



Constantine Primary School

Positive Behaviour and Anti-Bullying Policy

At Constantine Primary School we aim to:

- *Create an environment which encourages and reinforces good behaviour.*
- *Define acceptable standards of behaviour.*
- *Encourage consistency of response to both positive and negative behaviour.*
- *Promote self-esteem, self-discipline and positive relationships.*
- *Ensure that the school's expectations and strategies are widely known and understood.*
- *Encourage the involvement of both home and school in the implementation of this policy.*

Our Golden Rules:

At Constantine Primary School we have five Golden Rules that we encourage children and adults to follow:

- We are gentle.
- We are kind and helpful.
- We listen.
- We are honest
- We work hard and we look after our environment.

These rules are clearly displayed in classrooms, public areas and on the school website. All adults are expected to act as positive role models and use a range of methods to promote and encourage positive behaviours, for example, through whole school assemblies, class circle time, PSHE lessons, small groups and 1:1 discussion.

Expectations of Children in Our School:

Children are expected to:

- Follow the school's Golden Rules.
- Be positive role models to peers.
- Treat peers and adults with respect and dignity.
- Be polite, kind, helpful and supportive.
- Treat the school's and others property with care and respect.

Expectations of Adults in Our School:

Adults are expected to:

- Be positive role models for all children.
- Be courteous and polite to colleagues, children and visitors.
- Treat children and other adults with respect and dignity.
- Treat all pupils and other adults fairly and consistently.
- Encourage children to follow the Golden Rules.
- Take into account the age, maturity and individual circumstances of all children.
- Encourage children to understand their roles and responsibilities within the school and wider community.
- Fully implement and consistently support the school's Behaviour Policy.
- Help all children to develop 'protective behaviours' which will help them to resist peer pressure and keep themselves safe.
- Encourage pupils to make the right choices.
- Provide support if children do not follow the Golden Rules.
- Ensure all children know when and how to get support e.g. from adults and peers.
- Keep parents and carers informed if there are any concerns.
- When appropriate, ensure that the Senior Leadership Team are informed of any concerns.

Unacceptable Behaviours:

At Constantine Primary School there is no room for the following unacceptable behaviours:

- Abuse of any description
- Bullying
- Deliberately hurting others
- Dishonesty i.e. lying
- Disobedience
- Racial abuse
- Rudeness to others including peers
- Spitting
- Stealing
- Swearing
- Vandalism
- Violence e.g. hitting, smacking, throwing items or punching

Rewards:

At Constantine School, all staff work hard to encourage and acknowledge good behaviour. We believe that if we acknowledge a positive behaviour, then children are more likely to repeat it. We believe that rewards have a motivational role, helping children to see that good behaviour is important and valued.

The most common reward is specific praise, both informally and formally. It is earned by the maintenance of good standards of behaviour as well as by particularly noteworthy achievements, actions and learning behaviours.

Rewards will be in the form of:

- Non-verbal praise e.g. smile, thumbs up
 - Verbal praise
 - Written praise
 - Stickers and stamps
 - Certificates
 - Head teacher visit and sticker
 - Team points – these can be awarded by any member of staff
 - Top Table Prize Draw ticket – awarded for excellent behaviour and manners in the dining room
 - Lunch time good to be green ticket
 - Communication with parents e.g. telephone call, email or note
 - Children will be given specific areas of responsibility as a reward for trustworthy behaviour
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- Pupils who behave well during break time or lunch time should be awarded with a green ticket which should then be shared with the class teacher and used to inform the class behaviour chart.

Consequences:

Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to acknowledge unacceptable behaviour and to protect the security, safety and stability of the school community.

The use of consequences should be consistent and fair across the school in response to unacceptable behaviour. However, in certain circumstances consequences need to be tailored to the individual child and situation. Consequences need to be balanced against considerations such as special educational needs and other mitigating circumstances pertinent to the individual.

The use of consequences should be characterised by certain features:

- It must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are required to avoid future consequences.
- Misbehaviour will be managed in a fair and consistent way, though regard will be given to the age, maturity and specific circumstances of the individuals involved.

- Pupils will be treated with respect and dignity; pupils will not be humiliated in front of peers or adults.
- Group consequences should only be used if appropriate.
- There should be a clear distinction between minor and major offences and the consequences given should reflect this.
- Staff will follow the Consequence Flow Chart when managing inappropriate behaviour (*see: Appendix 1*).
- In the case where it is believed that bullying is taking place, the school's Bullying Policy will be followed.
- If a pupil is harming themselves or others, staff who have achieved the Team Teach Accreditation will intervene. As a very last resort positive handling techniques may be used in accordance with the accredited course and as presented in the school's Positive Handling Policy which can be found on the website. If this takes place the Head teacher will be informed, the event will be recorded formally and parents will be informed.

