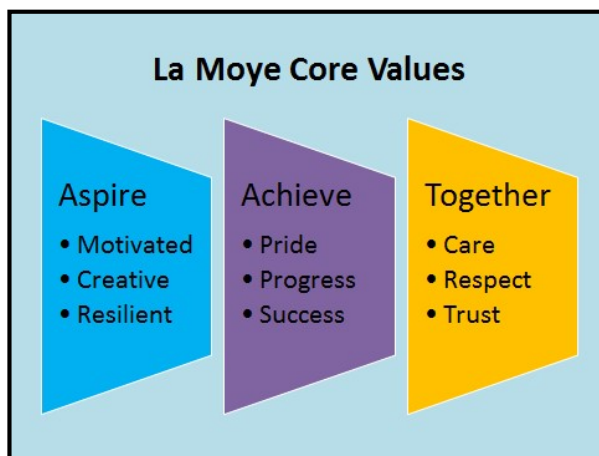


La Moye School Positive Behaviour Policy

At La Moye School, we believe that every member of the school community should feel valued, trusted and respected and that each person is treated fairly and considerately. Every child should feel this value, trust and fairness in a consistent, clear way as they move through the school. Building effective relationships is fundamental to positive behaviour. Consistency is key.

This philosophy is reflected in our school core values.



This policy aims to establish:

- Good relationships in line with our Core Values.
- Awareness of children's rights and responsibilities in line with the UNCRC.
- An environment which encourages and reinforces positive behaviour.
- Positive attitudes towards self, others and learning.
- Clarity for staff about processes and procedures to promote positive behaviour.

Managing Behaviour Positively:

This policy aims to provide staff with guidance on the systems to be used to manage behaviour positively within classrooms and around the school. It is expected that staff will use their professional judgement to ensure that this guidance is applied appropriately to the child and the situation.

Whole school behaviour expectations are promoted in every classroom through shared, clear expectations which are visible through:

- A clearly displayed class charter (see below).
- A clearly displayed graduated system of rewards reflective of the Core Value reward system.
 1. Positive feedback from the teacher.
 2. Token or a sticker which can be part of a class based 'reward'.
 3. Core Value Bead.
 4. Sent to see Headteacher or Deputy Head with a bead.
 5. School Core Value certificate.
- A clearly displayed graduated system of sanctions guided by this policy.
 1. Warning.
 2. Time out in class (at another table, max 15 mins).
 3. Miss part of a playtime.
 4. Time out in parallel class (until end of current lesson/session).
 5. See Key Stage manager (and possibly lose trust badge in KS2 – See Appendix 1).

(Specific guidance for Foundation Stage can be found in Appendix 2)

Serious behaviours that are likely to need the involvement of the SLT will include:

- Discriminatory language, eg) racist language.
- Physical or verbally aggressive towards anyone.
- Repeated incidents over several days of inappropriate behaviours.

This may also include involving parents and one of the SLT. We also work within the guidance of the CYPES 'Positive Behaviour Policy' which does include, in rare circumstances, sanctions such as internal suspension and external exclusion from school.

Whole School Behaviour Expectations – Class Charter:

Each class at La Moye School will develop a class charter (based on an agreed template) which reflects our Core Values and the UNCRC, and gives clarity in an age-appropriate way to the children about what we expect.

Class charters will include expectations about:

- Behaving in an orderly and safe way in class and when moving around the school.
- Being caring and respectful to members of staff and each other.
- Being respectful to own, others and school property.
- Ensuring all children are able to learn without disruptions.
- Being honest and taking responsibility for your actions.
- Following instructions and guidance

Playground Behaviour:

Whole school behaviour expectations are promoted in the playground through shared, clear expectations which are visible through a clearly displayed playground charter (see Appendix 3).

Expectations for staff:

Staff should:

- Promote a positive classroom culture, class teachers should discuss what positive behaviour is and how the graduated systems would apply.
- Teach appropriate behaviour through PSHE, circle time, and daily modelling.
- Focus on catching children doing the right thing
- Be proactive in their monitoring of behaviour and assess situations and pre-empt problems and 'conflict'
- Use of positive, targeted praise (using the principles of effective feedback).
- Ensure lessons, clear routines and structures within the classroom, meet the needs and learning of all children, for example giving clear instructions and allocating class responsibilities e.g.) library monitors.
- Use clear language of choice when promoting positive behaviour and reference the charter and/or Core Values, e.g.)
 - 'Peter, we expect everyone to speak politely to one another, thank you'
 - 'If you choose to call out again, then...'
- Give children opportunities to 'get back on track' with their behaviour.
- Deal with instances of unacceptable behaviour at the very earliest opportunity by the member of staff who is dealing with it at the time.
- Maintain a regular dialogue with parents, where they have concerns.
- Maintain records of any significant behavioural incidents on SIMS. This will be monitored by appropriate staff.
- Lunchtime supervisors need to communicate significant behavioural incidents to class teachers, who must add this to SIMS (system to be developed).

