

Colby School

Positive Behaviour Policy

Including Anti-Bullying Policy

1. Colby School's Behaviour Policy.

1.1 Introduction.

Our Behaviour Policy is about teaching and learning. Its aim is for teaching staff to help children become aware of their behaviour and the effect on their learning, others and their environment.

We use sanctions positively as a way of encouraging children's awareness of inappropriate behaviour and to support them to take steps to modify accordingly.

- Teaching & Learning, not punishing.
- Teaching children awareness of behaviour and consequences.
- Sanctions used positively for children's awareness of inappropriate behaviour.
- Supporting steps to modify inappropriate behaviour.

Our policy is continually evolving and needs to reflect the current situation in the school.

Our policy reflects our philosophy about relationships and expectations in the school in the context of the needs of teaching and learning.

BEHAVIOUR POLICY.

Colby School Ethos underpins this policy:

- To create a caring and secure environment where all pupils can develop their academic potential and moral, social, cultural and spiritual understanding.
- To foster good relations in their own and the wider community by promoting a sense of responsibility, self-discipline, tolerance and independent thinking.
- **Everyone Learns, Everyone Leads, Everyone Matters.**

We can achieve these aims,
- By creating a safe, secure and purposeful environment.
- By developing working relationships with children.
- By promoting, through positive reinforcement and reward, acceptable behaviour and attitude.
- By respecting the fact that everyone has rights and responsibilities.
- By recognising achievements of excellence and effort.
- By maintaining and enhancing self worth.
- By encouraging children to take responsibility for their own actions.
- By building children's confidence in decision making and developing their independence.
- By maintaining high staff and pupil standards and expectations.
- By raising awareness of, and celebrating racial, religious and cultural differences among pupils and staff within our school.

Our Behaviour Policy is a whole school policy agreed and approved by the Governing Board, and implemented by the staff. It is based on key principles of respect for and awareness of oneself, other people and property for the benefit of everyone in the school.

Essential strategies for achieving our aims of good behaviour are first, and foremost, effective classroom management and equally the positive reinforcement of good behaviour.

Minor behaviour problems in school are not unusual. Children are learning and testing the boundaries of acceptable behaviour. It is how we deal with them that is the main concern of this document.

Where sanctions are used, we feel that the certainty, rather than the severity of sanctions will be more effective in improving behaviour and in this respect a whole school approach is clearly vital.

Our success is measured not so much by the absence of problems but rather by how we deal with them.

WHOLE SCHOOL APPROACH FOR RECOGNISING AND SUPPORTING POSITIVE BEHAVIOUR.

Pastoral advice forms an important part of the behaviour framework at Colby School. This involves every member of staff. Initially the class teacher is responsible for the well being of the pupils in the class. The Headteacher has overall responsibility of the care of the pupils. The health, safety and well being of all members of the school are at the heart of promoting a good code of behaviour.

There are several systems in place that raise awareness and develop understanding of social responsibility and self-discipline. It is believed that these systems help to promote a secure and caring environment:

- The Buddy System – where children can choose a special friend, usually an older pupil, to watch out for them and ease any difficulties,
- A Head Boy and Girl – with leadership qualities able to organise and willing to help children in all classes throughout the school,
- The Merit Badge System – each class teacher chooses a Merit Badge Holder every half term. The children are chosen on the basis of exemplary behaviour and kindness and a conscientious attitude towards school work,
- The House System – where children have a teacher, house captain, friends and relatives in other classes to turn to if necessary. In addition, the House System aims to promote cooperation and a sense of belonging throughout the school,
- Life Skills lessons – which address aspects of self-awareness, citizenship, health education, and environmental education.
- Housepoints,
- Headteacher Awards,
- Living by the School Motto Awards,
- Adapted awards in individual classes (ie Star of the Week / Day etc).

WHOLE SCHOOL APPROACH FOR RECOGNISING AND MANAGING INAPPROPRIATE / DYSREGULATED BEHAVIOUR.

Incidents of inappropriate / dysregulated behaviour in classrooms are dealt with consistently and fairly throughout the school and throughout the course of the academic year.

For low level / unsettled behaviour (eg calling out, interruptions by pupils) following procedures will be followed:

- Initial demonstration: showing that pupil's behaviour is inappropriate / dysregulated – shaking of head, finger to lip to demonstrate silence.
- First verbal warning: clear indication to the pupil that if the inappropriate / dysregulated behaviour continues their name will be written on the board / recorded.

The teacher should take any action possible to support pupils in behaving correctly ie. moving pupil to another seat, working with pupil to ensure they understand task.

- First written warning: pupil's name written on the board with a tick beside it.

