



## Behaviour Management & Anti-Bullying Policy

### Mission Statement:

We are a happy Christian school, where everyone is helped to do the best they can.

### Our Gospel Values:



JOY = LOVE = RESPECT = CREATIVITY =  
FORGIVENESS = PERSEVERANCE =  
THANKFULNESS

### **Behaviour Management**

#### Introduction:

Heskin Pemberton's is a warm, friendly, inclusive and happy school. We take great pride in the strength of the relationships between pupils and staff. Through a clear and consistent approach to behaviour management, reward systems and sanctions we are able to achieve a very high standard of behaviour throughout the school.

#### Aim:

Our aim is for children to take ownership of their own behaviour. In so doing they will learn to take responsibility for their own actions. Staff have worked closely together on the implementation of this policy. Its effectiveness will be monitored on an on-going basis and rewards and sanctions reviewed as required.

We consider the best way to encourage positive behaviour is a clear Code of Conduct backed by an effective combination of rewards and sanctions within a positive community atmosphere.

It is our aim through this policy to give children, staff and parents a shared sense of direction and to create a shared system for behaviour management in our school. Parental co-operation and involvement is a vital element of our system.

**Context:**

This policy should be read in conjunction with those policies listed below:

- Health and Safety
- Safeguarding
- Attendance
- Equalities
- Special Educational Needs

**Philosophy:**

We believe that good behaviour comes through a purposeful, enjoyable and well organised learning environment. Our behaviour policy supports learning and teaching. It is based on the right of everyone in school:

- to feel safe
- to feel respected
- to learn

In having these rights we accept that we have a responsibility to ensure that everyone else in school also enjoys the same rights.

**Our School Rules:**

The rules we follow in school are underpinned by our Gospel Values. Our Gospel Values permeate in everything we do in and around school.

JOY = LOVE = RESPECT = CREATIVITY = FORGIVENESS =  
PERSEVERANCE = THANKFULNESS

**Our Code of Conduct At Heskin**

**We are respectful, polite and honest.**

**We do our best, listen carefully and work hard.**

**We are kind, gentle, cooperative and helpful.**

**We look after our school, our community and God's world.**

These rules mean that:

- We always try to understand other people's points of view.
- In class we make it as easy as possible for everyone to learn and for the teacher to teach. This means arriving on time, beginning and ending the lesson in a courteous and orderly way, listening carefully, following instructions, helping each other when appropriate and being sensible at all times.
- We move calmly, safely and quietly in school. This means never running, barging or shouting, but being ready to help by opening doors, standing back to let others pass and helping to carry things.
- We can nominate someone to receive a "caring award" if they act in a kind and considerate way.
- We always speak politely to everyone.
- We are quiet when it is appropriate.
- We keep the school clean and tidy. This means putting all litter in bins, keeping walls and furniture clean and unmarked and taking care of the displays, particularly of other people's work. This makes the school a welcoming place that we can all be proud of.
- We look after all school equipment and use it responsibly.
- We take care of our own and others' belongings.
- Out of school, we show our pride in our school by behaving appropriately and showing others respect.

### **Empowerment:**

Learning to take responsibility for our own actions is a vital skill for life. Our policy is based on the concepts of co-operation and ownership. It is based on all staff following a clear set of procedures leading to a clear set of consequences. Parental co-operation for the imposition of these agreed procedures will be a significant factor in the effectiveness of this policy.

Staff achieve this through:

- Adults being effective role models.
- Rewards and sanctions applied in a procedural rather than personal manner.
- Values taught and reinforced through PSHE (Personal, Social & Health Education), worship, reflection time and on-going reference to the Code of Conduct.
- Staff and pupils have agreed on **Thankfulness, Perseverance, Forgiveness, Creativity, Respect, Love and Joy** as our core school values.
- Opportunities provided for children to take responsibility/ownership of appropriate situations.
- Sharing school's values with the wider community.
- Effective co-operation from parents in the application of this policy.

### **Worship, RE, Reflection Time and PSHE**

These areas play a major role in sharing feelings and values both within school and in the lives of the children outside school. The areas develop empathy and strongly reinforce the aims of Heskin Pemberton's. Whilst specific time is allocated to these areas in school it is also very important to seize any opportunity that educates children socially outside school.

Our Behaviour Management Policy has been carefully thought out and compiled to ensure that the rights to feel safe, respected and to learn are enjoyed by everyone in our school.

