

Toddington St George Church of England School



Behaviour ,Self Esteem and Anti Bullying Policy 2017-2018

Shared with Parents/Carers Parent meetings Autumn term 2017

Policy agreed FGB November 2017

Review Date FGB November 2019



Toddington St George Church of England School



Behaviour, Self Esteem and Anti-Bullying Policy

Ethos

Toddington St George is a Church of England School where the ethos and values are underpinned by Christianity. The Behaviour, Self Esteem and Anti-Bullying Policy is based on Christian teachings and the concept of forgiveness and a fresh start. The Christian Values the school holds are strongly reinforce this. We believe that in a caring school, respect for individuals and good relationships between all members of the school community is central to its well-being.

Aims

At Toddington St George we aim to provide a safe, happy environment in which all members of the community adopt a positive, caring attitude towards others and towards the environment. Every individual is valued and achievements whether they are personal, social or academic are celebrated. We encourage responsibility in terms of punctuality, care of themselves, others and their surroundings and in terms of their attitude towards a positive work ethos.

Promotion of Self Esteem

The school's Values and PHSE have a high profile within the school, where multifarious strategies are employed to develop social skills, build team spirit, promote moral values and raise self-worth. Independence and responsibility are highly valued, for example; our Play Leaders, School Council, Eco Team.

Implementation

On entry, Parents/Carers sign a home-school agreement whereby parents are aware of the aims of the school in terms of positive behaviour management. A partnership is therefore entered into which promotes the inclusive and caring ethos of the school.

Strategies and Steps

The schools ethos underpins the [Respect Ready Safe](#) (R R S) approach.

[Respect](#)

[Ready](#)

[Safe](#)

[RRS](#) is reinforced through Collective Worship, PHSE and in class or with individuals as necessary.

[RRS](#) is used for playtime, class time or lunchtime. [RRS](#) is used by ALL staff.

Positive strategies are employed to support [RRS](#) being shown.

Rewards include stars, stickers, stamps, and certificates in class, 'smiley' bench seats in the hall and golden table seats with a friend on Friday lunchtime.

There are two whole school celebration times to reinforce these positive behaviours; Wednesday children's successes are shared with success shields and star box treasures and Fridays ('Well done' certificates are shared (two per class) and a

Class Polar Bear for classes who have shown very good behaviour and have shown great 'RRS'. Monthly Head Teachers Awards are given (three per class). All these approaches support and promote self-discipline and peer responsibility from children.

The aim of our policy is to raise self-esteem and teach self-discipline, modelling standards of behaviour ([7 strategies-see below](#)) for and with the children.

For children who find self-discipline in their behaviour difficult they are supported appropriately and given specific behaviour targets or behaviour plan as necessary.

If persistent misbehaviour occurs then there is a hierarchy of [9 steps](#) that are sanctions. ([see below](#)).

Lunchtimes can be a more difficult time for some children as this is a less structured time in the school day, but the same strategies and steps apply. ([Helpful guidelines are in place to support children and MMS at lunchtimes](#)).

Managing behaviour

Records of incidents from Step 4 upwards are kept by [Behaviour leads](#) in each year group, in a year group behaviour log.

When incidents are recorded children's accounts are listened to sympathetically and impartially in a calm atmosphere. All parties are given the opportunity to talk. This may be individually or in a group. Focus is on the nature of the behaviour. The records explain the incident and what actions have been taken. These are analysed regularly to ensure all necessary steps have been taken to appropriately support a child. There are a number of ways this is supported. For example, through play therapy.

Some children may have specific behaviour plans and/or systems of support to monitor and reward good behaviour.

The [Assistant Head Teachers](#) review these with Behaviour leads twice a half term and report to the Head. A report is submitted to Governors for each Curriculum School Improvement sub-committee meeting.

Some children may have specific behaviour plans and/or systems of support to monitor and reward good behaviour.

If all the above fail; the [Head Teacher](#) will enlist the support of the Governing Body, who may use exclusion as a final measure (Step 8- Temporary and Step 9 permanent exclusion). This will only be considered in circumstances where a child's behaviour is endangering other children and/or staff and is not directly linked to a child's SEND needs (whereby alternative steps will have been accessed via the LA SEND team).. Where formal proceedings are required the school adheres to the Exclusion policy.

All staff continually strive to maintain high standards in behaviour and to encourage pupils to perform to their full potential. These issues are regularly addressed through staff meetings and CPD.

The Head and Assistant Heads monitor classroom and playground procedures to ensure the aims of this policy are being met and regularly review at Senior Leadership (SLT) and Governors meetings.

Wherever possible we work closely with families and/ or outside agencies to ensure the best possible outcomes for children.

