



Anfield Road Primary School Behaviour and Relationships Policy



If children live with criticism they learn to condemn

If children live with hostility they learn to fight

If children live with ridicule they learn to be shy

If children live with shame, they learn to be guilty

If children live with tolerance they learn to be patient

If children live with encouragement they learn confidence

If children live with praise they learn to appreciate

If children live with fairness they learn justice

If children live with security they learn to have faith

If children live with approval they learn to like themselves

If children live with acceptance and friendship they learn to find love in the world

The following policy is based on guidance from The Behaviour and Discipline in Schools – advice for Headteachers and School staff – February 2014 (update Sep 2014)

The main aim of the following policy is to provide a concise, consistent and easy to follow approach to promoting positive relationships and behaviour within our school. Further information about our school's behaviour and relationships policy is outlined in the above-mentioned guidance.

Aims:

- To provide a consistent approach to developing behaviour and relationships across the whole school and at all times of the day when children are in school.
- To ensure that adults support children positively in developing behaviour and relationships
- To develop positive relationships and support adults to provide children with the skills to resolve conflict
- To ensure all children feel good about themselves
- To provide clear boundaries which everyone in school understands, thereby keeping everyone safe and happy
- To provide a consistent and positive whole school language which all adults working in our school adhere to
- To ensure children understand the language of choice and consequences
- To ensure that everyone in school are clear of their rights and responsibilities

Promoting Good Behaviour and Relationships

Behaviours, Rewards and Sanctions are organised into 3 levels - see red yellow and green guidance. These work within the Good to be Green Framework.

Good to Be Green

- Whole school Good to be Green Rules, which have been drawn up with staff, children and the School community outline the 3 levels of behaviours, rewards and sanctions, to the children and the opportunity for good behaviour to be rewarded.
- Each class follow the GOOD TO BE GREEN APPROACH this encourages each day and sections of the school day to be seen as a fresh start
- Children will be given privilege cards for exceptional behaviour shown within the class and playground
- Privilege rewards are determined by each class
- Children who stay green all week will receive rewards determined by the class - these are recorded by the class teacher
- Children will receive Good to be Green notes home to inform parents of good behaviour
- At lunchtime and around school the adults will give children spotted tickets which can be exchanged for a marble in the jar and is entered into a whole school raffle on a weekly basis - this is drawn in the Superstars assembly. Spotted tickets are collected in each classroom in a special class box, which is brought to Superstars each Friday.
- Each class will have a clear container where marbles (gems) are placed by the children as a reward for good behaviour.
- The container is marked with lines. Each class will determine what the reward is when they get to the indicated line.

How it works.....

- If children demonstrate behaviours at stage 1 staff deal with this with the consequences in stage 1(Green). For example if a child is talking on the carpet and not listening the member of staff might offer positive praise to good role models, give the child a look, wait for the child to stop.
- If the stage 1(Green) behaviour continues the member of staff is to give the child a warning following a script, for example, I have asked you to stop doing that (name) you have a choice, stop or you will have a warning card and time out. (5 minutes in a thinking/cool down area with a sand timer - this is not a punishment but a reflection time to change and get back on track with positive behaviour)
- If the child demonstrates stage 2 (Amber) behaviours, staff deal with this with the consequences in stage 2 (Amber) - this involves talking to the child after a 5 minute time out
- If the child continues to display stage 1 or 2 (Amber) behaviours after receiving a warning card and having time out, a red card is issued.
- The member of staff will give a red card with an explanation as to why a red card has been issued. The child then needs to choose a sanction from the agreed list. If the child does not choose the adult will choose a sanction for them.
- If the child refuses to take their 5-minute time out, the adult will reset the timer for the full 5 minutes. Attempt this three times. After three attempts if the child has not taken the time out issue a red card and the child chooses a sanction from the list.
- If the child displays stage 2 behaviour a warning card is issued straight away and time out is given for 5 minutes for thinking time. (same process as above with 3 attempts).

- If a child demonstrates stage 3 behaviour (Red) an instant red card is given and a stage 3 sanction needs to be issued – see appendix for tiered structure for amount of red cards issued across a week and matching sanction
- **Children are not to be sent to the office.** Staff can request for the Headteacher to come to class and speak to or remove a child – Adult should send a red card to the Headteacher’s PA – Mrs Ball. A member of the SLT will attend immediately.
- After a child has received a warning card or red card a fresh start needs to be made at the end of the session – i.e. playtime, lunchtime or the end of the day.
- Children are not to be sent to different classes by members of staff.
- Staff are asked to use their judgement and if a child is displaying behaviour that can affect the safety of others to remove the other children or call for assistance from the SLT (follow red card system)
- Staff need to record the time, date and reason children are receiving red cards in the Good to Be Green Book. Mr. Griffiths will collect these on a Friday afternoon, alongside the behaviour-tracking sheet for that week. The SLT will look for patterns in behaviours in order to support children across school.
- Children who have an IBP may have additional processes in place to support them with behaviour

