



**WEST  
ST LEONARDS**  
PRIMARY ACADEMY

## Behaviour and Anti-Bullying Policy

### School Vision

Excellent Learning and Friendship

## West St Leonards Primary Academy Behaviour and Anti-Bullying Policy

This policy is to be read in conjunction with the Teaching and Learning Policy, and the Special Needs / Vulnerable Learners Policy of West St Leonards Primary Academy

Aims of this Policy:

1. To provide the framework for effective learning and teaching to take place
2. To promote positive behaviour management
3. To give a clear guide to children and staff and what is expected of them
4. To ensure continuity and consistency in approach towards children by all staff
5. To provide new members of staff with clear guidelines and readily accessible procedures they can act on
6. To provide information for parents and governors of our aims and objectives
7. To provide clear procedures for informing and involving parents

At West St Leonards Primary Academy we promote a positive growth mind set in all areas of our academy, including how we behave. To achieve this we endorse mutual respect, good relationships and positive use of language between all staff and learners.

A core system for developing this belief is the integrated reinforcement of essential behaviours for learning through focussing on the **Pride of West St Leonards** values (P.O.W) and a consistent approach to behaviour management.

The essential behaviours for a successful learner and to build character are;

Creativity  
Kindness  
Honesty  
Co-operation  
Cheerfulness  
Empathy  
Resilience  
Team work  
Politeness  
Self-control  
Thoughtfulness  
Perseverance

Once a value has been noted on three separate occasions, recorded on the tally sheet, this can be ticked off in gold on the actual POW card. When a pupil has all twelve values ticked off on their card- they will be added to a special page on our website to celebrate their achievement and will be awarded the **Pride of West St Leonards** metal badge to proudly wear. Each year the tally chart begins again and those pupils who achieve all values ticked off will be awarded a star to add to their badge.

### Promoting positive behaviour

Positive use of language	Adults select the language used to promote what they expect to occur rather than what they do not want															
Praise	Adults at WSLPA strive to catch learners doing something good. The adults are specific in praising the behaviour to ensure it has meaning.															
Happy face/ sad face	Names of the pupils start on the happy face to encourage a positive start to each day KS1 names goes back on the happy face any detentions are noted. KS2 names remain on the sad face															
Reward points	<p>Reward points are awarded on an individual basis throughout the academy. These are accumulated over 1 term. Learners can receive these via stickers, ticks on their name on the happy face and on work with 1x RP.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">20 stickers</td> <td style="width: 33%;">Red reward card</td> <td style="width: 33%;">Given out in class</td> </tr> <tr> <td>40 stickers</td> <td>Orange reward card</td> <td>Given out in assembly and small prize</td> </tr> <tr> <td>60 stickers</td> <td>Green reward card</td> <td>Given out in assembly and small prize</td> </tr> <tr style="background-color: yellow;"> <td>80 stickers</td> <td>Silver reward card</td> <td>Given out in assembly and small prize</td> </tr> <tr> <td>100 stickers</td> <td>Gold reward card</td> <td>Given out in assembly and gold credit card</td> </tr> </table> <p>Learners based in Doves/Skylarks gain individual rewards via their personal reward systems.</p>	20 stickers	Red reward card	Given out in class	40 stickers	Orange reward card	Given out in assembly and small prize	60 stickers	Green reward card	Given out in assembly and small prize	80 stickers	Silver reward card	Given out in assembly and small prize	100 stickers	Gold reward card	Given out in assembly and gold credit card
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Daily good slips	Class teachers send home a good slip to learners who have followed Pride of West St Leonards values, demonstrating good behaviour or learning.															
Celebration assembly 	<p>Separate assemblies are held weekly for FS/KS1 and KS2 to celebrate good behaviour for learning. Each class teacher writes the name of one child into the 'Gold Book', with a description of the individual achievement.</p> <p>The names and comments are read out and the 'Golden Pupil' receives a golden sticker and a treat from the reward box.</p> <p>Photos of the learners are placed on the 'Golden Child' display board and in the newsletter.</p>															
Politeness cup	1 learner from FS/KS1 and KS2, who have shown good manners, win the politeness cup each week.															
Letter home	Learners who have not had a detention all term receive a letter home to their parents/carers congratulating their child for being such a good role model.															
Sharing work with other adults	Learners can visit the Principal, Vice Principal, Key Stage team leaders and other class teachers/classes to show good work.															