Our system is such that continual breaches of our Behaviour Management policy by any individual are dealt with consistently and are fairly recorded. Our system will also ensure that the necessary evidence is available to justify sanctions imposed. By working together, and sharing this common framework, staff and parents will ensure that our children receive the guidance they need to become effective citizens not just of our school, but also effective citizens of the future.

### **Reward Systems:**

Recognising, encouraging, celebrating and reinforcing positive behaviour is an essential element of effective behaviour management.

Our system includes the following rewards:

### **House Points**

Pupils are grouped into three Houses, named after important people in the history of Heskin Pemberton's Primary School. Points are awarded for particularly good examples of adherence to our Code of Conduct- e.g. excellent manners, teamwork, attitude, homework, effort.

Points are totalled each week and are announced by our House Captains & Vice-Captains in our Celebration Worship.

Points are awarded to the winning House each week and these are accrued to determine the winning House for the term. The winning House can celebrate their success by having a special non-uniform day.

Sports Day is also based on both a House and an individual basis. Certificates and stickers are awarded for individual achievement. A Sports Day Trophy is also awarded to the highest scoring House. Stickers are also awarded for positive participation and sportsmanship.

### **Head Teacher's Awards**

Pupils are awarded special Headteacher Award certificates and stickers for outstanding achievement. The children bring their work to the Headteacher and this, along with their picture is displayed on the Head Teacher's Wonder Wall. Awards are given for a range of achievements and are announced in the weekly Celebration Worship.

### **Caring Awards**

Pupils who demonstrate a caring and considerate attitude to others can be nominated by any member of the school community for a Caring Award. The children receiving awards, along with the reason for the nominations are commended each week in Celebration Worship.

### **Raffle Tickets**

Raffle tickets are awarded for outstanding examples of behaviour and being a role model for use of the school's Code of Conduct. Pupils will also gain one House Point for every raffle ticket they have received. At the end of every week/or the start of the new week a raffle ticket is drawn and the child picked out is congratulated by the class and allowed to choose a prize. This may be a treat of their choosing from a selection or a privilege of their choosing for the upcoming week.

### **Wow Awards**

Children who have 'wowed' a member of staff will be awarded a Wow Award. The child will be presented with a certificate in Celebration Worship and the reason for the award shared. Whole cohorts or classes can be awarded with a Wow Award when they have achieved something special as a cohort/class.

### **Stars of the Week & Stars of the Term**

The Star of the Week is awarded to one child in every year group in Celebration Worship. The Star of the Week recognises the child who has consistently shone all week, for their effort, attitude to learning and their behaviour. The child is given a Star of the Week badge to wear for the following week and they receive a certificate in the following Celebration Worship to keep.

### **Achievements out of school**

We celebrate achievements out of school by inviting children to share with us their various successes. Certificates and trophies can be brought in to our Celebration Worship.

### **The Waring Treat**

The Waring Treat is a Heskin tradition which dates back hundreds of years to the village's Procession or Walking Day. It was revived in 1914 by Isaac Waring who made a bequest of £18 per year to pay for this annual treat. We honour this tradition today by celebrating pupil achievement at a special church service. Certificates, rewards and trophies are presented by a guest of honour for the following areas:

- House Captains
- Junior Sports Day Boy
- Junior Sports Day Girl
- Infant Sports Day Boy
- Infant Sports Day Girl
- Star of Breakfast Club
- Star of Stay and Play
- Reception Effort
- Year 1 Effort
- Year 2 Effort
- Year 3 Effort
- Year 4 Effort
- Year 5 Effort
- Year 6 Effort
- Infant Courtesy

- Infant Cheerful
- Infant Kindness
- Infant Excellent Attitude to Learning
- Infant Achievement
- Junior Courtesy
- Junior Cheerful
- Junior Kindness
- Sports Personality
- Creative Flair
- Harry Clarke Trophy for Enthusiasm for Learning
- Junior Achievement
- Outstanding Contribution to School Life

### **Attendance Certificates**

Termly certificates are presented to the children who have achieved 100% attendance throughout the term. Pupils who achieve 100% attendance throughout the whole academic year will be presented with a certificate, a badge and a written letter from the Head Teacher. All pupils with 100% attendance at the milestones will be celebrated in our school newsletter and our Celebration Worship.

### **Golden Time**

Class teachers may celebrate success or exemplary behaviour by facilitating a Golden Time Activity for their class. Golden Time is employed as a reward at the discretion of the class teacher and may include additional classroom activities, outdoor activities or special treats.

