

Policy for Behaviour and Anti-bullying

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Governor Responsibility:	Learning & Community Committee
Staff Responsibility:	T. Woodward
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Governor Signature	

Introduction

At Tetherdown, as a whole school we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed, positive and secure atmosphere. Our first aim is to promote excellent behaviour through positive reinforcement. This policy sets out the aims of the school in relation to achieving and maintaining excellent standards of behaviour across the school and within each family phase. It should serve to help governors, staff, pupils and parents to understand our behaviour expectations.

Tetherdown acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Aims – our governing body’s statement of behaviour principles

We aim, with the support of all staff, parents, carers and governors...

- ✓ To develop a **strong ethos of respect** amongst children and adults: “respect yourself, respect others and respect your environment”.
- ✓ To provide creative, challenging and **nurturing opportunities** which enable all children and staff to achieve more than they ever thought possible **regardless of ability or background**.
- ✓ To encourage **strong relationships** between all children and staff which show **trusting and caring attitudes**.
- ✓ To encourage **partnerships** for learning - within our school and by **reaching out** to our local and wider communities.

This policy should provide a clear and consistent message that anti-social behaviour will not be tolerated and it will make explicit our policy and procedure so that all members of the community understand what to do in dealing with incidents of bad behaviour.

To achieve these principles we all aim to:-

- Ensure the **safety and well-being** of all children and staff.
- Create a **calm, safe** learning atmosphere.
- Provide **clear behaviour guidelines**.
- Consistently look for opportunities whenever possible to **recognise and celebrate positive behaviour**, encouraging **consideration** and **courtesy**.
- Hold a weekly whole school celebration assembly to **recognise the achievements and positive behaviour** shown by the children.
- Promote **self-discipline and responsibility**.
- Be **vigilant and alert** to signs of behaviours that challenge including bullying, racial or gender harassment and intolerance of different beliefs.
- Ensure that when **appropriate and consistent sanctions** are used, the children will understand why.
- Ensure children learn strategies for dealing with **conflicts and problems**, including **bullying**.

Whole School Rules

Children will be expected to follow the 'Tetherdown Golden Rules' in every family phase. Our aims drive our expectations: **“respect yourself, respect each other, and respect your environment”**. The Tetherdown Golden Rules are:

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



These rules are displayed in every classroom and are in prominent positions around the school. The children are taught these rules and they follow these guidelines within the classroom environment and around the school to ensure that they become people smart and adhere to the core aims of the school. Children devise their own agreed class rules which are also displayed in the classroom.

Behavioural Strategies across the Family Phases

Within each family phase we have our own set of class rules created with the children in the first half of the autumn term through 'circle time' activities. These rules may vary from class to class but are strongly linked to our agreed expectations. They are based on age and what a particular class believes to be important to maintain the positive behaviour within their classroom. Rewards are managed using:

- stickers
- marbles in the jar
- chance cards
- additional playtimes
- Golden Time
- and class celebrations (pyjama day)

These are at the discretion of the class teacher.

Recording and Reporting Procedures

1. Each class teacher has a behaviour log and keeps copies of letters of apology for monitoring **moderate levels** (see "System of Rewards and Sanctions" Appendix 3) of behaviours that challenge inside and outside of the classroom. Teachers should use their professional judgement in keeping a record of these behaviours. Concerns for behaviours outside the class are shared with staff at the Monday briefing meeting.
2. If any child is involved in **moderate level behaviours**, whether individually or part of a group, they must complete a "Thinking Sheet" (see Appendix 1). This form asks the child to explain the incident in more detail. Children, who are unable to complete the form themselves, will need to be supported by an adult who will either scribe the incident for them or provide the necessary resources to enable the child to communicate effectively.
3. If a child has completed three "Thinking Sheets" in a half term or consistently shows disruptive or disrespectful behaviour the parents will be informed by the Class Teacher.
4. Behaviour Logs are handed over to the next class teacher at the end of the year.
5. Parents with concerns will firstly approach the Class Teacher, then the Phase Leader and then if necessary, Deputy Head, and finally the Head Teacher.
6. If a **serious incident** occurs, the parents will be informed and asked to come in to a meeting to discuss the incident in more detail with the Class Teacher, Phase Leader or Senior Leadership Team where necessary. If met by the Senior Leadership Team a

“Record of Behaviours that challenge” (Appendix 2) will be completed during this meeting. This record **must be handed to the Headteacher**.

