



**GROVE PARK PRIMARY SCHOOL
BEHAVIOUR POLICY
Revised: March 2011- Review annually**

Introduction

All our policies are underpinned by our equality policy (2010).

Our behaviour policy is based upon our values: TREE

T – Trust, R- Respect, E- Enthusiasm, E – Empathy

The additional values of self belief and tolerance, from our PSHE curriculum, further strengthen our approach in behaviour.

Our children are taught mindfulness through Habits of Mind which helps them to develop positive attitudes. Our school council offers children a democratic voice and a real chance to make decisions. Every class negotiates a set of positive class rules with their teacher at the beginning of each school year. Our School Council devised the following Code of Conduct:

L - Learn
E - Enthusiasm
A - Achievement
R - Respect
N – Nice

This code of conduct is referred to in assemblies and in classrooms.

All children are individual and incidences of misbehaviour are dealt with on an individual basis within a common framework. The school takes into account the age, stage of development and individual circumstances for all children. Children need to learn to manage social situations and in doing so may over step common accepted boundaries. In addition, in some extreme situations children's behaviour may become erratic. It is the schools job to manage these situations sensitively but firmly, in order to support children, family and staff.

Creating a positive classroom ethos

1. Teachers are positive, firm, fair and consistent.
2. Differentiation of learning and teaching is appropriate to ensure children are on task and able to enjoy a sense of achievement and pride.
3. All members of staff are responsible for the well being of all the children in the school. No member of staff should ever ignore a child or children doing something that they shouldn't.
4. All members of staff constantly look for positive behaviour models to praise. We expect all children to behave to a very high standard.
5. Our PSHE curriculum is an integral part of our behaviour policy as it helps children develop their social skills in an age appropriate way. Circle time is used in every class to discuss and deal with social and behavioural issues in an anonymous way.
6. Years 1-6 have a bubble box where children may disclose any incident that worries them in a confidential discussion with a chosen and trusted adult.

Encouraging Good Behaviour

1. In all classes Teachers are encouraged to use stickers to reward effort and behaviour as well as good work.
2. Each class has its own system for rewarding children e.g. star of the day, star of the week, table points.
3. Team points are used to award individuals and groups for a variety of reasons – there are 4 colours. Each week Year 6 add these up and the winning team is celebrated in Assembly with 5 minutes additional playtime each week.
4. Lunch time stickers recognise good behaviour and good manners and are handed out by the SMSA's.
5. Sharing good work and behaviour with another class promotes our positive ethos.
6. The Headteacher and Deputy Headteacher are always very pleased to see children with good work or for any kind of positive reinforcement.
7. 'Well Done' certificates are completed each week for presentation in the Assembly on Friday. Class teachers keep a record of who is chosen from each class and monitor this over the year. The expectation is that every child will receive at least two per year.
8. Each week the class who have had the highest attendance are celebrated in Assembly on Friday and receive the Attendance Trophy termly. Also at the end of the year all full attending children receive a certificate.
9. The Class Council is a method of enabling the class to make decisions and take responsibilities. They debate how children can take responsibility for improving their own behaviour.
10. Each class has the opportunity to celebrate good work regularly in a Friday Assembly.

Poor behaviour in class: e.g. lack of effort, disruptive behaviour, rudeness etc.

In the majority situations the following steps will be taken by the teacher:

1. A low level intervention, such as a glance or an odd word, is given to keep a child on task.
2. A verbal warning always precedes any sanction.
3. The child is removed within the classroom to give 'time out'.
4. Repeated low level disruption: a responsible child escorts the offender to the class below with a sand timer.
5. Continual low level disruption: involve a Senior Teacher or the Headteacher.

Poor behaviour in playground:

Depending on the incident, staff:

- Should listen to both sides and orchestrate apologies, with a verbal warning.
- May give the offender a short 'time out' by standing by the wall in the playground.
- May report minor misbehaviour, such as rough behaviour, to the class teacher.
- Must report serious incidents, including racism and bullying, or reoccurring incidents to the class teacher who will inform the parents if required.
- May call for additional support from a Senior Teacher or Headteacher.
- Must ensure that any injury is attended to by a first aider and that this is recorded in the medical book.

More serious behaviour issues e.g. stealing, abuse of property, unreasonable defiance, violent behaviour (hard kicks, blows against person or property)

- Report the incident in detail to a senior member of staff.
- Record and date the incident in writing.
- Phone parents of all parties involved.
- May write a green communication sheet to inform ALL staff to be vigilant to prevent recurrence.
- Withdrawal of privileges, e.g. swimming or playtime, may be used as a sanction.