Consequences may include:

- A verbal warning from an adult; the pupil will be reminded of the behaviour that is expected.
- Time out to reflect in the classroom.
- A loss of break time or lunchtime; staff will always ensure that pupils are supervised, have the opportunity to use the bathroom and have appropriate food and drink.
- Time out to reflect on the blue chairs outside of the Head teacher's office.
- Visiting the Head teacher to discuss behaviours.
- Telephone call home to parents or guardians.
- At times, when it is deemed inappropriate for a pupil to return to class and a misbehaviour is serious, the Head teacher may choose to implement an internal exclusion. An internal exclusion involves a being kept away from their peers for a set amount of time. During this period, they will be expected to complete work set by the class teacher and they will be supervised by an adult. Parents/guardians will be contacted and they will receive a letter informing them of this decision and the arrangements.
- In extreme cases pupils may be given a fixed term exclusion or a permanent exclusion; this is explained further in the TLAT's Exclusion Policy which can be found on the website.

Break time and lunchtime expectations and consequences:

Expectations for behaviour will remain just as high during break time and lunchtime.

- If a child is breaking the Golden Rules, they should be given a verbal warning; adults should be reminded of the behaviour that it expected.
- If the undesired behaviour continues, the individual should sit on the bench for 10 minutes and they should be issued with a red ticket; the child should present this ticket to their class teacher when they return to class and they will be issued with a

warning card which should be placed in the Good to be Green behaviour chart (years 2-6) or they should move down a place on the class behaviour chart (years reception – 1).

- If a child's behaviour is deemed serious or the undesired behaviour continues after a red ticket has been issued, the pupil should be escorted to the blue chairs and the Head teacher or in their absence a member of the Senior Leadership Team will meet with the individual.
- At times, when it is deemed inappropriate for a pupil to return to class and a misbehaviour is serious, the Head teacher may choose to implement an internal exclusion. An internal exclusion involves a being kept away from their peers for a set amount of time. During this period, they will be expected to complete work set by the class teacher and they will be supervised by an adult. Parents/guardians will be contacted and they will receive a letter informing them of this decision and the arrangements.
- In extreme cases pupils may be given a fixed term exclusion or a permanent exclusion; this is explained further in the TLAT's Exclusion Policy which can be found on the website.

Blue Behaviour Forms:

Staff will be expected to complete a blue Behaviour Form when a child hurts another child or the behaviour exhibited is deemed serious. Copies of this form can be found in the staff room on the Safeguarding Board. Any completed forms should then be passed on to the Head teacher who will file them in class cohort files.

The blue forms identify:

- What happened.
- Who was involved.
- Whether there have been serious reports.
- What the consequence was.
- Whether there have been additional actions.

The member of staff reporting the incident will need to sign the form and the Head teacher will need to sign it to confirm that they are aware of the incident and that appropriate consequences have been implemented.

Communication and parental partnership:

We give high priority to clear communication within the school and to a positive partnership with parents or guardians since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response.

The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head teacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents.

Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Serious or on-going behaviour:

Where anti-social, disruptive or aggressive behaviour is frequent consequences alone may be ineffective. At this point parents or guardians will be invited to meet with the Head teacher and class teacher.

In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

Additional support may be provided for some pupils, for example:

- a daily meet and greet
- Behaviour Support Plan
- 1:1 nurture time
- individual targets
- individual reward chart or system
- individual safe area/work station

Additional, specialist help and advice from the Educational Psychologist, SEN Services Southwest or Behaviour Support Service may be necessary. Support will not be sought from outside agencies unless permission from parents/guardians has been granted

Exclusion of Children from School:

Exclusion of a child from school is a serious and critical step. The Headteacher has the right to exclude a child from school, if the circumstances require such action. The exclusion can be temporary for a fixed period, indefinite or permanent. Before taking such a step the Headteacher will have taken advice from the Chief Executive Officer of the Trust and the Safeguarding lead for the Trust.

The parent/guardian will be fully informed about the circumstances leading to the taking of such action.

Special Educational Needs and Disabilities:

Our Golden Rules rewards and sanctions system will meet the needs of the vast majority of our pupils. Where there is an SEMH, learning need for a differentiated approach to Behaviour Management this will be personalized on a 1:1 basis and will be put in place in partnership with parents, pupils and the SENDCo.

Continued anti-social behaviour must be supported by an Individual Education Programme and checks must be made to see if there is an underlying learning problem.

Equal Opportunities:

No child's behaviour will be discriminated against due to race, are, religion, gender or ability.

Policy Reviewed	April 2018
Next Review Date	April 2019

Behaviour Flow Chart

