

# **Policy and Procedures for Fostering Good Behaviour and the Prevention of Bullying**

**All policies are subject to annual review.  
Last updated: February 2019**

## **OUR AIMS**

At Pimlico Primary we aim to prepare pupils to be well-informed, proactive, confident and responsible members of society. We seek to create an environment in which pupils can flourish in their studies and relations with others, free from fear and intimidation. In doing so, we foster an atmosphere in which our pupils feel that they are known, safe, valued, and respected. Pimlico Primary is a small school, characterized by its warmth and positive attitude to its academic, pastoral, and moral education.

At Pimlico Primary, we believe that all pupils are equal. We do not tolerate any unkind actions or remarks, even if these are not intended to hurt others.

Through our policy and procedures to promote excellent behaviour from all pupils, it follows that we address our prevention of bullying and procedures (anti-bullying policy) within this policy.

## **POSITIVE EXPECTATIONS**

The School's guiding principle, '*a place to grow*' underpins all that we hope to achieve with pupils and the high expectations we hold for them. We celebrate good behaviour and reward it with positive reinforcement. Pimlico Primary is a place where all pupils are taught not to have just a tolerance of, but a real interest in and appreciation of others, whatever their culture or beliefs.

We expect every member of the school to uphold our three school rules:

### **1. WE COME TO SCHOOL TO LEARN**

**We learn new words every day and speak in sentences.**

### **2. WE KEEP EACH OTHER SAFE**

**We take care of each other, and our planet, the Earth.**

### **3. WE RESPECT EACH OTHER**

**We listen to the person speaking and use our best manners.**

At Pimlico Primary, our positive expectations for good behaviour are made visible through our emphasis on providing a structured environment with clear routines, so our pupils learn: self-discipline, organisation, good manners and courtesy to others. This emphasis on courteous conduct and organisation applies to all areas of the school grounds, within and outside of lesson time. Pupils' knowledge of this structure, which is discussed with them and visible around the school grounds, fosters their independence, enabling the extension of these desirable attributes beyond the school gates.

## **ROLES AND RESPONSIBILITIES**

Staff from Future Academies' Head Office, the Headteacher, teaching staff, non-teaching staff, parents and carers have a duty to model good practice. Staff do not ignore unacceptable behaviour, but first and foremost we have high expectations for all members of our school community to be good role models.

Future Academies will support Pimlico Primary in promoting high standards of behaviour. They will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of this policy.

The Headteacher is responsible for the implementation and day-to-day management of the policy and its associated procedures. The Headteacher, in consultation with staff, will develop and refine the associated procedures.

All teaching and non-teaching staff are responsible for applying the policy and its procedures consistently, visibly and fairly across all aspects of school life. This will be carried out with mutual support from all teaching and non-teaching staff.

The extra-curricular programme will provide a further context for personal growth and the development of self-discipline, responsibility and teamwork. All peripatetic staff and visitors will be expected to play a part in maintaining high standards of behaviour at Pimlico Primary. Peripatetic staff and visitors will have a duty to report any issues to their Line Manager or host. Parents are encouraged and expected to work in partnership with Pimlico Primary to maintain high standards of behaviour. The expectation of this involvement is positively sought and expected to be maintained throughout a pupil's school career. Parents will be given the opportunity to raise issues arising from the operation of the policy with Pimlico Primary. Pupils will be expected to think about making the 'right choice' and will, therefore, be encouraged to take personal responsibility for their behaviour. Pupils will be encouraged to be proactive and take responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported. Staff will ensure that these reports are received in a supportive environment.

Pimlico Primary works collaboratively with external agencies (e.g. educational welfare, health services, etc). Their expertise will be utilised to provide appropriate support for the needs of all pupils.

## **MONITORING, EVALUATION, AND REVIEW**

Future Academies will review this policy annually and assess its implementation and effectiveness through evaluating the school's data on behaviour and bullying, both in and outside the classroom, and through feedback from the Headteacher as to how well the policy is working and the extent to which it is applied consistently by staff and supported by parents. The Headteacher will systematically monitor and review the policy to ensure appropriate and rigorous feedback can be extracted and necessary changes made.

This policy will be made available to parents and visitors via Pimlico Primary's website and to staff in their handbooks. Translations of this policy will be made available as requested by parents.