7. Where a child presents persistent and recurring behavioural difficulties the school will seek advice and support from the Haringey Behaviour Support Team (BST).
8. Incidences of bullying, racism, sexual harassment or homophobic behaviour will be dealt with by a member of the SLT and recorded immediately after the incident (see Appendix 2). Such incidences are reported to governors through the HT Report.

Working with Parents

Tetherdown aims to work in partnership with parents to ensure that all members of the school community contribute to the creation of a positive learning environment.

Parents are welcome to discuss any problems with the class teacher or the Headteacher. All staff are readily available and willing to make an appointment with parents to discuss any concerns. It is very helpful for class teachers to be informed of any changes or difficulties at home which may adversely affect a child’s behaviour.

Tetherdown’s Behaviour Policy is more effective when it is supported by parents. We ask parents to support the policy by being aware of, and helping their children to adhere to this policy and supporting the school when sanctions are applied.

Behavioural support for the child involving peer on peer abuse:

At Tetherdown we encourage all children to be the best they can be through positive behaviour management strategies. We are aware that in some circumstances some children will have genuine difficulty in achieving the behaviour that we expect and some may show a level of difficulty socially which may result in poor behaviour. Peer on peer abuse will be dealt with swiftly as we understand that these children need support to help them understand and improve their ability to relate to others in a positive way.

There are a number of strategies we use to help children:

- Circle Time
- PSHE programme
- Persona Dolls
- Play Leaders
- MAGICS
- Advice from SENCo
- Circle of Friends.

Children also need a range of activities to help them according to their age and learning style:

- Talking and listening to the thoughts and feelings of others
- Role play and drama
- Debating issues
- Listening to/ discussing stories
- Reading/ writing about stories or poems highlighting difficult situations
- Mindmaps/brainstorms
- Drawings

Children need to see that the approach is open and fair, but that some situations are complex and it will not be easy to reach a ‘black and white’ understanding which means that there may have to be some level of compromise.

Physical contact and intervention with young people – see separate policy.

Staff training

All staff are provided support with identifying appropriate strategies and techniques for effective behaviour management. Where appropriate, advice may be sought from outside agencies via the

SENCo. Training may be identified and provided in accordance with the Continuing Professional Development Policy.

Discipline of pupil misbehaviour outside school

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises (Section 89(5) of the Education and Inspections Act 2006). The teacher may discipline a pupil for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school PE kit
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

In these circumstances a full enquiry will be carried out to establish the facts. Behaviours that challenge will be dealt with in a consistent manner whilst referring to the “System of Rewards and Sanctions” in Appendix 3. Parents will be informed depending on the severity of the incident. In situations of a serious nature the police may be contacted.

Detention

Loss of playtime or lunchtime play will be managed by the class teacher where it is felt that this sanction is appropriate.. Detention outside of school sessions will not be applied at Tetherdown School.

Confiscation, including the retention and disposal of inappropriate items

- School staff can search a pupil for any item banned under the school rules, if the pupil agrees (Appendix 4).
- The Headteacher and authorised staff have a statutory power to search pupils or their possessions, without consent, if it is believed that the pupil has certain prohibited items. The items that can be searched for under this power are knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- School staff can confiscate any banned item found as a result of a search or which they consider harmful or detrimental to school discipline.

Items of value that are confiscated will be returned. However, depending on the item, parents may be asked to collect it rather than handing it back to the child. Invaluable items, such as chewing gum may be destroyed. Staff will use appropriate judgement to decide whether or not to return such items. The Phase Leader will guide decision making.

Dealing with allegations of abuse against staff and other pupils

In cases where children make an allegation of abuse against a member of staff or another child we will refer to our separate policy (identified below).