In addition to the whole school behaviour and rewards the additional systems are in place to teach children about relationships and behaviour

- Collective Worship and the 7 safety messages
- Children work with holistic therapist to develop relaxation strategies
- Weekly Superstars Assembly
- SEAL Award and Top Table
- “I’ve been Spotted” awards in Superstars
- Y6 Roles and Responsibilities
- Good to be Green notes home to parents
- Stickers

Some incidents will always override the system;

- bullying, racist, sexist, homophobic comments.
- aggressive behaviour and violence towards staff and children
- any incident regarded as safeguarding – child protection, incidents of a sexual nature
- any incident where the safety of the children and staff is deemed to be at risk

For these incidents the Headteacher or a member of the Senior Leadership should be informed immediately

When a little more help is needed...

We acknowledge that some children may have particular emotional, social, medical or learning difficulties which may, on occasion, contribute to them displaying challenging behaviour. In such cases, the school aims to work with parents and other professionals to ascertain the problem, attempt to understand it, and put together targets for improvement and ways of achieving these targets. This may be done by; the SENCo, Behaviour Manager, Learning Mentors, Nurture Class Teacher alongside the classteacher during IEP or IBP discussions and reviews.

An initial support for children would be to work with the school's Behaviour Manager and Learning mentors. In addition if felt appropriate children may be given a place in the school's Nurture Class.

The following is the list of the outside agencies that we may call on to support children and their families;

- NEYS
- Educational Psychologist Service
- School Nurse
- CAMHS
- Action for Children
- Clifford Holroyd
- Education Welfare Officer
- Children's Services

For some children with more severe emotional and behavioural difficulties, who may be at risk of exclusion, it may be necessary to meet with parents and outside agencies to construct a Pastoral Support Programme (PSP),

In these circumstances when the behaviour of individual children needs to be carefully monitored and improved, there are a number of strategies that may be used:

- A place in the school's Nurture Class - behaviour intervention
- Regular contact with parents
- Regular support from school's Learning Mentor
- Individual behaviour modification system
- Individual Behaviour Plans
- Support from Headteacher/SENCo at lunchtimes - supervised

Exclusion

As agreed by the Governing Body of Anfield Road Primary School, the exclusion of pupils is in line with both the Government guidelines and Liverpool City Council

ANTI-BULLYING STATEMENT

BULLYING

Definitions;

“Any behaviour which is the illegitimate use of power in order to hurt others is considered bullying behaviour”

“Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else”

“Bullying can interrupt the personal and social development of a child”

“Bullying is a behaviour arising from deliberate intent to cause physical or psychological distress to others”

“Bullying is considered to be a pre-meditated action as opposed to a “one off” incident. Beyond the definition of bullying, any incident which affects the emotional or physical well being of a child will always be dealt with. We all want children to be happy in school and have lots of friends but things do go wrong and children fall out and sometimes can be very unkind to one another. Falling out only becomes bullying when it is in secret”

As a school we will endeavor to prevent bullying by implementing the school's behaviour and relationships policy **consistently**. We will ensure the policy in line with the DFE guidance on bullying.

We must ensure that pupils know;

1, If they are bullied they must tell someone:

- Parent
- Teacher
- Teaching Assistant
- Midday Supervisor
- Behaviour Manager
- Learning Mentor
- Deputy Headteachers
- Head of School
- SENCo
- Headteacher

2, The Behaviour Manager, Learning Mentors, Headteacher, Deputy Headteacher and SENCos are available every lunchtime and playtime for children to talk to if required.

3, Children and Adults must not tolerate bullies

4, The children learn about relationships and bullying through PSHE, Circle Time and Collective Worship.

STRATEGIES AND RECORDING OF INCIDENTS “7 STEP APPROACH”

If bullying is reported the following will happen:

1, A designated member of staff talks to the victim about his/her feelings. The member of staff will not question the child about the incidents but does not need to know who is involved. If parents of the victim do not already know about the incident of bullying, they are informed the 7 steps are taking place.

2, The member of staff arranges to meet with the group of pupils involved, this may include some bystanders or even friends of the victim who joined in but did not initiate the bullying. A group of 6-8 works best.

3, The member of staff tells the group how the victim is feeling (with his/her consent) and might use a picture, piece of writing to emphasise the victim's distress. At no time does the staff member discuss the details of the incident or allocate any blame.

4, The member of staff does not allocate blame but states that she knows that the group can do something about it.

5, Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier.