While outside of school, and in school uniform, children's behaviour should mirror the behaviour that is expected whilst in school. Staff are also expected to model appropriate behaviour (RRS) for children in all school work settings on or off site (e.g. at sports events, trips, concerts etc.).

Self-esteem, Well –being and Involvement

Each year the teaching and teaching support staff will conduct a Self-esteem, Well –being and Involvement survey for their class. This will be used to identify and support children for whom self-esteem, well –being and involvement scores at low level and indicates support can be offered from school (e.g. sunshine circles, social stories, play therapy. drawing and talking time, lunchtime clubs and groups) or an professional external agency as necessary.

Any such support or referral will be organised in agreement with Parents and Carers. Children's play and well-being will then be monitored and support revised as necessary.

Anti- Bullying

Bullying will **not be tolerated** at Toddington St George C of E School.

Bullying is defined as an ongoing series of incidents where the 'bully' or 'bullies' use their power or authority over another child or adult in an abusive and threatening way. This may be physical, emotional, psychological or verbal.

All staff and Parents/Carers are made aware of what Bullying, as opposed to unkind /inappropriate behaviour is (see below).This could be child to child/ adult to child/ adult to adult.

Bullying needs to be recognised prevented and dealt with effectively.

This policy is an effective anti-bullying policy as it

- teaches and explains appropriate behaviour
- explains the sanctions used for any incidents
- explains to parents/ carers how incidents are dealt with
- explains the level at which parents or Governors may be included in the process by the Head Teacher

Where someone has a concern over an adults behaviour this will be dealt with through the safeguarding and child protection procedures.

Conclusion

We believe that the implementation of this policy will ensure a positive outcome for children in terms of their self-esteem and behaviour, supporting them to achieve their maximum potential in their learning and enabling them to take responsibility for their own behaviour as they grow up.

Reviewed September 2017

Next review date September 2019.

Behaviour Strategies

Respect Ready Safe

7 positive strategies that everyone needs to model

Respect



Ready



Safe



Respect



Ready



Safe



All staff -in class and around school approach

7 positive strategies that everyone needs to model

1. Welcome /greet children at door
2. 'Catch' children being good
3. Clear expectations
4. Teach the behaviour (Steps 1, 2, 3)
5. Personal not public follow up (Step 4)
6. Follow up consistently
 - Praise (Class bears/Behaviour Star box)
 - or
 - Behaviour sanction (Step 5)
7. Feedback to child/parent/teacher

Any adult on the school site- remember please that we are a 'no shouting' school!

Our 9 steps

Respect



Ready



Safe



Respect



Ready



Safe



Steps in our Self Esteem, Behaviour and Anti- bullying Policy

Respect Ready Safe

This policy works for behaviour, self-esteem and anti-bullying concerns, but all staff and Parents/Carers need to read the guidance on the difference between behaviour concerns and bullying incidents. Behaviour leads will log any bullying specifically under a separate category and inform the Head accordingly (Step 6)

1. 'In class' warning (link to RRS)
2. 2nd warning in class (link to RRS)
3. Time out (In class Cool Down space)
4. Stay in, no play and complete work /do a job to help/walk with teacher/TA/ MMS (Sanction linked to RRS)
5. Child and teacher see Behaviour Lead (BL) (BL room)

The Behaviour Lead will decide on one or all of these actions

- Step 4 again but with BL not the class teacher
- Letter/card of apology and verbal apology
- BL will ring, or speak to Parent in classroom.

6. Head and BL discuss concern and ring Parent (Head's room)
7. Head and Parents meeting (Head's room)
8. Temporary exclusions * Home
9. Exclusion* Home

Each step helps children think about how to change their behaviour before it gets worse. Each step offers the child a way to "Cool Down" their behaviour. Most children will not need to go beyond step 2. Behaviour plans for children needing these will be shared with teaching staff and those on duty as relevant.



Actions to support lunchtime Behaviour

We all want lunchtimes to be as happy a time as possible for the children in school. Most children behave very well and play very happily. There are a lot of children in the hall eating at the same time so appropriate noise levels are to be expected! These procedures are written to support lunchtimes for children and staff alike.

Before Lunch



- Children should have washed their hands
- Children will be asked to be still and quiet and then say Grace in classes. All faiths and none will be respected, and children are given a choice about joining and saying Amen in agreement with the Grace, but this time is to be respected by all, whether they want to take part or not.

Coming In

- Packed lunch children should be helped to organise their food so that they can eat in an appropriate fashion, either opening their lunch box out to use it as a tray or by placing the lunchbox under the table and putting their food out on to the table.
- Children eating a school dinner come straight to their lunch lines to collect their lunch.
- When they have finished they will ask if they are able to leave the hall.
- All the children are expected to be polite and respectful to the midday staff and the other children.
- They need to say please and thank you to the kitchen staff when asking for their lunch.
- Children can chat to their friends, but calling out across tables and standing up and down is not acceptable.
- We will all try to use quiet voices in the hall and move to the children to talk to them rather than use a loud voice whenever possible. (A bell, clapping rhythm or a tambourine may be used to gain attention).
- Children should attempt to cut their own food.
- Children clear away their dinner tray and cutlery.
- Reception children use Reception toilets if they need to go to the toilet whilst eating their lunch.