Children with Additional Needs:

Some children whose needs are beyond the whole school system, need a more personalised approach. This may require an individual behaviour plan/contract and involvement of the child, parent, teacher and other relevant members of staff.

The support of outside agencies will also be sought where appropriate, in particular SEMHIT, ASCIT and the Primary Mental Health team.

Where there is a personalised plan in operation, the class teacher has a responsibility to ensure all other relevant staff are aware of those guidelines in order to ensure consistency.

Anti-Bullying:

Everyone at La Moye School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent bullying happening and to take action if bullying is reported. This policy contains guidelines to support this ethos. (see Appendix 4 – 'La Moye School Anti-Bullying Policy').

Serious Incident/Extreme Behaviour:

It is paramount that at no stage should the behaviour of any child or children jeopardise their, or any others' safety. Should such a situation develop, the teacher/adult should summon help immediately from another adult. If there is no other adult available, contact the office and ask for further assistance. The child should be taken to a safe environment and a Senior Leader's support sought. At no time should the pupil be left unattended.

Date of Policy:

January, 2019

Review of Policy:

January, 2020



Appendix 1:

La Moye School **Trust Badge Guidelines**

Core Value:

We at La Moye nurture and believe a culture of 'Trust' is a core value for behaviour expectation. Trust is nurtured and agreed through consultation and discussion with staff, children and parents. Our wide and varied programme of behaviour and emotional support contributes to the creation of this core value. This support includes community building, circle time, a solution focussed approach along with an active student council.

Procedure:

- All children in Key Stage 2 will be given a yellow Trust Badge to wear at all times. Distribution will be on entry into Year 3 in September. This badge allows for extra rights and responsibilities, for example access to the library and field at break/lunch play. Year 6 are provided with a red trust badge to give them a greater identity, sense of purpose throughout the school along with additional responsibilities,
- If a student loses or misplaces their badge, it will be their responsibility to purchase a replacement from the school office.
- Any badge removed from a pupil will be for **up to 5 school days** depending on the context of the incident.
- Loss of a trust badge is considered a serious occurrence and parents will always be informed of this.
- All badges removed will be kept by the Phase Leader and recorded on the Trust Badge Log.
- If continued trust badge loss occurs, a meeting will be set up with the Headteacher/Deputy Head/Assistant Head/Behaviour Lead/Phase Leader, class teacher and parents/carers.

Consequences Of Trust Badge Loss:



(Loss of Badge Means Loss of Privileges!!)

- No field at lunchtime.
- No extracurricular activities.
- Not allowed to 'represent' La Moye School.
- No use of the library at playtimes.
- No trips out (at the teacher's discretion).

Appendix 2:

Managing Behaviour Positively In Foundation Stage:

Whole school behaviour expectations are promoted in Nursery and Reception through shared, clear expectations which are visible through:

- A clearly displayed class charter (see before) which is regularly referred to and reflects the Core Values. Children will be involved in making this at the beginning of the year. There will be a focus on the positives with pictures used to support this.
- A clearly displayed graduated system of rewards reflective of the Core Value reward system.
 1. Positive feedback from the teacher.
 2. Core Value Bead (jars in Reception and Nursery).
 3. Sent to see Foundation Stage staff with a bead.
 4. School Core Value certificate (for Reception).
- A clearly displayed graduated system of sanctions guided by this policy.
 1. 1st warning.
 2. 2nd warning. 
 3. Time out in class (3 to 5 minutes).
 4. Time out in other Foundation class (3 to 5 minutes). 
 5. See Foundation Stage Manager.

If behaviour causes harm, no warning is to be given and straight to time out and Foundation Stage Manager informed. If serious harm has been caused contact member of SLT for their involvement.

Playground Charter

Rights (UNCRC)

- To feel welcome (Articles 19 and 28)
- To relax and play (Article 31)
- To privacy (Article 16)
- To have a say (Article 12)

Responsibilities

- To be kind to others
- To use equipment responsibly
- To not play roughly
- To stay on the playground or field.
- To tell the truth
- To tell an adult if something is wrong

Rewards

- 1) Positive Feedback
- 2) Core Value bead
- 3) Class teacher informed
- 4) Sent to see a Senior Manager
- 5) Sent to Deputy Headteacher or Headteacher

Consequences

- 1) Given a warning
- 2) Sit on a bench for 5 minutes
- 3) Class teacher informed
- 4) Sent to see a Senior Manager
- 5) Sent to Deputy Headteacher or Headteacher

Appendix 4:

La Moye School Anti Bullying Policy

All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's well-being, behaviour, academic and social development right through into adulthood.

At La Moye School, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at our school and will not be tolerated; we have a firm zero-tolerance approach. All pupils should feel able to tell someone if being bullied and when bullying behaviour is brought to our attention, prompt and effective action will be taken. This means that anyone who is aware of any type of bullying that is taking place is expected to tell a member of staff immediately.