### **Inappropriate Behaviour & Sanctions:**

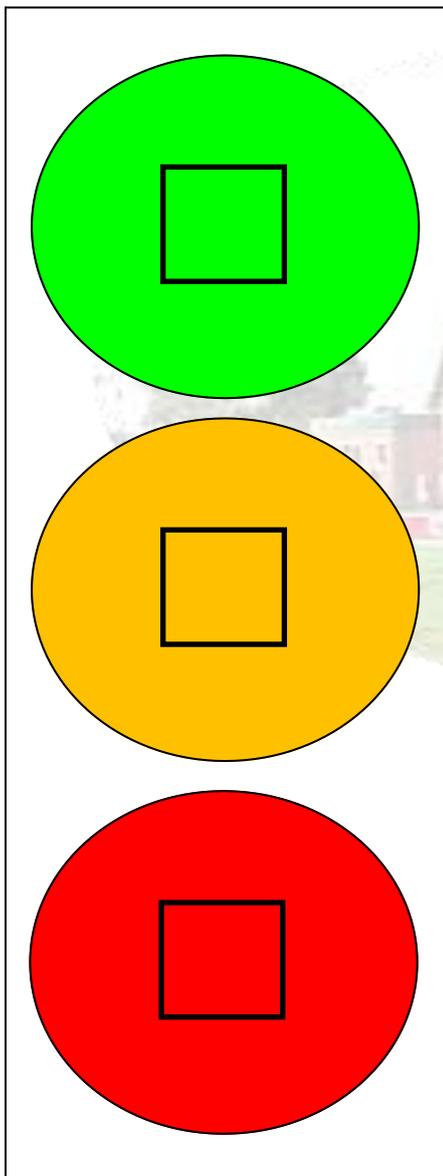
Behaviour at Heskin Pemberton's is excellent. Any incidents of inappropriate behaviour are rare due to our behaviour management systems and the ethos of the school. However, there will be times when children require additional support in managing their behaviour.

### **Traffic Light System**

This simple strategy enables the children to have a clear understanding of the consequences of inappropriate behaviour. The transparency and consistency of the system highlights encourages children to make appropriate choices by having a solid understanding of the consequences of their actions.

Any incremental move on the traffic light system will have the immediate consequence of missing between 5 and 10 minutes of the following playtime. This time will be used to discuss their actions and the consequences of these actions to others. The child will be granted the remaining playtime to get some fresh air, go to the toilet and/or get a drink of water.

All children will start the day in the Outer Green Circle.



**Step 1**

Any inappropriate behaviour which is significant but not extreme will result in a verbal reminder.

**Step 2**

If the inappropriate behaviour continues after the verbal warning then the child moves from the Outer Green Circle to the Inner Green Square.

**Step 3**

Further instances will result in a move to Outer Amber Circle. Additional strategies, such as time out and specific target setting should be used at this stage.

**Step 4**

If inappropriate behaviour continues after additional strategies have been used then the child will move to the Inner Amber Square.

**Step 5**

Any further instances of unsuitable or disruptive behaviour and the child will be moved to the Outer Red Circle. Anyone moving to red will be taken to see the Head Teacher. Their actions will be discussed and parents will be informed.

**Step 6**

If the pupil moves onto the Inner Red Square they will lose all extra-curricular activities, break times will be reduced and monitored and a Report Card will be used at the discretion of the Head Teacher.

In cases of extreme inappropriate behaviour, a child may be moved directly to the outer amber circle or the outer red circle. At all stages of the system the child will receive the opportunity and the encouragement to improve and be rewarded by a positive move back towards green.

The system is all about the children taking responsibility and ownership of their own behaviour. As with all behaviour management systems, common sense must be applied. Every child is a unique individual and the adults in school will use their informed judgement to decide if the behaviour of a child warrants the use of an incremental move on our traffic light system.

## **Exclusion**

If, after the consistent application of our school behaviour policy and procedures, a pupil's behaviour still threatens the learning, health or wellbeing of others or themselves, it may be necessary to withdraw pupils from certain school situations.

This might be in the form of an **internal exclusion** which requires a child to be removed from class to an alternative area in the school, with appropriate adult supervision.