In most cases children will respond to this warning and no further reminders will be necessary. If the child continues to behave inappropriately a second and final warning will be given.

- Second and final written warning: another tick put beside pupil's name.

The consequences of receiving a second written warning will depend on the age of the child. Consequences may include thinking time at break time, speaking to Mrs Mead, completing work in their own time or being sent to another class.

Behaviour Incidents must be completed on CPOMS. If a child receives a second written warning, this will be discussed with their parents.

Amber class and Sapphire class use visual versions of the Behaviour Policy (smiley faces / sad faces etc).

Depending upon the severity or seriousness of the behaviour at any time one or more of the above steps may be circumvented – particularly for behaviour dangerous to the individual or others around them.

Parents of the pupil will be contacted if the pupil demonstrates inappropriate / dysregulated behaviour on a regular basis. Parents of the pupil will be contacted if a pupil is sent to see the Headteacher.

Children who regularly demonstrate inappropriate / dysregulated behaviour may have an individual behaviour plan to help support them and to enable school and family to work together to promote positive behaviour. In such cases, it may not be appropriate for the stages detailed above to be used – for example, if the child is repeatedly getting their name on the board.

LUNCHTIME BEHAVIOUR.

Lunch time is an important part of the school day for children; a time to relax, enjoy each others company, establish social confidence and take exercise. The vast majority of children at Colby School are beautifully behaved and always follow our school motto of treating others as they wish to be treated. Our Buddy Systems help to ensure that children can enjoy the lunch break safely.

Very rarely there may be incidents when a small number of children play or behave in a manner which impinges on the enjoyment of other children or is dangerous. Sometimes a game becomes too boisterous or silly arguments result in rough behaviour. Dangerous behaviour will not be tolerated at Colby School. Parents and children must have confidence that the whole school day will be safe.

Children are reminded of our Lunch time rules in assembly and Life Skills' lessons.

The children are encouraged to take responsibility for their own behaviour and we work in partnership with parents in cases of inappropriate / dysregulated behaviour.

<u>Lunch time rules</u>
Always play safely
Listen to Midday Supervisors
Be polite to each other
Be aware of space
Stay in supervised areas
Take care of equipment

Lunchtime staff report any behaviour concerns to staff at the end of lunch or call for their help during the lunchtime break, if required. Children are encouraged to think about the rule they are breaking and the reason we have the rule in the first place.

ANTI-BULLYING POLICY.

We are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that the incidents will be dealt with promptly and effectively. We are a TELLING school - anyone who knows that bullying is happening is expected to tell a member of staff.

TELLING IS AN OBLIGATION
Victims and bystanders have an obligation and a duty to tell. If they do not, then they are giving the bully tacit permission to continue bullying the victim and others.

SECRECY ALLOWS BULLYING TO FLOURISH - TELLING IS NOT GRASSING
It is an obligation. Not telling is tantamount to involvement or condoning.

WHAT IS BULLYING?
Bullying is the use of aggression with the intention of hurting another person and which results in pain and distress to the victim.
• It is deliberately hurtful behaviour if that is the perception of anyone involved.
• It is continued behaviour when someone has said, "Stop".
• It is repeated over a period of time.
• It is difficult for those being bullied to defend themselves.
• It is often underhand and intimidating.

BULLYING CAN INCLUDE (but is not exclusive to):
PHYSICAL: Pushing, kicking, hitting, punching or any use of violence.
VERBAL: Name calling, sarcasm, spreading rumours, teasing.
EMOTIONAL: Excluding, tormenting (i.e. hiding books, threatening gestures), being unfriendly, graffiti, gestures.
SEXUAL: Unwanted physical contact or abusive comments, gestures or harassment.
SEXUAL ORIENTATION: Unwanted homophobic comments, physical contact or harassment.
RACIAL: Taunts, attacks, remarks to or about pupils in the school from differing racial, religious or cultural backgrounds.
WRITTEN AND 'CYBER-BULLYING': Unwanted contact or abusive comments via e-mail, telephone or text messaging, and social media sites.

PROCEDURES AND CONSEQUENCES.

• All incidents of bullying should be recorded by staff on CPOMS.
• Parents / Carers should be informed (in serious cases or where there have been repeated incidents) and will be asked to come to a meeting to discuss the problem with the class teacher or Headteacher as appropriate.
• The bullying behaviour and threats of bullying must stop immediately.
• Attempts will be made to help the bully/ bullies change their behaviour.
• The bully will offer an apology and other appropriate consequences may take place.
• In serious cases, referral to an outside agency with a view to behavioural support, which may be fast-tracked where necessary, will be made.
• In serious cases, fixed term exclusion or permanent exclusion will be considered.
• Whenever possible, the pupils will be reconciled.