6, The member of staff will end the meeting by seeking assurances from the group that they will help solve the problem. A meeting is arranged to see how things are going for the next day.

7, At this follow up meeting, the member of staff discusses with each child, including the victim, how things are going. This allows the member of staff to monitor the bullying and keep the children involved in the process. Further meetings will be arranged as necessary.

All interventions will be recorded and held centrally by the Headteacher. This will be carefully evaluated and the appropriate staff will be informed of the action taken. Parents will be informed at the appropriate time.

This strategy is a restorative approach to resolving conflict and using children's mistakes as a learning opportunity. The aim of this is to change the bullying behaviour and receive the best outcome for the victim. Punishment often will make things worse for the victim and therefore often leads to secrecy rather than early disclosure.

If “The 7 Steps Approach” does not work for a particular child or group of children and the bullying continues, then some or all of the following will happen;

- The parents/carers of the victim and the bully/ies will be informed
- A referral for specialist behaviour support will be made by the school's SENCo. This may lead to the initiation of a Pastoral Support Programme (PSPs are a required step before any permanent exclusions can be made)
- A fixed term exclusion may be necessary
- The Governing Body will be made aware of the disciplinary action taken.

Anti-Bullying Week

Each year we take part in the National Anti-Bullying Week by delivering Collective Worship sessions and Circle Time.

Due to the young age of some of our children we may adapt the language in order to be age appropriate in order to support our children effectively.

Racist Incidents

After the MacPhearson inquiry, regarding the murder of Stephen Lawrence, certain recommendations were made with the overall aim to eliminate racist prejudice and disadvantage in all aspects of policing.

Although the recommendations were primarily aimed at the Police, certain recommendations focused on the duties of local education authorities and school governors to create and implement strategies within schools

Definition: A racist incident is any incident which is perceived to be racist by the victim or any other person.

As a school we teach the children to celebrate all our differences and to recognise being unkind to anybody about differences in appearance, religion or gender is wrong.

This is addressed through;

- Collective Worship
- RE
- PSHE

Recording Incidents

Due to the young age of the children we are cautious not to over react and to investigate the incident thoroughly to ensure the child understands what they are saying and the consequences of their actions.

All incidents are reported to both sets of parents and recorded by the Headteacher.

Where an investigation indicate racism the following actions will happen

- 1, The Headteacher/DHT/Behaviour Manager/Learning Mentor will record the discussions with both parties.
- 2, The parents of both parties will be informed by a senior member of staff and this meeting will be confirmed in writing by the Headteacher
- 3, All racist incidents will be recorded by the Headteacher and reported to the Full Governing Body
- 4, The school reports to the Local Authority on an annual basis about how may racist incidents have been recorded

Complaints Procedure

We have a duty to inform parents that where the need arises they may have the right to make a direct complaint to the police.

Exclusion

Exclusion of a child would only be considered as a last resort after other strategies have failed, or that by allowing a child to remain in school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school.

School Governors are in agreement that no member of staff in school should be subjected to physical or verbal abuse from a pupil of this school. Children who are violent and verbally abusive to staff will be excluded on a fixed term basis in the first instance.

On their return school support will be put in place from outside agencies, where appropriate. The staff and Governors of Anfield Road expect a high level of support from the child's family/carers to support the child. If their behaviour continues, then school will permanently exclude.

Children who don't follow school rules as outlined in the school Home/School agreement, may be excluded on a fixed term basis to consider and reflect upon their their actions with their parents.

Parents and Carers will be called to collect their children from school immediately or make appropriate arrangements to have their child collected.

Other polices to consider in relation to this policy are; - Care and Control, SEN, DDE and Race and Equality policies.

Appendices

Appendix 1 - Behaviour - Rewards

Appendix 2 - Behaviour - Sanctions

Appendix 3 - Script - the language of choice

Policy written by: Claire Drew-Williams

Date 01/09/2014

Anfield Road Primary School Rights and Responsibilities

These are the rights of every child under the sun, the moon and the stars

(based on The UN convention on the Rights of the Child)

Rights	Responsibilities
We have the right to be different	We have the responsibility to listen to each other and love our differences
We have the right to feel protected and safe	We have the responsibility to be kind to each other and look after one another
We have the right to say what we're thinking and feeling	We have the responsibility to speak with kindness and share our feelings
We have the right for nobody to hurt us	We have the responsibility to look after our friends and keep our hands and feet to ourselves
We have the right to enjoy life	We have the responsibility to say when we or others feel sad
We have the right to be healthy	We have a responsibility to look after our bodies
We have the right to learn new things and do our best	We have a responsibility to help others, always try our best and come to school every day
We have the right to play with our friends	We have the responsibility to make the right choices in the games we play