Monitoring of the policy:

Rewards	Class charts & behaviour displays Be The Best You Can Be assemblies Newsletters / school website
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Sanctions challenge

Behaviour logs (class teachers) identify patterns of behaviours that

Serious incident forms (HT)

Exclusions, where evident, will be recorded using Integris and reported to Governors

HT report (half termly) monitors bullying, racist, sexual harassment & Homophobic behaviours

Links to other policies

Learning & Teaching policy

Physical restrictive intervention policy

Handling allegations against a member of staff policy

Special Educational Needs & Disability Report

Equality Information and Objectives

Complaints Procedure

E-Safety policy

Health and Safety policy

Safeguarding & Child Protection policy

Procedures for policy monitoring and dissemination

The school will publicise this policy, in writing, to staff, parents and carers and pupils annually. All members of staff and governors will receive a copy of this policy. Copies are available on the school website and at the school office. This policy has been approved by the Governing Body, the School Leadership Team and staff and will be reviewed in line with the curriculum policy schedule.

Name: _____ Date: _____



Who was involved?



Where did it take place?



When did it happen?



What happened?

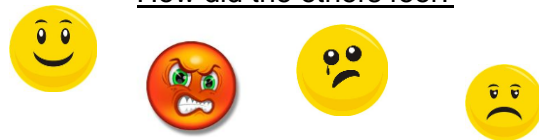
Why did it happen?

How could I have behaved differently?

How did you feel a the time of the problem?



How did the others feel?



What should happen now?

ADULT

Action

call parent

inform teacher

see SLT

RECORD OF BEHAVIOURS THAT CHALLENGE – Appendix 2

Reported by:	Date:
Investigated by:	Time:
Reported to:	Place:

Alleged incident:

Name of child(ren) displaying challenging behaviour	Age/ Yr	Gender	Ethnic origin	Religion (if rel.)

Type/ nature of incident:

Written E.g. graffiti, notes, letters, written threats, drawings etc.		Isolation E.g. shunned by peers, left out, refusal to co-operate with etc.	
Verbal E.g. name calling, threatening, sarcasm, discriminatory comments, mimicking etc.		Incitement E.g. encouraging others to bully, carrying discriminatory insignia/ literature etc.	
Physical E.g. pushing, shoving, fighting, tripping up etc.		Damage to Property E.g. theft of bags, clothes, money, tearing clothes/ books etc.	
Using Technology E.g. cyber-bullying, use of mobile phone to tease, threaten, demean etc.		Other: please specify	

Brief details of incident:

If discriminatory behaviour was involved in the incident, was it:

- Race Gender Disability
 Sexual Orientation Sexual harassment Religion/ Faith
 (Please circle)

Brief record of action taken:

After the investigation, was the allegation of bullying/ discrimination substantiated?
Yes / No

Action taken in relation to the child with the challenging behaviour (where substantiated)

Verbal reprimand		Referral to SLT		Final warning	
Detention		Parents informed		Exclusion	
Written punishment		Behaviour plan put in place		Involve external agency	
Other (please specify)					

Action to support child subjected to the challenging behaviour

Support from staff		Contact with parents	
Peer support		Outside agency	
Other: (please specify)			

Please indicate any follow up work done as a result of the incident

Whole school		Group work	
Whole class		Individual work	
Review of policy/ procedures		Circle time/assembly	
Involvement outside agencies		School council	
Other:			

Monitoring / reviewing the situation:

One week One month Six months

Have there been any other incidents involving these children? Yes/ No

Is this a repeated incident involving the same children? Yes/ No

Any other comments.

Signed:

Date:

(Behaviours that challenge will be dealt with on an individual basis and take into account the child’s age, stage of development and any applicable SEN/Disability.)

