropriate behaviour through direct teaching, and by creating an emotionally and socially safe environment where these skills are learned and practised. Our aim is to create a climate where bullying is not accepted by anyone within the school community.

Our curriculum is used to:

- Raise awareness about bullying and our anti-bullying policy
- Increase understanding for victims and help build an anti-bullying ethos
- Teach pupils how constructively to manage their relationships with others

'Jigsaw' sessions, Circle Time, assemblies, role-plays and stories are used to show what pupils can do to prevent bullying, and to create an anti-bullying climate in school.

Bullying will not be tolerated and we make this clear in the information we give to pupils and parents when they join our school.

We will publish our anti-bullying policy on the school web-site.

Posters around school will tell pupils what to do if they are bullied, or see others being bullied, and information about Childline and other sources of confidential help will also be displayed.

We will regularly ask pupils whether they feel safe in school.

We will provide regular training/reminders for teachers and non-teaching staff on spotting the signs of bullying and how to respond to it.

## **Strategies for dealing with bullying**

In dealing with incidents of bullying we will use a range of strategies, selecting those appropriate to the circumstances from the following list:

- Cooperative group work throughout the school - To encourage children to work together, be tolerant of others' ideas, trust others and be more willing to listen.
- Circle of friends -To build relationships around a vulnerable pupil with the pupil's and parent's agreement to offer support and friendship.
- Befriending - To appoint a specific pupil(s) as a support / friend [appointed by a member of staff]
- Support group - To involve the bullied pupil, those involved in the bullying and bystanders to form a group to support the bullied pupil. Responsibility for change lies with those involved in the bullying.
- Mediation by adults - To establish ground rules that will enable the bully and the person being bullied to co-exist in school.

## **Responding to incidents when they occur**

Pupils who have been bullied should report this to:

- Their identified trusted adult in school
- Any member of staff (Teachers, Teaching Assistants or Welfare Staff)
- Their parents
- A school friend

Pupils who see others being bullied should report this to:

Any of the above

Reports of bullying will be logged by:

- The class teacher or member of SLT who will log these events.

All reports will be taken seriously and will be followed up by the class teacher or member of the SLT

## **Racial Harassment**

All incidents relating to Racial Harassment will be taken very seriously. It will be made clear to pupils that such practices are unacceptable and will not be tolerated. All incidents will be recorded in accordance with LEA procedures. (For more information please refer to the school's Equality Policy)

Work with children who have been bullied could involve some or all of the following:

- We will provide support to pupils who are bullied:
- They will be reassured that they do not deserve to be bullied and this is not their fault.
- We will assure them that it was right to report the incident.
- We will encourage them to talk about how they feel.
- We will try to ascertain the extent of the problem.
- We will engage them in making choices about how the matter may be resolved.
- We will try to ensure that they feel safe.
- We will discuss strategies for being safe and staying safe.
- We will ask them to report immediately any further incidents to us.
- We will affirm that bullying can be stopped and that our school will persist with intervention until it does.
- We will involve their friends / older pupils in peer support / the buddy system/mediation

We may then adopt strategies from the following list as appropriate:

- We will speak with the pupil (or pupils) involved in bullying separately.
- We will listen to their version of events.
- We will talk to anyone else who may have witnessed the bullying.
- We will reinforce the message that bullying is not acceptable, and that we expect bullying to stop.
- We will seek a commitment to this end.
- We will affirm that it is right for pupils to let us know when they are being bullied.
- We will adopt a joint problem solving approach where this is appropriate, and ask the pupils involved to help us find solutions to the

problem. This will encourage pupils involved to take responsibility for the emotional and social needs of others.

- We will consider sanctions under our school's Behaviour & Rewards Policy.
- We will advise pupils responsible for bullying that we will be checking to ensure that bullying stops.

When bullying occurs, we will contact the parents of the pupils involved at an early stage. We will keep records of incidents that we become aware of and how we responded to them.

- We will follow up after incidents to check that the bullying has not started again.
- We will also work with pupils who have been involved in bullying others to ascertain the sort of support that they themselves need.

Our policy will be to use our discretion to respond flexibly and in an appropriate way to each incident.

### **Our responsibilities**

Everyone within school is expected to:

- Act in a respectful and supportive way towards one another
- Adhere to and to promote the objectives of this policy.

### **Monitoring, Evaluation and Review**

Whilst we will monitor, evaluate and review our Behaviour and Anti Bullying Policy when necessary, we constantly monitor, evaluate and review the standard of behaviour in and around school to ensure that it remains high. This may involve introducing new strategies to manage behaviour along with additional reward systems.

Date policy written: January 2019

Date approved by the full Governing body: January 2019

Date to be reviewed: January 2020