Postcard home 	When a learner makes an outstanding achievement the learner may receive a postcard home from the Senior Leadership Team recognising their efforts.
Class reward (Ping pong treats)	When a total of 8 ping-pong balls have been collected then a whole class treat is awarded. Ping-pong balls can be given when the whole class have achieved a specific target or have shown they have the wow factor that involves a team effort. Class rewards are to last a maximum of 1 hour up to 1x per term
Haven	Learners who have difficulty during outside playtime have planned opportunities to join the Behaviour for Learning Coach in the Haven where the focus is on sharing, perseverance and resilience working in a small group.

At West St. Leonards Primary Academy we expect everyone to behave well and all learners are rewarded for good work and behaviour. If a poor choice is made and unacceptable behaviour displayed then the following sanctions will apply.

Unacceptable Behaviour	Sanction
<ul style="list-style-type: none"> <li>• Not listening</li> <li>• Disrupting others</li> <li>• Not learning</li> <li>• Calling out</li> <li>• Pushing or being unkind</li> <li>• Low level poor behaviour which impacts on teaching, learning and creating an atmosphere not conducive to learning</li> <li>• Swearing</li> </ul> <p><u>For serious incidents it may not be appropriate to work through each step of the behaviour management process but necessary to move to a higher level sanction straightaway.</u></p>	<b>Step One</b> A verbal warning
	<b>Step Two</b> Name on sad face, no attention is given to the learner for the behaviour
	<b>Step Three</b> One cross is placed against the name. This means they will miss 5 minutes of their playtime (reflection time) with their class teacher. No attention is given to the child for the behaviour
	<b>Step Four</b> Two crosses are placed against the name. This means they will miss 10 minutes of their playtime with a teacher on reflection time duty.
	<b>Step Five</b> Three crosses are placed against the name, which means they will miss all of their playtime with a teacher on reflection time duty. They will also have a <u>yellow letter</u> sent home from the class teacher. The classroom teacher gives this letter to the parent / carer of the learner at the end of the day.
<b>Pathways to turn the behaviour around will be provided through the various stages.</b>	

<ul style="list-style-type: none"> <li>• Swearing at an adult or a child</li> <li>• Complete defiance or refusal</li> <li>• Deliberate physical aggression</li> <li>• Deliberate and serious damage to property</li> </ul>	<p><b>Step Six</b>  <u>Decision is made as to whether an internal exclusion is required.</u></p> <p>When an internal exclusion is given the class teacher will send work with the learner to the partner class to complete. An adult will check and collect the learner when it is time to return. They will also have a <u>red letter</u> sent home with the classroom teacher gives the letter to the parent / carer of the child at the end of the day.</p> <p>If a member of the SLT are called a record of the incident will be logged in the on call file. It is important that the learner receives little or no attention in the partner class.</p> <p>The length of the internal exclusion will depend upon the age / SEN of the learner and what unacceptable behaviour was displayed.  30minutes, 1hr, morning/afternoon session</p>
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### Lunchtimes

All staff on duty at lunchtimes including MDSA's will feedback to teachers on the behaviour of individual learners. Good behaviour in the dinner hall and the playground is rewarded with a sticker that can be added to the reward cards when back in class.

This will be completed by recording the names of any learner on a post it note. This will be passed to the class teacher when they come to collect their children from the playground so a child's behaviour can be monitored throughout the day and any outstanding matters resolved.

The senior leadership team will update the member of staff taking over at lunchtime with regard to any key issues.

### Reflection Time

All staff are expected to record when a detention has been given (on the academy agreed detention pro forma) and the reason for this.

This information is then added onto a school monitoring system. When 3 detentions have occurred in a week or a pattern of detentions is starting to form a letter will then be posted home.

The behaviour Leader monitors the detention data termly and shares any patterns with staff. A letter of congratulations is sent home to any learner who has shown a significant improvement in amount of detentions and a discussion is held to set targets with any learner who has had an increased amount of detentions.

### Behaviour on Academy Trips

Rules, rewards and sanctions apply on out of school trips and will be used as and when appropriate.