<p>These rewards encourage excellent behaviour at Tetherdown.</p> <p>Praise</p> <p>Merits</p> <p>Marble jars</p> <p>Extra playtime</p> <p>Chance cards – 6 names drawn out the pot</p> <p>Certificates</p> <p>Pyjama day / party</p> <p>Golden tickets</p> <p>Passport points</p> <p>Table points</p> <p>Whole class charts</p>	<p>These behaviours are not what we want at our school.</p>			
		Behaviours that challenge:	Sanctions	Followed up by
	Low Level	<p>Telling tales / telling lies</p> <p>Dropping food deliberately on the hall floor</p> <p>Being noisy at inappropriate times</p> <p>Not concentrating</p> <p>Walking around the classroom when you should be working</p> <p>Bad language / swearing (one off)</p> <p>Time wasting / late to lessons following a break</p> <p>Rudeness</p> <p>Cheating</p> <p>Regularly in the building without permission</p> <p>No PE kit</p> <p>Running indoors</p> <p>Pushing in line</p> <p>Leaving areas untidy</p> <p>Bad sportsmanship</p>	<p>Frown</p> <p>Warning</p> <p>Verbal reminder of our Golden Rules</p> <p>Withdrawing attention</p> <p>Repeat activity</p> <p>Take work home to complete</p> <p>Sit alone</p> <p>A private talk with the teacher</p> <p>Miss out on an activity</p> <p>Loss of playtime</p> <p>Letter of apology</p>	<ul style="list-style-type: none"> Dealt with in class by the class teacher or cover teacher.
	Moderate level	<p>Consistently shouting out</p> <p>Poor effort</p> <p>Chatting / distracting others</p> <p>Hurting others</p> <p>Unkind remarks towards others or their family</p> <p>Interfering with someone else’s property</p> <p>Rude to adults</p> <p>Threatening/aggressive behaviour</p> <p>Vandalism / graffiti</p>	<p>Loss of lunch time play with related sanction e.g. complete work, clean up mess</p> <p>Time out in another class</p> <p>Thinking Sheet</p> <p>Behaviour Chart</p> <p>Informal parents phone call meeting</p> <p>Loss of privileges e.g. (miss class trip or event, club attendance)</p> <p>Detention</p>	<ul style="list-style-type: none"> Any persistent low level behaviours would move into moderate level and be recorded in the class behaviour log. Referred to Phase Leader and then SLT if needed Parents will be informed: Contact before/after school at the discretion of the class teacher.
	Serious level	<p>Destroying school property</p> <p>Serious physical/verbal threats made to children or staff</p> <p>Violence towards others</p> <p>Leaving school without permission</p> <p>Sexualised behaviour or language, including inappropriate touch.</p> <p>Racist incidents</p> <p>Bullying (including cyber bullying)</p> <p>Fighting</p> <p>Stealing</p> <p>Homophobic language</p>	<p>Weekly behaviour report home</p> <p>Lunchtime exclusion</p> <p>Internal exclusion</p> <p>Modified timetable</p>	<ul style="list-style-type: none"> Repeated incidents of any moderate behaviours – a member of SLT will be informed and behaviour dealt with on a more serious level. SLT to inform Headteacher Parents invited in to discuss ways forward. Involve SENCo / Possible involvement of outside agency to access support, e.g. E.W.O. Possible Personal Support Plan
Intolerable	<p>Serious assault causing physical / emotional trauma</p> <p>Carrying an offensive weapon</p> <p>Carrying or using drugs</p> <p>Substantiated dishonest allegations against any member of staff</p>	<p>Fixed term exclusion</p> <p>Permanent exclusion</p>	<ul style="list-style-type: none"> Immediate contact with parents and possibly police. Reintegration meeting with parents 	



Items banned from being brought in to school

- Nuts or any foods containing nuts as a substantial ingredient, e.g. cereal bars containing nuts
- Chewing gum
- Cans of fizzy drinks
- Sweets
- Mobile phones (unless by prior arrangement with the class teacher and only for children in Year 6)
- iPods / iPads / iPhones, etc.
- Jewellery of a valuable nature; please see the class teacher regarding items of a religious nature, which may be worn following consultation.
- Pen knives / knives
- Toy guns with explosive devices
- Guns
- Inappropriate reading material