SCHOOL CONTACT.

Parents / Carers and their children are asked to sign a School Home/School Agreement Contract which defines acceptable standards of behaviour between individuals. This contract makes clear exactly what is expected of pupils and is kept in the pupil's file.

EMERGENCIES.

In the classroom the primary concern is the safety and welfare of everyone. If possible escort the offender to the Head teacher or to the nearest senior teacher but if the class cannot be left, a reliable pupil should take a message to the Head

teacher or another senior teacher.

RIGHT TO BE SAFE.

All adults have an obligation to support this principle and all children should be encouraged to share in the responsibility for the safety and well being of each other. The solution to the problems associated with bullying and the most effective sanction must be peer group pressure. Children should be empowered, with the support of adults, to be made accountable for their actions and responsible for each other's safety.

MONITORING.

We recognise that much of what we do in school requires constant reinforcement. Therefore our monitoring focuses on effective management of behaviour rather than the decline of discipline problems. All incidents are recorded on CPOMS and monitored by the Headteacher and Deputy Headteacher.

Monitoring occurs:
• informally through adult contacts,
• formally through staff meetings, pupil records, records of support, parental consultations and annual reports.

USE OF REASONABLE FORCE.

Section 550A of the Education Act 1996 / Educational Bill 2011 clarified the powers of teachers to use reasonable force to prevent pupils committing crimes, causing injury or damage, or causing disruption.
This section allows teachers, and others authorised by the Headteacher to have control or charge of children, to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following;
- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere.

It is incumbent upon Head teachers to ensure that staff are aware of and properly understand what such authorisation entails. At Colby School the Headteacher has given this authorisation to all teaching staff and has made them aware that there is no legal definition of reasonable force and the following are considered when making any judgement;
- It will always depend on the circumstances of the case.
- The degree of force must be in proportion to the incident. It must be the minimum force needed to achieve the desired result.
- The age, understanding and sex of the child should be taken into account.

Parents must be informed following any use of Reasonable Force. A record form must be completed immediately following the incident.

It is important to recognise that Reasonable Force is not used lightly and support should be given to the member of staff following the incident (for example, a break from class, cup of tea!).

Also see Policy for Control and Restraint of Pupils.

Screening and Searching Education Bill 2011.

- School staff can search a pupil for any item banned under the school rules, if the pupil agrees.
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.
- School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

The Headteacher should be the person to search a child, if possible. However, teaching staff have delegated authority to search a child, if the Headteacher is absent and there is a perceived risk of harm to the child or others.

In some cases, it may be appropriate to contact parents to inform them a search is due to take place. In all cases, parents should be informed when a search has taken place.

Wherever possible, children should be searched by the Headteacher, with another adult as a witness.

Children should not have to remove inner layers of clothing during a search. If an adult suspects a child is concealing a banned item under their clothing, parents should be asked to come to school immediately.

In all cases, children should be treated with sensitivity and their personal dignity should be respected.

The Headteacher should inform the Chair of Governors following the search of a child.

No searches of this nature have occurred at Colby School since September 2007 (minimum).

Exclusions.

See also: Suspension and Permanent Exclusion for maintained schools, academies and pupil referral units in England, including pupil movement. Department for Education September 2022.

Internal exclusions:

Internal exclusion means that a child is removed from their usual class but stays within school to complete their work elsewhere, usually with the Headteacher in her office.

This sanction usually, but not always, follows dangerous or disruptive behaviour. The class teacher prepares work for the child to complete. The reason for the internal exclusion is made clear to the child and sometimes to the class.

Other sanctions may also be used alongside an internal exclusion. For example: a deliberate act of violence towards another child may result in internal exclusion and missing break-times for a fixed period.

The child's parent is always informed following internal exclusion. Parents are informed that further incidents of such behaviour may result in fixed term exclusion.

Suspensions:

In extreme circumstances, children may be removed from school for a fixed amount of time (usually between 1 – 4 days).
This is a serious measure and is only taken when the child's behaviour is extreme.
Colby School follows Norfolk County Council guidance regarding Suspensions.

Suspensions are reported to the Chair of Governors immediately and to the Governing Body at the next meeting.

Permanent exclusions:

Colby School recognises that, in rare cases, permanent exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of the Behaviour Policy. Permanent exclusion of a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, excluding pupils should only be used as a means of last resort.

The contents of this policy are shared with parents on the school website.
This policy was last approved by Governors in April 2025.
This policy was last reviewed by the School Council in April 2025.
The next reviews will take place in April 2026.
The reviews will take place earlier, if changes are made to the policy.

Christine Mead