### **5.1 CODE OF CONDUCT**

What follows is a statement of acknowledged principles and procedures to encourage good behaviour from all pupils. The staff model all of these principles and follow up procedures quickly and comprehensively. These Codes of Conducts are discussed with all pupils, so that pupils are clear of the expectations for good behaviour. With this clarity, pupils are able to make the 'right choice' and staff will be expected to discuss these choices, as and when appropriate, with individual or groups of pupils.

### **5.2 Whole School Code**

- We wear our uniform correctly and proudly, inside and outside the school.
- We bring the right equipment to school, as instructed by the teacher.
- We do not bring chewing gum, electronic games or music players to school.
- We do not use mobile phones in school. Mobile phones can be left at the school reception in the morning and collected at the end of the day.
- We look after and respect other people's property and the school environment.
- We keep the school neat and tidy.
- We walk around the school quietly.
- We keep on the left side of the stairs and corridors.
- We ignore silly behaviour.
- We are honest.
- We listen to staff and follow their instructions without delay.
- We think before we speak: is it thoughtful, inspirational, necessary or kind? (THINK)
- We are proud of our school and of our peers.
- We are ambassadors of Pimlico Primary.

### **5.3 Playground Code**

- We put our outdoor clothing and shoes on quickly and quietly.
- We always use the correct entrances and exits at the beginning and end of playtimes.
- We play in our designated play area.
- We play safely and sensibly.

- We take care of play equipment and tidy it away properly.
- We take it in turns to use play equipment.
- We are polite and friendly and ask others to join in our games.
- We follow the rules of the games we play.
- We don't make unnecessary loud noises.
- We make sure we finish our break-time snacks before the end of playtime.
- We put all of our litter in the bin.
- We stay out of the school building, unless we have permission to enter or we need to visit the toilet.
- We make sure we go to the toilet during break-time so as not to disturb lesson time.
- We line up quietly and promptly when the whistle blows.
- We calm down and smarten-up after the whistle blows to prepare for the next lesson.

#### 5.4 Classroom Code

- We arrive for our lessons promptly and dressed smartly.
- We greet the teacher on arrival.
- We settle down quickly and quietly.
- We listen to the teacher and/or teaching assistant's instructions.
- We show whole body listening.
- We track the speaker with our 'magnet eyes.'
- We have a go before asking for help.
- We respect and follow teachers' rules.
- We don't interrupt adults or peers within the classroom.
- We listen carefully, reflect, and ask constructive questions.
- We take pride in the presentation of our work and show respect towards others' work.

#### 5.5 Safety Rules

- We do not leave the school premises without permission.
- We do not run in the school building.
- We are aware of and obey fire regulations.
- We ask permission before leaving classrooms, including times when we need to use the toilet.
- We use the toilets sensibly and remember to wash our hands.
- We always tuck our chairs underneath the table when leaving our desks.
- We hang up our coats and tidy our shoes and kit away neatly.
- We never stay in a classroom at playtime or lunchtime without the permission and supervision of an adult.

#### 5.5 Manners

Good manners contribute to positive behaviour and relationships:

- When they are moving about the school independently or individually (not in class lines), pupils make eye contact with adults and say '*good morning (name) / good afternoon (name).*'

- When an adult asks a child 'how are you?' the child replies, and returns the question.

The answer to 'how are you?' is 'well, thank you' (if they are well) not 'good'.

- Pupils should always use *please, thank you* when asking for something or being given something.
- To preface an address to an adult pupils should say '*excuse me please (name)*' and should never interrupt when other people are speaking.
- Pupils should hold a door open for an approaching adult.
- Pupils should not cross in front of an approaching adult, even when engaged in play.

### **Whole school management systems**

Three non-verbal Read, Write, Inc. based signals are used by all adults, across all subjects in the School.

#### **'STOP' signal**

One hand is silently placed in the stop signal at chest height. Children are expected to respond immediately. Other adults support by silently repeating the gesture. Facial expression, not voice are used to acknowledge pupils who have responded quickly. Adults should silently move and make eye contact with those children who are not responding to the stop signal.

#### **Turn and Tell Your Partner (TTYP)**

The adult turns two hands inwards to indicate it is time for children to turn and talk to their partners on the directed discussion point. The stop signal is used to bring discussion to an end.

#### **1,2,3**

Used to support transitions to desks, to the carpet and to line up.

1 finger indicates that children should stand up silently on the spot.

2 fingers indicate that children should move silently to either their desk, carpet spot or place in line and wait silently.

