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Co-op Academy  
Parkland

## **Behaviour and Anti-Bullying Policy**

### **Introduction**

The Governing Body of Parkland and its staff want our pupils to behave well in order that:

- our pupils feel safe and secure
- our staff can teach effectively and maximize the learning opportunities for all pupils
- there is minimal disruption and distraction

### **Guidelines**

- Positive relationships between all groups (adult to adult, adult and pupil, and pupil to pupil) will be expected and should be modelled at all times. All members of the school community will treat each other with courtesy, kindness and respect.
- Lessons will be interesting, engaging and fully inclusive to motivate pupils.
- Pupils' needs may be met in a variety of ways to ensure they have a positive experience of school.
- PSHE and Second Steps sessions will develop the pupils' understanding of behaviour (their own and others) and improve their emotional literacy to enable them to deal with a variety of situations.
- Good behaviour will be rewarded. Once given, rewards will not be withdrawn for subsequent incidents.
- Consequences for inappropriate behaviour will be reasonable and proportionate.
- All staff are expected to comply with and support the behaviour policy and model good practice for other colleagues.
- Discussions will describe the behaviour and not the child.
- Parents and pupils will be asked to sign a home-school agreement that supports the behaviour policy.
- Parents are expected to support the school and the pupil when dealing with behavioural problems.
- Pupils displaying behavioural difficulties will be supported and a referral may be made to SEN support services for assessment.
- Nurture provision and counselling sessions will be made available as appropriate.
- Extreme, or persistent poor behaviour may lead to exclusion.

### **Anti-Bullying**

Bullying, of any sort, will not be tolerated in school. As part of PSHE, Second Steps lessons and assemblies, children are encouraged to speak to an adult as soon as possible (or adds note to Place

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2Be boxes) if they feel unsafe in any way. It is part of the home-school agreement that children and parents will inform school if there is a barrier to their safety and learning and this includes incidents of bullying.

School defines bullying as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- may be aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (e.g. email, social networks, apps and instant messenger)

School retains the right to contact the police or social services if they feel that bullying is severe.

On the report of bullying, the Headteacher will be informed and fully investigate the matter. This may involve talking to children, staff and parents. A review of the investigation will then be given to the child or parent, where relevant. If the investigation finds that bullying has occurred then it will be recorded in school records which are regularly monitored by the Local Authority and parents of both the victim and perpetrator will be informed. In addition to this, if the bullying is based on the victim's inclusion in a particular group, the relevant records will be completed and forwarded to the Local Authority.

Sanctions will be enforced against the perpetrator in line with the severity of the action and/or frequency of incidents. In extreme cases the child may be excluded and police informed.

Children's special educational needs will be taken into account when deciding upon actions.

It may be the case that additional education is required and in this case the individual, group or class of children may receive additional lessons from class teachers or outside agencies.

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Where an incident of bullying has occurred, behaviour will be monitored by staff for a fixed time to ensure there is no re-occurrence. Any re-occurrence will be dealt with in line with school's behaviour policy.

From time to time, children may report bullying that is happening outside school hours (e.g. messages, facebook). In these circumstances parents will be asked to attend school for a meeting to resolve issues. Parents will be informed of school's e-safety policy and the statutory and legal ages for use of some technology. If problems are not resolved, school would advise parents to contact the police.

**Reviewed by G Graham: March 2018**  
**Ratified by Full Governing Body: March 2018**  
**To be reviewed: March 2020**

## **Appendix 1          Rewards system**

### Weekly celebration assembly:

Good work certificate – 1 per class, per week. Awarded for a piece of work that was good (taking account of the pupil's age and current ability)

Parkland Pride certificate – 1 per class, per week. Awarded to a pupil who has made their teacher/s proud of them e.g. for improved behaviour, being a role-model, excellent/improved attendance/punctuality, excellent manners, helping a pupil or adult, good attitude to work, overcoming a difficulty etc.