Playtime Behaviour and Games

The more the children have to do the happier they will be at playtimes

- Children can bring pocket toys from home to play with.
- The school will have toys and games available (these are stored in the playground sheds).
- Footballs are allowed in the playground at agreed times and agreed days.
- Football on the field will be available according to the agreed rules.
- The stage is for dances and plays and not for running around.
- We will all try to help children learn to play by starting new games or skipping games, clapping games with them, especially if they look lonely. This will become the Play Leaders job when they have received relevant training.
- Using the slope by the gate for a ramp for little cars is acceptable as long as the cars are not sharp metallic cars.
- Children can use quiet box activities or small play activities.
- Children are not allowed to play or run behind the shed as this is not safe.
- Children have access to the * toilets during playtime – an adult must supervise who has gone them in and out.

Inappropriate Behaviour at Lunchtime The same 9 steps (see above) apply. Steps 1, 2 and 3 must be used before Step 4 happens- unless it is a specific incident of concern.

First Aid, toilets and Lining Up

First aiders will complete first aid books are on site as necessary. Head bump and first aid letters got to teachers of children when needed. Any significant accident will be reported immediately to the Head or a SLT member for immediate action. Children should come in by the back hall door or the front door only for first aid.

The toilets in Yr. for Yr. R and Year 1 are for Yr. 1 use by the front playground. Toilets in Year 2 corridor can be used by Year 2 and KS2, using the back corridor entrance and not classroom doors.

Children have set places to line up. The MMS or member of staff takes the children in. Waiting too long just means the end of the line take longer to get organised and there is no incentive for the children to line up quickly. If the line starts moving off slowly the children ASAP children will follow on more quickly. You must, of course, check all of your line are with you as you move off.



Anti-Bullying guidance

Bullying in school and in the workplace will not be tolerated at TSG.

Rights Every child has the right to expect people to be respectful and kind, not to be made sad, not to be scared and to be safe. Every child has at least one adult in school they have chosen on their 'Hand of trust' they know they can talk to anytime for support and help.

What is bullying?

Bullying is using inappropriate power or control in a wilful, deliberate, conscious way with a desire to hurt, threaten, frighten or humiliate an individual or group. Bullying can cause long term damage to a victim's health, educational attainment and outlook on life.

The nature of bullying:

Bullying generally falls into one or a combination of the following categories;

- **Physical.** Deliberate and ongoing physical actions that hurt or threaten such as prodding, hitting, punching, pinching, kicking, unwanted touch, invading personal space, touching, jostling, cornering.
- **Psychological.** Deliberate and ongoing actions that diminish well-being such as taunting or teasing, name calling, stereotyping, spreading malicious tales, constant criticising or belittling. This could be about race, gender, disability, appearance, working approaches, family circumstances etc.
- **Social** Deliberate and ongoing actions that diminish well-being such as ostracising , ignoring, staring out ,threatening looks, pulling faces ,gossiping ,writing unkind notes.
- **Verbal** Deliberate and ongoing actions that are belittling, rude or unkind such as shouting or swearing, rudeness, racist or sexist abuse, spreading rumours.
- **Other Actions such as** interfering with personal property.

Signs and Symptoms

The Victim

Fortunately bullying ,as opposed to children's upsets in friendships and learning to negotiate in play, is very rare .Once concerns are expressed or supported confidence may be gained back quickly with strong intervention and joined up commitment from school and home. For young children **signs** to watch for (which may not, but could, link to bullying include) bedwetting, rocking, nail biting, nervous tics, increased lack of confidence, gradual withdraw, personality change (anger or silence), unexpected dislike of school or refusal to go to school, frequent complaining about being unwell. Occasionally such signs may not be linked to bullying in school but may link to safeguarding concerns outside school which can also be supported.

The Bully

In a Lower school a bully may not even be aware they are bullying others and often they are a victim of adult or sibling bullying them themselves. Usually when bullying is explained to the child, accompanied by clear, strong intervention by school and joined up commitment from school and home the child will stop immediately. **Signs** are energetic /hyperactive behaviour that is aggressive, deliberate breaking of rules, a desire to be positive about their own behaviour and critical of others, no shame or guilt about an action, a tendency to communicate well with an answer for everything that might be an issue, adept at getting out of difficult situations. Occasionally such signs may link to safeguarding concerns outside school which can also be supported.