

Northfield Manor Primary Academy

Behaviour and Anti-Bullying Policy



Ethos

We believe that pupils achieve their full potential in a calm, orderly, positive environment where they feel safe, valued and respected. It is everyone's responsibility to create a culture of kindness by considering others and taking responsibility for their actions. A high standard of behaviour is an expectation for all*, however, we recognise that children may sometimes need support and guidance to achieve this.

Aims

For all to understand and achieve high standards of personal conduct

For all to develop acceptance of responsibility for their own actions

For all to be treated fairly and consistently

To prevent all forms of bullying

School Rules

Rules are kept to a minimum and are designed to reflect our ethos.

Everyone is expected to promote positive behaviour:

Strategies for promoting positive behaviour

- **We ensure that all children are aware and have an understanding of good behaviour** and how this benefits themselves, school and the local community
- **We actively teach and promote aspects of anti-bullying throughout the academic year through our curriculum**
- **We set clear class rules and boundaries** at the start of the year giving children ownership and responsibility for their behaviour.
- **We give appropriate praise and use this to reward and motivate.**
- **We always challenge negative behaviour** and ensure sanctions, guidance and support is designed to encourage improvement
- **We recognise when children have emotional needs and adapt to individual circumstances**
- **We ensure all children's points of view are listened to in order to help them reflect so that they make positive choices in the future.**
- **We recognise the need for consistency.** Children need the work environment, behaviour management and expectations to be as consistent as possible, this makes the child feel safer and therefore less anxious
- **We model desired behaviour to promote** respect, fairness and kindness, demonstrating how to apologise and resolve difficulties fairly and amicably.
- **We build relationships with children and parents, recognising individual behavioural needs and agree** short and achievable targets.
- **We plan for key times in the day when behaviours can escalate and prevent this** by keeping these times calm and ordered and set clear rules, expectations and boundaries.
- **We deal with situations in a calm and appropriate manner.**

- **We promote a safe open culture where children are comfortable to report any incidents or concerns relating to bullying**

Teachers use various strategies for promoting positive behaviour choices e.g. zone board and class Dojo. Usually a look or even a word is enough to remind children how to behave when dealing with minor misdemeanours. Should this not be enough, then the following strategies may be used:

- Verbal warning
- Time out in own classroom
- Time out in another classroom
- Dealt with by a senior member of staff
- Dealt with by the Deputy or Head Teacher

At this point, if needed, referrals may be made to the SENCO or the Senior Learning Mentor to implement a behaviour strategy plan.

Serious breaches of the behaviour policy will always involve parents.

Fixed Term Exclusion: For continued disruptive behaviour, or a serious breach of policy, (which are not serious enough to warrant a permanent exclusion), an exclusion of a fixed number of days, for the shortest time necessary will be given.

Permanent Exclusion: This decision can only be taken by the Head Teacher. A decision to permanently exclude will only be taken:

- (i) In response to a serious breach of the school behaviour policy and
- (ii) If allowing the pupil to remain in school would seriously harm the education or welfare of pupils or others in the school

If appropriate, a reduced timetable can be negotiated with parents to try to avoid a permanent exclusion.

Definition of Bullying

We use the definition of bullying as set out on the Department for Education website. Bullying is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Review

The school reviews this policy annually and assesses its implementation and effectiveness, so that it remains responsive to changing needs.

Date agreed by the Governing Body: 19/3/18

Signed: Dave Duff

Chair of Governing Body

*All refers to governors, staff, volunteers, parents, carers and children.

Reflection Sheet



Name _____

Date _____

1. What rules did I break?

2. What are the consequences of my behaviour?

3. Why did I break the rules?

4. What could I have done differently – what choice will I make next time?

My Signature _____

Teacher Signature _____

Parent Signature _____

Behaviour Think Sheet

Name _____

Date _____

My Behaviour

STOP

My plans to change my behaviour

My behaviour happened because:	My consequences for my behaviour are:

My Signature: _____ Teacher Signature: _____

Parent Signature _____

Behaviour Think Sheet

Name _____

Date _____

My Behaviour:

STOP

How I feel:

Next time, I will...

My Consequence...

My Signature: _____ Teacher Signature: _____

The head teacher and SLT will have overall responsibility for the behaviour of children within our school. The day to day implementation of the policy is the responsibility of everyone within our whole school team: teachers, support staff and lunchtime supervisors.