3 fingers indicate that children should sit down or begin walking.

All adults working with children use, and have the same expectation of response, to each of the three signals. Aside from lunchtime bells and the use of a whistle in PE and Games, no other signal is used to gain the attention of children.

### Whole School Sanctions

All classes display and follow the 'stepping stones' behaviour chart.

Step 1 is a verbal warning. It is often preceded by a non-verbal cue from the adult.

Step 2 and the following steps are written: the pupil's name is placed beside the chart on the relevant step in the classroom.

### STOP time out

When positive reinforcement or general warning is not successful, individual pupils are given 'time out' on 'STOP spaces' (Step 3 & 4 on the behaviour chart). STOP spaces are located in all areas of the School. Children should be placed on the STOP wall/space for an age appropriate amount of time. The amount of time is directly related to their age i.e. four years equal four minutes 'time out'. At the end of this time pupils are spoken to by an adult and asked to give an example of how they could have avoided 'time out'.

### Recording

Any child who is placed on Steps 2 to 5 is recorded on the school's system. This is reviewed regularly by class teachers and the Senior Leadership Team. Staff are therefore aware, and will address, frequent misbehaviour.

### Reflection Time

Any child who is placed on Step 3 and above goes to Reflection Time at lunchtime, where they are supervised by a member of staff and complete a reflection sheet. Parents are asked to sign the reflection sheet at the end of the day, by the class teacher.

### Behaviour Plans

In conjunction with the SENCO and/or Headteacher where necessary, individual behaviour plans will be created for children. These will be shared with parents/carers in individual introductory and follow up meetings by class teachers.

### Sanctions for Persistent or Serious Incidents

Sanctions will be commensurate to the child's actions, as detailed on the behaviour chart. Other appropriate sanctions may include, but are not limited to:

- Missing school trips (if behaviour is unsafe)
- Being banned from after-school clubs
- Working independently away from the rest of the class for short periods of time
- An internal exclusion
- A temporary or permanent 'managed move' to another school or Alternative Provision Unit
- A fixed term external exclusion
- A 'final warning' meeting with the CEO (Paul Smith) or other Trust senior leadership
- Permanent exclusion from Pimlico Primary



## Pimlico Primary Behaviour Chart

### STEP 1

This is your first warning. If you continue to misbehave, you will move on to the steps below.



#### Behaviour

- Moving or talking at the STOP signal.
- Talking or running in the hallways.
- Calling out or talking over people.
- Not sitting properly .

### STEP 2



#### Consequences

- Your name will be placed on the stepping stone chart.
- You may have to sit or stand with an

Steps 3, 4 and 4 will be recorded in the Behaviour Book and your parents will be told by your teacher.

#### Behaviour

- Irritating or distracting other children
- Not listening to adults in school
- Not telling the truth
- Play fighting
- Repeated step 2 behaviour

### STEP 3



#### Consequences

You will miss some of your playtime.

You may:

- Be asked to work by yourself in class.
- Have to finish work at home

#### Behaviour

- Saying rude words.
- Being unkind to others in school
- Hurting anyone else on purpose
- Defiance to an adult
- Damaging/ taking other people's things.
- Repeated Step 3 behaviour

### STEP 4



#### Consequences

You will:

- Be sent to another class for at least ten minutes.
- Write a reflection during your own playtime or lunchtime.
- Take your reflection to the Deputy Headteacher.

You may have to finish work at home.

#### Behaviour

- Bullying
- Taking things that do not belong to you
- Hurting anyone else on purpose.
- Making unkind comments about what someone looks like or their beliefs.
- Repeated Step 4 behaviour.



#### Consequences

You will :

- Visit the Headteacher, who will speak to your parents.
- Miss at least one lunchtime or breaktime. During this time, you will write a reflection and an apology letter.

### Classroom

In all classrooms we display:

- **The three school rules**, with illustrative examples relevant to the age of the pupils in the classroom.
- **Classroom rules**, with illustrative examples relevant to the age of the pupils in the classroom. At the beginning of the school year, every class write classroom rules based on the three school rules, with details of what adherence to the rules looks like in practice, differentiated for the age of the class.
- **Rewards:** Year group teachers discuss and agree classroom reward structures. Children are rewarded for good and kind behaviour, positive learning attitudes and academic achievements. The reward system is designed to ensure all children receive rewards. Positive behaviour is reinforced and embedded when children are publicly recognised; therefore dedicated time is allocated during the day to celebrate achievements in the classroom, and in whole school assemblies.
- **Consequences:** Each class will display and use Pimlico Primary stepping stone behaviour chart. Teachers may use pegs, labels or white board pen to display children's names on the chart. The chart should be used like a thermometer with consequences graduated as children down the chart. A pupil's name might move down the chart in order Step 2 to Step 5, or may be moved directly to a specific step depending on a particular incident. Each day, the children have a fresh start on the chart.