### Repeated behaviour incidents

Parents of pupils who repeatedly incur sanctions for behaviour will be invited in to have a formal meeting to discuss the needs of their child and the behaviour will be formally monitored by being placed on a report. Please see appendix four for system.

### Personalised behaviour support systems

It is intended that these sanctions will fit the majority of learners at the academy.

For the tiny minority with serious learning or behaviour difficulties, further steps will need to be taken to work towards good behaviour.

In this instance a behaviour plan will be created and personalised to support the individual needs of a child. Parents and professionals are encouraged to feed into this process and work within a multi-agency way.

### Extreme Behaviour

In cases of extreme behaviour a formal exclusion may be considered. The decision to exclude will be taken by the Principal following the guidelines laid out by Hastings Academies Trust (<http://www.hastingsacademiestrust.org.uk/docs/policies/UoBAT-HAT%20Policy%20B6%20Exclusions.pdf>) and the DFE.

### Positive handling

In line with section 550A of the 1996 Education Act the school has a Duty of Care to all its pupils. Staff, who have been trained in positive handling techniques, may use them in the following cases:

- To prevent a crime being committed
- To prevent pupils injuring themselves or others
- To prevent damage to property (including their own)
- To prevent behaviour prejudicial to maintaining good discipline and order

If necessary the Positive Handling Policy will be used and parents will be informed and procedures outlined in the positive handling policy followed.

### Pupil behaviour support

The academy works with a range of staff to support children's needs including our Behaviour for Learning Coach.

## **Anti-Bullying 'No Blame' Strategy**

At West St Leonards Primary Academy bullying is taken seriously and defined as either:

- A premeditated act of verbal or physical act of aggression
- Or a sustained series of verbal and/or physical abuse

### What do we do to help prevent bullying?

- We have the staff that care for and support children and will listen to parent concerns.
- The whole school P.S.H.E. and Social Emotional Aspects of Learning (SEAL) programme is designed to teach learners to grow in self-confidence and self-esteem, to understand behaviour and self-control and have a sense of community.
- The academy holds regular assemblies and class discussions during 'Circle Times' to highlight feelings and anti-bullying throughout the year.
- There is Cyber bullying awareness information provided for parents and in-school training for learners.
- The Anti-bullying policy is in place with clear guidelines to deal with incidents.
- The academy has a named Anti-bullying governor (Mrs Katie Kent) who works alongside the academy to monitor and advise on bullying.
- There are 'Peer Mediators' who are trained to support children in the playground at Lunch time and play time.
- We have a 'Behaviour for Learning Coach' who is also our Parent Information Contact. She is available to listen, help and support learners and parents.
- The school council representatives are visible and available to learners who can raise issues with their class representative.
- Children are encouraged to share their concerns with an adult, at all times either verbally or through the worry box within each classroom to embed this process.

When bullying has been observed or reported .....	
<u>STEP ONE</u> Interview with the child or children reporting the bullying	A member of staff will establish whether an incident of bullying has occurred by talking to the child who has identified the bullying about what has happened, who was affected and how this made him or her feel. Children may be asked to access the support of a peer mediator or behaviour for learning coach for incidents that require further discussion but are <u>not an instance of bullying</u> e.g. friendship disagreements.
<u>STEP TWO</u> Convene a meeting with those involved	A member of staff will talk to the child or children who have been cited as bullying to establish their viewpoint / take account of what happened. This may include some bystanders or colluders who joined in but did not initiate any activity.
<u>STEP Three</u> Interview with any witnesses	A member of staff will check whether the bullying was observed by any witnesses (children / staff) and take account of what has occurred.
<u>STEP Four</u> Share responsibility	The child or children cited as bullying are encouraged to consider a way in which the other child could be helped to feel happier / make things right. The teacher gives some positive responses but does not go on to extract a promise of improved behaviour.
<u>STEP Five</u> Agree next steps	A member of staff ends the meeting by passing over the responsibility to the individual(s) to solve the problem. An agreed set of next steps is reached and implemented. The class teacher meets the relevant parent to explain events and outcomes.
<u>STEP SIX</u> Review next steps	An identified member of staff monitors the next steps and meets again with all parties to see how things are progressing.
	Parents / carers need to be informed when an incident of bullying has occurred and what follow up actions were taken by either the class teacher or Senior Leadership Team.
	Concerns raised by parents / carers will be investigated using this model and outcomes shared

#### Searching, Screening and Confiscation:

School staff can search a pupil for any item if the pupil agrees. The ability to give consent may be influenced by the child's age or other factors.