Very Serious behaviour issues: e.g. verbal abuse of staff, physical abuse of staff or peers (involving uncontrolled anger and violence) sexual harassment, racial harassment and racial name calling, possession of weapons, bullying.

- Inform the Headteacher.
- Alert parents of both offending children and victims.
- Headteacher or deputy (or, in their absence, a Senior Teacher) to discuss issue with parents of offending parties.

Possible Sanctions

- Playtime withdrawn.
- No playtime at lunch time.
- Internal exclusion (withdrawn from classroom).
- Lunchtime exclusion (reported to governors and Local Authority).
- Fixed Term Exclusion (reported to governors and Local Authority).
- Permanent Exclusion (reported to governors and Local Authority).

Racially motivated incidents are taken extremely seriously. Form RB2 (See appendix) is completed and sent to Hounslow and a summary of incidents are reported to the governors every term.

ANTI-BULLYING POLICY

Bullying involves dominance of one pupil by another, or a group of others, is pre-meditated and usually forms a pattern of behaviour.

Bullying is therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult for victims to defend themselves against without help.

It can take many forms but the main types are:

- Physical – for example: hitting, kicking, or taking another's belongings.
- Verbal – name calling, insulting, making offensive remarks.
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.
- Cyber bullying - misuse of social websites, email, text, etc.

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we will pay particular attention to:

- Racial harassment and racist bullying.
- Sexual bullying.
- The use of homophobic language.
- Bullying of pupils who have special educational needs or disabilities.

IDENTIFICATION AND STRATEGIES: HOW WE DEAL WITH BULLYING AT GROVE PARK:

DEALING WITH INITIAL BULLYING

- Listen to the victim.
- Discuss incident with victim and perpetrator.
- Try to reassure the child that they do not deserve to be bullied and it is not their fault.
- Ascertain the extent of the problem.
- Inform Headteacher or Deputy about incidents and agree action.
- Involve parents of both victim and bully
- Record the incident on a green behaviour form (informing ALL staff and requesting special observation and care to be taken). These records are filed in the green staffroom file so they may be tracked to investigate any patterns in behaviour.
- Apply sanctions as appropriate.
- Monitor environment – check with SMSA's regularly for information.
- Keep a check to make sure the bullying does not start again

Further support if required:

- Learning Mentor to work with targeted children in any year group.
- Devise appropriate plan to improve behaviour involving all school staff.
- Monitor situation.
- Review and feedback to parents regularly.

Bullying Outside the School Premises

Schools are not responsible for bullying that occurs off the premises but we know that bullying can occur outside the school gates and on journeys to and from school. The bullying may be done by pupils from our own school or other people. Where a pupil or parent tells us of bullying off the school premises we may:

- Talk to the pupils about how to avoid or handle the bullying outside school.
- Report the occurrence to the headteacher of another school whose pupils have been bullying.
- Refer the matter to the police, Hounslow Homes or transport company if appropriate.

GUIDANCE FOR PARENTS: IF YOUR CHILD IS BEING BULLIED

TALKING TO THE SCHOOL

We can tackle bullying best by working together to support your child.

1. Let us know if you feel there is a problem. Inform class teacher - a note or a quick word outlining the problem.
2. Keep us informed, even if the bullying has stopped.
3. Encourage your child to talk about their worries concerning bullying with an adult at school as soon as it happens so it can be dealt with promptly.
4. Keep a diary; record incidents that your child tells you about. This will help you discuss the matter with us and help us to identify any patterns.
5. Discuss with your child's class teacher ways to help your child in and out of school.
6. Encourage your child to discuss the positive aspects of their day to enable them to develop their confidence and self esteem.

GUIDANCE FOR PARENTS: IF YOUR CHILD IS A BULLY

HELPING YOUR CHILD

We can tackle bullying best by working together to support your child.

1. Talk to your child – encourage him / her to understand the behaviour is not acceptable and to see how it hurts the victim.
2. Try and find out why he / she is behaving in this way.
3. Children who bully often have low self esteem and need positive guidance and role models.
4. You might want to monitor your child's exposure to media.
5. Find opportunities to reward your child for good behaviour. Praise them whenever you can.
6. Your child may be bullied by others and may be reacting by bullying someone else. It is advisable to discuss this with them.
7. Help is available from several sources to assist your child to change his / her behaviour. Ask the school how you can get this help for you and your child.
8. Make it clear to your child that you support the school policy on bullying and that you understand what will happen if the bullying continues.
9. Make sure your child knows the consequences of his / her actions.
10. Remain calm when talking to your child.
11. Come and discuss any relevant issues with us.

This information is sent to parents with the Autumn Term curriculum letter.