Each time a child is on a behaviour step, from 2 upwards, it must be recorded in the school system.

When dealing with misdemeanours we are aware of a pupil's self-esteem and identify that **it is the behaviour that is unacceptable and not the pupil.**

First we:

- Check the pupil understands why he or she is in trouble.
- Establish he or she knows the behaviour was unacceptable. Always refer to the School Rules.

Then we:

- Explore the effect that the behaviour has on others;
- Examine strategies for avoiding the same situation in the future;
- Encourage pupils to think of/or offer some alternative strategies;
- Problem solve;
- Give an appropriate sanction;
- Resolve the situation and make it clear that we learn from the behaviour and move forward.

## Rewards

### Merit of the Week

Every week one pupil from each class is nominated for a 'Merit of the Week' certificate by their class teacher, to be presented by the Headteacher in Friday Assembly. Pupils choose a prize to take home.

### Overview of Merits and Rewards and Incentives

	Individual children	Group	Whole class
<b>Classroom</b> Year group teachers discuss and agree what the classroom rewards should be: examples are given here.	Stamps in books for good work or effort. Stamps and stickers for star chart for specific behaviour or learning or effort- prize/reward n completion of chart. Special privilege/ responsibility within the classroom Positive verbal feedback to parents Homework Heroes 'Good work'- sent to Headteacher for high level achievement Children's names are placed on the star, rainbow or 'cool colours.' Prizes may be given to children who have been recognised several times in this way.	Top table- prize draw at the end of the term.  Table points	Marbles are placed in a jar when the whole class does something well. These are counted at the end of day/week. When the jar is full, the children all receive a reward.
<b>Playtime</b>	Lunch time staff will inform teachers of positive behaviour. Classroom teachers will decide reward given.		
<b>General or whole school</b>	Merit of the week certificates- one per week.  Certificates for top attendance and punctuality.		Whole class top effort certificate

Clear, specific praise is given to pupils whether it is for something general or something particular. An example of general = coming in and sitting correctly on the mat consistently; An example of particular = conforming to a specific, focused instruction.

### 5.9 Understanding the Behaviour Code

This policy is available for parents to read via the school website. We will make copies available to parents as requested. Translations of this policy will be made available as requested by parents. Parents will be encouraged to talk about correct behaviour at school with their child. Class teachers will build on understanding at school and encourage pupils to take shared ownership of the rewards and sanctions by discussing them and establishing 'class rules' at the beginning of the academic year.

### PREVENTION OF BULLYING

Bullying is defined as *deliberately hurtful behaviour, repeated over a period of time*, where it is difficult for those being bullied to defend themselves.

We believe that any behaviour which makes other people feel uncomfortable, threatened, or distressed is a form of harassment or bullying, and has no place in our community.

We hope to prevent harassment of any kind by:

- Educating pupils and staff through PSHE provision and assemblies
- Supporting potential or actual victims by making them aware of tactics for avoiding high-risk situations and developing assertiveness skills
- Raising staff awareness through CPD training and staff meetings
- Training teachers to recognise signs, to take complaints seriously and to share information
- Keeping informal as well as formal lines of communication with parents and others as open as possible. Contact via telephone, beginning/end of the school day, new parents' information evenings, parents' evenings, sports events, plays and concerts are all important ways of ensuring a free flow of information between the school and home
- Maintaining low profile but frequent surveillance of areas where potential for harassment is greatest, e.g. playtimes, queues
- Encouraging an atmosphere of openness and trust. Pupils who are victims whose psychological and emotional futures might be at risk, and others who know of incidents, need to feel that they will be listened to, and believed, and that appropriate action will be taken quickly and sensitively. 'Not telling' protects the pupil or pupils causing the harassment and gives the clear message that they can continue.