Principals and staff authorised by them have a statutory power to search pupils or their possessions , without consent , where they have reasonable grounds for suspecting that pupils may have a prohibited item.

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

*Reference: DFE document Searching, Screening and Confiscation Advice for Headteachers, school staff and governing bodies. January 2018*

Date \_\_\_\_\_

Date \_\_\_\_\_

Dear \_\_\_\_\_

We are sorry to have to inform you that your child \_\_\_\_\_ has received a Reflection Time at playtime/time out of class for breaking the following school rule/s/value/s:

<b>We are good listeners</b> (Kindness, Co-operation, Teamwork)		<b>We work hard at all times</b> (Resilience, Teamwork, Perseverance)	
<b>We are respectful to adults</b> (Politeness, Co-operation, Thoughtfulness)		<b>We will be in the right place at the right time</b> (Co-operation, Thoughtfulness, Teamwork)	
<b>We do not hurt others</b> (physically or hurt feelings) (Self-control, Kindness, Empathy, Thoughtfulness)		<b>We look after property</b> (Politeness, Thoughtfulness, Teamwork)	
<b>We are honest</b> (Honesty, Co-operation, Empathy)		<b>We do not swear</b> (Self-control, Empathy, Thoughtfulness)	

The following incident/s occurred resulting in your child's sanction:

- 3 XXX =15 minutes reflection time during playtime today/tomorrow
- 1 incident= 15 minutes reflection time during playtime today/tomorrow
  
- 1x incident = reflection time in another classroom (internal exclusion)
- 4 XXXX= reflection time in another classroom (internal exclusion)

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We trust that you will talk to your child about this matter to discourage any further incidents. If you require any further information, please contact the class teacher.

Yours sincerely,

Class Teacher

(This section to be given to Mrs Roper in office)

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Details of incident      1 incident      Accumulation of X's      Time of day \_\_\_\_\_

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Name of person giving the letter \_\_\_\_\_ Supply Y/N

Appendix Two: Letter informing Parent/ Carer of multiple detentions during any given week

Date \_\_\_\_\_

Dear \_\_\_\_\_

We are sorry to have to inform you that your child \_\_\_\_\_ has received multiple reflection times out of class this week for repeatedly breaking the following school rule/s/value/s:

<b>We are good listeners</b> (Kindness, Co-operation, Teamwork)		<b>We work hard at all times</b> (Resilience, Teamwork, Perseverance)	
<b>We are respectful to adults</b> (Politeness, Co-operation, Thoughtfulness)		<b>We will be in the right place at the right time</b> (Co-operation, Thoughtfulness, Teamwork)	
<b>We do not hurt others</b> (physically or hurt feelings) (Self-control, Kindness, Empathy, Thoughtfulness)		<b>We look after property</b> (Politeness, Thoughtfulness, Teamwork)	
<b>We are honest</b> (Honesty, Co-operation, Empathy)		<b>We do not swear</b> (Self-control, Empathy, Thoughtfulness)	

The follow incident/s occurred resulting in your child's sanction:

Date	Minutes in Detention	Reason

We would be grateful if you could talk to your child about this matter. If you require any further information, please contact the class teacher.

Yours sincerely,

Class Teacher

Appendix Three: Incidents which trigger pupil to go on a report to formally monitor behaviour choices

