

# CHATER JUNIOR SCHOOL

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## POSITIVE BEHAVIOUR AND ANTI-BULLYING POLICY

### POSITIVE BEHAVIOUR

#### 1. Philosophy

a) The three main values for everyone at Chater Junior School are:

- **to be safe**
- **to be respected**
- **to learn**

Everyone is responsible for ensuring that these values are respected.

b) Certain types of behaviour are completely unacceptable and will meet with serious sanctions. These include **bullying, physical attacks, racism, swearing and stealing.**

c) Children's behaviour is affected by their self-esteem. All staff should act to encourage children's self-esteem. (See 'Circle Time' below.)

#### **Aims**

- **to promote teaching and learning**
- **to enhance pupils' self-esteem and encourage respect for others**
- **to encourage children to develop independence and self-discipline through becoming responsible for their own behaviour**
- **to develop interpersonal skills which facilitate co-operation with others**

#### **Expected Outcomes**

##### **Children will:**

- a) move sensibly around the school by walking quietly, giving way to others and holding doors.
- b) look after their own property and that of others.
- c) treat everyone in school with respect at all times.
- d) behave in a responsible and appropriate way on school trips and visits.
- e) wear the correct school uniform as outlined in the school prospectus. Please note that jewellery, earrings (except small studs) and nose piercings, and nail varnish are not allowed in school. Inappropriate haircuts such as Mohican, shaven designs, spiked-up gelled hair, etc. are not permitted.

##### **Staff will:**

- a) encourage positive behaviour at all times.
- b) model positive behaviour.
- c) be responsible for recording behaviour.  
Class teachers are responsible for keeping the behaviour record of children in their class. The Headteacher will keep an additional record of serious incidents.

**Each class will develop its own rules for positive behaviour. These rules should be developed from the school's three main values and should be prominently displayed in the classroom.**

## **2. Rewards and Sanctions**

### **Rewards**

Good behaviour is rewarded in the following ways:

- **house points**
- **praise in the classroom**
- **being sent to another adult for praise**
- **sharing assemblies**
- **stickers and certificates**
- **merit awards leading to a Headteacher's certificate**
- **messages to parents**
- **rewards developed by the class**

### **Sanctions**

- **Minor misdemeanours will be dealt with by the teacher, using sanctions developed in the class.**
- **A child who is disturbing others and who is not responding to classroom sanctions should be sent to another class. After two such incidents the child should be sent to the Deputy Headteacher or Headteacher.**
- **A child who is not able to conduct him/herself in a reasonable manner will not take part in school trips and visits.**
- **All incidents of bullying, violence, racism, swearing and stealing will be recorded and dealt with by whole school sanctions.**
  - All such incidents will be reported to parents who will be involved as partners in encouraging positive behaviour.
  - Children displaying frequent violent or abusive behaviour will be referred to outside agencies for support: e.g. Educational Psychologist, Social Services, Educational Support Centre Outreach Team.
  - Children who fail to respond to support may be excluded from the school. This may be a temporary or permanent exclusion.

## **3. 'Circle Time'**

'Circle Time' is an approach to raising self-esteem and encouraging co-operation. In a school setting it involves all the participants sitting in a circle and taking responsibility for solving a problem.

Each class will aim to hold 'Circle Time' on a regular basis or when appropriate. See 'Quality Circle Time in the Primary Classroom' by Jenny Mosley. (Staffroom)

NB Where a child does not respond to the approach outlined in the policy, an individual behaviour programme will be worked out after consultation with the relevant parties, i.e. family, SENCO, teacher, Integration Team, Education Psychologist.

## **4. Talk Time**

This encourages children to solve conflict independently using learnt phrases. This is initially guided by staff, and leads towards independent resolutions.

## **ANTI-BULLYING**

### **What is bullying?**

**The Anti-Bullying Alliance (ABA) defines bullying as the repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be physical or psychological. It can happen face to face or through cyberspace. Bullying can take the forms of name calling; spreading hurtful rumours; excluding someone from friendship games; making demeaning comments about gender, culture, religion or sexuality; making demeaning comments about an educational need, disability or illness; taking possessions or money; sending hurtful texts, web messages and images; making silent or threatening calls; and hitting, pushing and kicking. (2010)**

### **Aims:**

- to prevent, reduce and eradicate bullying in any form
- to have a consistent approach for dealing with bullying
- to ensure that all pupils, staff and parents are aware of this policy and their responsibilities
- to create a safe and secure environment for everyone

### **Standards**

- All bullying is unacceptable.
- Chater Junior School recognises the harmful effect of bullying on pupils and will effectively work to minimise the risks.
- Victims and perpetrators need to be treated in a supporting manner.
- Bullying is likely to have a harmful effect on pupils' performance attainment.

### **Responsibilities**

It is important that all individuals recognise the difficulties that may be encountered in implementing the Anti-Bullying Policy.

### **Staff should:**

- Take all reports of bullying seriously.
- Log all incidents.
- In line with agreed procedures, investigate the incident and give feedback to all concerned.
- Acknowledge good behaviour.

### **Pupils should:**

- Report all incidents of bullying to a member of staff.
- Act in a respectful and kind manner to all other pupils.

### **Parents should:**

- Report any concerns of bullying to the school.
- Support the school's Anti-Bullying Policy
- Stress to children the importance of good social behaviour.

**September 2018**

## CHATER JUNIOR SCHOOL

### Bullying / Harassment monitoring/report form

For each incident please complete one form and return to the designated teacher for collation and monitoring.

#### 1. Focus of bullying/harassment

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
<b>Ability / Disability</b>		
<b>Age</b>		
<b>Class / Background / Socio economic</b>		
<b>Geographical area of home</b>		
<b>Gender</b>		
<b>Maturity</b>		
<b>Ethnicity*</b>		
<b>Religion*</b>		
<b>Sexuality</b>		
<b>Size</b>		

\* See County Guidelines on Dealing with Racial Harassment

#### 2. Manifestation of bullying/harassment

Perception of individual:

<b>Feelings of being bullied / harassed</b>	
<b>Isolation / ignoring</b>	
<b>Teasing</b>	
<b>Verbal abuse or name calling (specify)</b>	
<b>Expressions of prejudice / stereotype</b>	
<b>Threatened physical assault</b>	
<b>Actual physical assault</b>	
<b>Targeted graffiti or hurtful note writing</b>	
<b>Other</b>	

#### 3. Those involved

Targets (including ethnicity)	Offenders (including ethnicity)

**4. Description of incident(s)**

**Please give a precise account including places, dates, times and any witnesses. Attach any further information e.g. pupils' accounts, witness accounts, notes of meetings**

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**5. Action taken**

**Please record all steps (including meetings, letters, investigations, sanctions)**

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**6. Summary of those notified and / or involved**

Delete options where applicable	Any details (e.g. dates)
<b>Headteacher / Deputy Headteacher</b>	
<b>Chair of Governors</b>	
<b>Teacher</b>	
<b>Other member staff</b>	
<i>Target</i> parents informed school by letter / telephone / in person	
<i>Target</i> parents notified by letter / telephone / in person	
<i>Target</i> parents invited to the school	
<i>Offender</i> parents informed school by letter / telephone / in person	
<i>Offender</i> parents notified by letter / telephone / in person	
<i>Offender</i> parents invited to the school	
<b>County Hall (see County Guidelines on Bullying and Racial Harassment)</b>	
<b>Police</b>	
<b>Others (specify)</b>	

**Reporting member of staff:**

**Name.....**

**Date.....**