These websites may help you at home:

<http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx>

<http://www.bullying.co.uk/>

<http://www.kidscape.org.uk/>

Reported by:	Actioned by:	School RB2 Code: 2116
<i>Please complete this form to report a racial incident, or complete the bottom section of this page if there were no incidents this term.</i>		
Perpetrator(s): M/F: Year Group: *Ethnicity Code: **Religion:	Victim(s): M/F: Year Group: *Ethnicity Code: **Religion:	Location of incident: Inside school/classroom <input type="checkbox"/> Outside/playground <input type="checkbox"/> School gate <input type="checkbox"/> On route <input type="checkbox"/> Other (please specify) <input type="text"/> Time of incident: Break/lunchtime <input type="checkbox"/> Morning lesson <input type="checkbox"/> Afternoon lesson <input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/>
<i>* See overleaf for list of Ethnicity Codes</i> <i>** Religion is only required if it was relevant to the incident</i>		
Date of incident:	<input style="width: 100px; height: 20px;" type="text"/>	
Date of initial action:	<input style="width: 100px; height: 20px;" type="text"/>	

Types of Action with Perpetrator	Types of Action with Victim
Codes:	Codes:
A = Immediate discussion B = Head/Deputy Head involved C = Parent/Carer involved D = Exclusion procedure E = Other agent/agencies	F = Reassurance / support by staff G = Encourage peer group support H = Parent/Carer involved I = Other agent/agencies J = Other

Using the codes above, match Action(s) with Type(s) of Abuse in the table below, then continue overleaf.....

Select letter code for:	ACTION(S) TAKEN WITH PERPETRATOR	ACTION(S) TAKEN WITH VICTIM
<u>Types of abuse</u>		
<i>Offensive comments / jokes</i>	A B C D E	F G H I J
<i>Inciting others</i>	A B C D E	F G H I J
<i>Vicious / threatening</i>	A B C D E	F G H I J
<i>Name calling</i>	A B C D E	F G H I J
<i>Ridiculing differences</i>	A B C D E	F G H I J
<i>Pupil refusal to co-operate</i>	A B C D E	F G H I J
<i>Parent refusal to co-operate</i>	A B C D E	F G H I J
<i>Abuse of property</i>	A B C D E	F G H I J
<i>Jostling/punching/kicking</i>	A B C D E	F G H I J
<i>Use of weapons</i>	A B C D E	F G H I J
<i>Graffiti</i>	A B C D E	F G H I J
<i>Racist propaganda</i>	A B C D E	F G H I J
<i>Other (please state overleaf)</i>	A B C D E	F G H I J

NIL INCIDENT REPORT
School RB2 Code: _____

I wish to report that no incidents took place at this school during the _____ term 20____

Signed _____
(Headteacher / Deputy Headteacher)

Date _____

Ethnicity Codes – Main cohorts for Hounslow

White		Black/Black British		Mixed	
British	WENG	Caribbean	BCRB	White/Caribbean	MWBC
Eastern European	WEEU	Somali	BSOM	White/African	MWBA
Irish	WIRI	Ghanaian	BGHA	White/Asian	MWAS
Traveller	WURT	Nigerian	BNGN	Any Other Mixed	MOTH
Gypsy/Roma	WROM	Other Black African	BAOF	Other Groups	
Kosovan	WKOS	Any Other Black	BOTH	Chinese	CHNE
Albanian	WALB	Asian/Asian British		Afghanistani	OAFG
Serbian	WSER	Indian	AIND	Arab Other	OARA
Any Other White	WOTW	Pakistani	APKN	Filipino	OFIL
		Bangladeshi	ABAN	Lebanese	OLEB
		Sri Lankan Singhalese	ASNL	Iraqi	OIRQ
		Sri Lankan Tamil	ASLT	Iranian	OIRN
		Any Other Asian	AOTA	Any Other Ethnic Group	OOEG

Give a brief description of the incident

Action(s) taken with perpetrator: *specify actions such as Other, Other Agencies, etc. and name external agencies, also include further action planned.*

Support provided to the Victim: *specify actions such as Other, Other Agencies, etc. and name external agencies, also include further action planned.*

Please indicate if a letter was sent to Parent/Carer of: Perpetrator Victim

Do you require any further advice or help from the LA? Yes/No (Delete as applicable)
Please return a photocopy of this form as soon as it is completed. Send in a sealed envelope marked "Confidential RB2 Incident Form", and address to Emma Ngoka, Management Information Team, School Section Children's Services & Lifelong Learning, Civic Centre. Fax number 020 8583 2613 or Email emma.ngoka @hounslow.gov.uk.