Trigger	Week 1-2	Week 3-4/5	week 5/6	Week 6/7x
For pupils who incur more than 50 minutes reflection time in a term	Formal minuted meeting with parent and teacher Report card for 2 weeks Next meeting planned Parent and Teacher to consider support/preventative strategies	Formal minuted meeting with key stage leader, teacher and parent If pupil incurs 30minutes of reflection = report card continues for further 2 weeks (4 weeks total) Parent, Teacher and keystone leader to consider support/preventative strategies	Formal minuted meeting with parent, teacher and behaviour lead. If pupil incurs 30 minutes of reflection = report continues for a further 2 weeks (6 weeks total) Teacher and behaviour lead to consider/revise behaviour plan	Formal minuted meeting with parent, teacher, behaviour lead If pupil incurs 30 minutes of reflection = Behaviour lead and principal to consider next steps
For pupils who incur 2x yellow letters in a week	Formal minuted meeting with parent and teacher Report card for 2 weeks Next meeting planned Parent and Teacher to consider support/preventative strategies	Formal minuted meeting with key stage leader, teacher and parent If pupil incurs 2x more yellow letters= report card continues for a further 2 weeks Parent, Teacher and keystone leader to consider support/preventative strategies	Formal minuted meeting with behaviour leader, teacher and parent If pupil incurs 2x more yellow letters= report card continues for a further 2 weeks Teacher and behaviour lead to consider/revise behaviour plan	Formal minuted meeting with parent, teacher and behaviour lead= If yellow letters continue= Behaviour lead and principal to consider next steps
For pupils who incur 1x yellow letters every week for 3 weeks	Formal minuted meeting with parent and teacher Report card for 2 weeks Next meeting planned Parent and Teacher to consider support/preventative strategies	Formal minuted meeting with key stage leader, teacher and parent If pupil incurs 1x yellow within that time = report card continues for another 2 weeks Parent, Teacher and keystone leader to consider support/preventative strategies	Formal minuted meeting with behaviour lead, teacher and parent If yellow letters continue report card continues for a further 2 weeks Teacher and behaviour lead to consider/revise behaviour plan	Formal minuted meeting with Behaviour Lead, teacher and parent If yellow letters continue = Behaviour lead and principal to consider next steps
For pupils who incur 2x red letters in a week	Formal minuted meeting with parent and teacher Report card for 2 weeks Next meeting planned Parent and Teacher to consider support/preventative strategies	Formal minuted meeting with key stage leader, teacher and parent If pupil incurs 1x red within that time = report card continues for another 2 weeks	Formal minuted meeting with Behaviour Leader, teacher and parent If red letters continue report card continues for a further 2 weeks Teacher and behaviour lead to	Formal minuted meeting with Behaviour Leader, teacher and parent If red letters continue = Behaviour lead and principal to

	preventative strategies	Parent, Teacher and keystage leader to consider support/preventative strategies	consider/revise behaviour plan	consider next steps
For pupils who incur 1x red letters every week for 2 weeks	Formal minuted meeting with parent and teacher. Report card for 2 weeks. Next meeting planned  Parent and Teacher to consider support/preventative strategies	Formal minuted meeting with key stage leader, teacher and parent If pupil incurs 1x red within that time = report card continues for another 2 weeks Parent, Teacher and keystage leader to consider support/preventative strategies	Formal minuted meeting with Behaviour Leader, teacher and parent If red letters continue report card continues for a further 2 weeks Teacher and behaviour lead to consider/revise behaviour plan	Formal minuted meeting with Behaviour Leader, teacher and parent If red letters continue = Behaviour lead and principal to consider next steps
For pupils who incur x2 SLT call outs for disruption	Formal minuted meeting with parent and teacher. Report card for 2 weeks. Next meeting planned  Parent, Teacher and key stage leader to consider support/preventative strategies	Formal minuted meeting with key stage leader, teacher and parent If pupil incurs 1x SLT within that time = report card continues for another 2 weeks Parent, Teacher and keystage leader to consider support/preventative strategies	Formal minuted meeting with Behaviour Leader, teacher and parent If red letters continue report card continues for a further 2 weeks Teacher and behaviour lead to consider/revise behaviour plan	If SLT call outs continue = Meeting with parents, behaviour lead and Principal consider next steps

Specific targets will be shared at the start of the report with parents and pupil  
A mark out of 5 is given per session 2x morning lunch and afternoon- This will show the trigger times as well as the positives  
Pupils take report home for it to be signed each day.  
If pupil does not return the report a new report card starts.  
The red or yellow letters will not be given out but it will be recorded on the report  
Internal exclusion times will be reduced to no more than 1hr to 1hr and half depending on age  
Preventative strategies will always be the first strategy.