Bullying is defined as *behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally*. It can take many forms but the four main types are:

**Physical:** hitting; kicking; taking, hiding or damaging belongings.

**Verbal:** name-calling; teasing; insulting.

**Emotional:** being unfriendly; excluding; tormenting; spreading rumours.

**Cyber:** texts, e-mails, picture/video clip bullying, instant messaging.

As people react differently, and it is not always possible to tell if someone is hurt or upset, all members of Pimlico Primary's community should conduct their dealings with one another in a spirit of consideration and courtesy.

It is important to distinguish between bullying acts as described above and spontaneous bouts of anger, which should not necessarily be classified as bullying. Bullying is persistent and personal and involves power, and can in some cases lead to short and /or long term psychological damage. Bullying is also not the occasional falling out with friends, which may involve an argument or name-calling. It is also not the occasional joke being played on someone.

Sometimes pupils fall out or say things because they are upset. These instances are an important part of growing up, and staff will carefully monitor and support pupils through these periods.

## **6.2 Contexts of Bullying**

Bullying that is motivated by prejudice is a particular concern, for example racist and sexist bullying, and bullying related to perceptions about disability and/or special educational needs.

### **Racial Context**

- Bullied due to differences related to race, religion or culture.
- Racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith, community, national origin or national status.

### **Sexual Context**

- Bullied on the grounds of sex or sexuality, which includes homophobic bullying.
- This may include unwelcome remarks or jokes or unwanted verbal or physical advances.
- It may also include comments made about the sexuality of family or friends.

### **Additional Educational Needs Context**

- Bullied on the grounds of having additional needs in terms of education.
- This also includes any kind of disability.

### **Cyber Bullying**

- The use of ICT, particularly mobile phones and the Internet, deliberately to upset someone else.
- This may take the form of threats and intimidation, harassment or "cyber stalking", unauthorised publication of private information or images.

### **Other Contexts**

- Any incidents of offensive behaviour directed towards a person due to their size, hair colour, appearance, health, home circumstance etc.

### 6.3 Possible Signs of Bullying

Pupils who are being bullied may show changes in behaviour. They may show changes in their work patterns, may lack concentration or even playing truant from school. In really extreme circumstances children may self harm or even attempt to commit suicide.

Some of the signs to look out for include:

- Becoming shy and nervous
- Feigning illness
- Taking unusual absences
- Clinging to adults
- Lack of concentration
- Truancy
- Fear of coming to school
- Reluctance to travel on the school bus or train
- Stammering
- Crying themselves to sleep
- Declining standards in school work
- Ripped clothes or damaged/lost books or belongings
- Unexplained cuts or bruises
- Becoming more aggressive than normal
- Loss of appetite
- More emotional than usual

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Pupils are taught to recognise bullying when they see it, to stand up verbally to the bully, and to report bullying. This teaching happens through assemblies, class circle times, and by participation in national Anti-bullying week. Children are encouraged to reflect upon their own actions and words, and to be vigilant for instances of bullying.

All staff are to be alert to the signs of bullying as an issue of safeguarding, and act promptly and firmly against it. The role of lunchtime supervisors is crucial in preventing and responding to bullying.

We will take the following steps when dealing with incidents:

- If bullying is suspected, reported or observed, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be requested, recorded and given to the Headteacher or Deputy Headteacher (if the pupil is not able to write the account themselves the adult will write it)
- The Headteacher or Deputy Headteacher will interview all concerned and will record the incident on the central record of bullying.

- Class teachers and any other adults who work directly with both the child who bullied and the child who was targeted will be informed, and the incident may be raised for discussion by the whole class during a 'PHSE' session. All other staff will be informed at a weekly staff meeting when 'children causing concern' are discussed.
- Parents of both the child who bullied and the child who was targeted will be informed. Our aim is to gain the support of parents to help change the attitude of the pupil who bullied.
- Sanctions will be used as appropriate, for example, loss of playtime. If the incident is serious, weightier sanctions may be applied, for example, fixed-term exclusion.

**Pupils who have been targeted for bullying** will be offered an immediate opportunity to discuss what happened with their teacher or member of staff of their choice. All staff will aim to restore the pupil's self-esteem and confidence by offering support during play times (or at the time of day the bullying occurred).

**Pupils who have bullied** will be helped by discussing what happened, discovering why the pupil became involved and establishing the wrong doing and need to change. Within the curriculum the school will raise awareness of the nature of bullying through inclusion in PSHE and circle time, assemblies and subjects.