Aims Of This Policy:

- To ensure that all teaching and non-teaching staff, pupils and parents have an understanding of what bullying is.
- To ensure that all teaching and non-teaching staff know what the school policy is on bullying, and follow it when bullying is reported.
- To ensure that all pupils and parents know what the school policy is on bullying and what they should do if bullying arises.
- To ensure that as a school we take bullying seriously and will not be tolerated.
- To assure pupils and parents that they will be supported when bullying is reported.

What Is Bullying?

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. The school works hard to ensure that all children know the difference between bullying and simply "falling out."

"Bullying behaviour abuses an imbalance of power to repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals would not be seen as bullying" (Torfaen 2008)

Bullying generally takes one of four forms:

- Indirect
- Physical
- Verbal
- Cyber

It may include being unfriendly, spreading rumours, excluding, tormenting (e.g. hiding bags or books) pushing, kicking, hitting, punching, slapping or any form of violence name-calling, teasing, threats, sarcasm.

It may include homophobic, transphobic or biphobic bullying. It may also include all areas of internet misuse, such as nasty and/or threatening emails, misuse of blogs, gaming websites, internet chat rooms and instant messaging, mobile threats by text messaging and calls, misuse of associated technology, ie) camera and video facilities.

At La Moye, we use the Equality Act (2010) to treat everyone equally and fairly. Bullying based on age, disability, gender, gender identity, race or nationality, religion or belief, pregnancy, marriage or sexual orientation will not be tolerated.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be bullied. Everybody has the right to be treated with respect. Pupils who are demonstrating bullying behaviours need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

Actions To Tackle Bullying:

School:

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear and precise account of the incident will be recorded and given to the Key Stage manager in the first instance.
- The class teacher or Key Stage manager will carry out an investigation and will record the incident on the school SIMS system. This allows us to track and monitor behaviour over time and identify trends and patterns.
- Parents will be kept informed.
- Consequences will be used as appropriate and in consultation with all parties concerned.

Pupils:

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- Reassurance by the school of the zero-tolerance approach.
- The offer of continuous support.
- Restoring self-esteem and confidence, using ELSA support.

Pupils who have been demonstrating bullying behaviours will be supported by:

- Establishing the wrong doing and the need to change.
- Check in systems put in place to monitor the situation.
- Informing parents or guardians to support the school in challenging the attitude and behaviours.
- Opportunities and strategies to build relationships with peers eg) Circle of Friends.
- Interventions from outside agencies.

The following disciplinary steps can be taken:

- Verbal warning
- Removal of trust badge (KS2).
- Exclusion from certain areas of school premises
- Internal exclusion
- Suspension

Actions To Prevent Bullying Taking Place:

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, circle time, assemblies (including a whole school annual focus in National Anti-Bullying Week) and subject areas, as appropriate, in an attempt to help children to identify and challenge such behaviour.

We will use some or all of the following to help raise awareness of and prevent bullying. As and when appropriate, these may include:

- Reinforcement of the school rules.
- Signing a class charter.
- Using cross-curricular opportunities in Art, Drama or Music to reinforce awareness.
- Regular meeting agenda item for School Council.
- Trained Anti-Bullying Ambassadors available for all children to talk to.
- Reading stories about bullying or having them read to a class or assembly.
- Having regular discussions about bullying and why it matters.

Recognising The Signs and Symptoms:

Many children and young people do not speak out when being bullied and may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs or behaviours and should investigate if a child:

- Doesn't want to come to school.
- Changes their usual routine.
- Becomes withdrawn, anxious, or lacking in confidence.
- Starts stammering.
- Cries themselves to sleep at night or has nightmares.
- Uses excuses to miss school (headache, stomach ache etc).
- Begins to suffer academically or socially.
- Has possessions which are damaged or " go missing".
- Asks for money or starts stealing money.
- Has unexplained cuts or bruises or shows signs of being in a fight.
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Changes their eating habits (stops eating or over eats).
- Goes to bed earlier than usual.
- Is unable to sleep.
- Wets the bed.
- Is frightened to say what's wrong.
- Gives unlikely excuses for any of the above.
- Is afraid to use the internet or mobile phone.
- Is nervous and jumpy when a text message or email is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should always be investigated.

Resources:

www.childline.org.uk/bullying

www.love-matters.co.uk

www.besomeonetotell.org.uk

www.empoweringparents.com

www.kidscape.org.uk

Bullying In The Workplace:

La Moye School does not tolerate any degree of bullying within the staff team. The emotional well-being of staff is as important as that of the children. Any member of staff who feels that they are being bullied in any way should refer to the CYPES 'Bullying and Harassment Policy' for further guidance.

Monitoring, Evaluation and Review:

We believe that one case of bullying is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we have and will call on outside resources to support our action. The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Date of Policy:

January, 2019

Review of Policy:

January, 2020