If allowing the child to remain in school would seriously harm education, health or wellbeing or another pupil or an adult in school then a **fixed term exclusion** will be imposed. The term of such an exclusion will vary depending on the individual circumstances of each case. However, these exclusions typically last between 1 to 5 days. It may also be deemed necessary to impose a lunchtime exclusion.

A **permanent exclusion** will be imposed only when a wide range of strategies have been tried without success. School will have exhausted all available strategies and will have consulted with behavioural specialist in order to address a child's disruptive or dangerous behaviour before making the decision to permanently exclude a pupil.

However, there may be occasions where a fixed term or a permanent exclusion may be enforced following a single incident of exceptional circumstances. Serious 'one off offences', irrespective of previous sanctions, may result in immediate exclusion if the Headteacher feels that this course of action is the only reasonable consequence.

## **Anti-Bullying**

### **Introduction:**

Bullying is deliberately hurtful behaviour repeated over a period of time. Ofsted defines bullying as aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms. It is difficult for victims to defend themselves against it.

Bullying can take many forms, (including cyber-bullying through, for example, text messages or the internet) and is often motivated by prejudice against certain groups, for example on the grounds of race, religion, gender or sexual orientation. It might be motivated by actual differences, or perceived differences. Halting violence and ensuring immediate physical safety is obviously school's first priority, however, we are also aware that emotional bullying can often be just as damaging, if not more damaging, than physical bullying.

We consider bullying is unacceptable at Heskin Pemberton's CE VA School and any incidents which may occur are treated very seriously by all members of staff. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

#### **The Role of Governors:**

- The Governing Body supports the Head Teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The Governing Body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly.
- The Governors require the school to keep accurate records of all incidents of bullying and to report to the Governors on request about the effectiveness of school anti-bullying strategies.
- The Governing Body responds within ten days to any request from a parent, carer or guardian to investigate incidents of bullying. In all cases the Governing Body notifies the Head Teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the Governing Body.

#### **The Role of the Head Teacher:**

- It is the responsibility of the Head Teacher to implement the school anti-bullying strategy and to ensure that all staff is aware of the school policy and know how to deal with incidents of bullying.
- The Head Teacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.
- The Head Teacher ensures that all children know that anti-bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of children to this fact at suitable moments.
- The Head Teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The Role of the Staff:**

- Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of incidents that happen in class and are aware of in school, or ensure that the Head Teacher is aware and makes notes.
- In dealing with bullying incidents, staff observe five key points:
  - Bullying will not be ignored.
  - Staff should not make premature assumptions.
  - All accounts of the incidents should be listened to fairly.
  - Staff will make every effort to adopt a problem-solving approach which encourages pupils to find solutions rather than simply justify themselves.
  - There will be follow up to check bullying has not resumed.
- If teachers witness bullying they do all they can to support the child who is being bullied. If a child is being bullied over a period of time then, after consultation with the Head Teacher, parents are informed. They also spend time talking to the child who has bullied; explaining why their actions were wrong and endeavour to help the child change their behaviour in the future.
- If a child is repeatedly involved in bullying then the Head Teacher is informed and the child's parents are invited into school to discuss the situation. Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children it is our aim to prevent incidents of bullying.

**The Role of Parents:**

- Parents who are concerned that their child might be being bullied, or who suspect their child may be the perpetrator of bullying, should contact the Head Teacher immediately.
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

**The Role of Pupils:**

- Pupils will abide by our school's code of conduct.
- They will treat all members of the school and wider community with respect.
- They will report any incident of bullying they witness to the Head Teacher or a member of staff.
- They will report any incident of bully which they have been a victim off to a trusted adult.

**Allegations of Abuse against Staff:**

Accusations made by pupils against staff will be dealt with in accordance with the advice in 'Dealing with Allegations of Abuse against Staff' (DfE, Oct 2012). Staff will not *automatically* be suspended pending investigation.

**Conclusion:**

Our Behaviour Management & Anti-Bullying Policy has been carefully thought out and compiled to ensure that the rights to feel safe, respected and to learn are enjoyed by everyone in our school. Our system is such that continual breaches of our Behaviour Management policy by any individual are dealt with consistently and are fairly recorded. Our system will also ensure that the necessary evidence is available to justify sanctions imposed. By working together, and sharing this common framework, staff and parents will ensure that our children receive the guidance they need to become effective citizens not just of our school, but also effective citizens of our local and wider communities, today and in the future.

**Review:**

The Policy will next be reviewed in February, 2023.

Alan Brindle  
February, 2021