Parkland Points will be given out during the week and a child randomly picked for a prize in assembly.

Attendance – weekly attendance of each class against their current target will be read. Classes achieving their target will be praised. Prizes will be given as appropriate for improvements/ special achievements. Each class achieving 95% or above will receive £2 for their class and 100% will receive £5. A class cup will be given out for best attendance that week. Class attendance will be celebrated on displays in the hall and entrance area.

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Spot prizes and rewards will be given for showing excellent learning behaviour. These may be rewarded to a whole class or individual children.

#### End of term assembly (parents):

Certificate for Good Work and Pride to recognize achievement over the term.

Prizes for pupils who have maintained 100% attendance, with certificates for those with above 95% attendance.

#### Other rewards

'Parkland Points' will be given to pupils for good behaviour in any situation by all adults in school. The pupils write their name on the tickets and place in prize draw box in the classroom. A winner will be drawn during celebration assembly and receive a small prize.

Stickers, certificates, postcards home etc will also be used by all staff to reward good behaviour and work.

The 'Good to be Green' name chart will be used in class to support the recording of sanctions and to celebrate 'being green' at the end of the day.

Class teachers from time to time may instigate specific reward systems for their class or individuals, as appropriate, but only following discussion with Headteacher/ Deputy.

## **Appendix 2                      Sanctions**

A pupil demonstrating an inappropriate behaviour may be moved to amber on the good to be green board. This serves as a reminder of expectations.

If a pupil continues with this behaviour they will be moved to a red. This will be followed by 5 minutes time out within the classroom/ situation which gives the pupil reflection time. This will be in a safe, supervised position away from any possible triggers. Other pupils should be able to continue with their activity.

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When this time has elapsed there is a 'fresh start'. If there is further inappropriate behaviour the system is used again.

If a pupil receives a second yellow, then red, in the same session they will be taken to a senior teacher. This may be immediately if appropriate or at the next available break. Their behaviour will be recorded and a 5/10 minute timeout in the senior teacher's room observed. The pupil should return to learning as soon as possible after this.

For the next session the 'fresh start' applies.

If a pupil's name is recorded twice in one day, or on a regular basis, by the senior teacher, they will be referred to Headteacher / Deputy for an appropriate sanction. This may include prolonged timeout, counselling, support from Learning Mentors, contact with parents (letter or by phone), internal exclusion or formal exclusion. This will be recorded.

The same system is to be used at break and lunch times. The 'time-out' needs to be in an appropriate place e.g. standing near the duty teacher. Any pupil with 2 red cards during lunch time will be reported to the Learning Mentor overseeing lunch play for recording. If a pupil's name is recorded twice in one day, or on a regular basis, in this book they will be referred to GG for an appropriate sanction. This may include prolonged timeout, counselling, time in the indoor lunch club on subsequent days, contact with parents (letter or by phone), internal exclusion or formal exclusion. This will be recorded.

Some pupils may need the support of an 'Expectations Chart' to monitor their behaviour for a specified time period. This must only be done with the agreement of the Headteacher / Deputy and with parental knowledge. If a child has a chart they will also pick a member of staff (not senior leaders) to be their mentor. They will take their chart to their mentor after break and lunch every day for brief discussion about how things are going.

Extreme incidents will be dealt with outside of this system.

All classrooms will have a large red card. In the case of an urgent/ extreme behavioural incident the card will be sent to the office and the staff there will find a senior member of staff to assist.

## Key Stage Two

We have high expectations of children's behaviour and do not accept:

- Refusing to follow instructions
- Hurting other people physically
- Hurting other people verbally

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- Using inappropriate language

If a child is not meeting these expectations, they will receive a letter home detailing what they have done and asking parents/carers to speak to them. If they receive a second letter, the parent/carer will be asked into school to discuss their child's behaviour. If they receive a third letter within a short space of time, they may be excluded from school.