



Behaviour, Bucket Filling and Anti-Bullying Policy

“Everyone who works with children should do what is in the best interests of the child.”

Article 3 United Nations Rights of the Child

Opening Statement:

At Trinity School, we are a ‘bucket filling’ school. We believe everyone has the right to learn and feel safe, welcome, secure and happy in school. We should treat others with respect, kindness, compassion, understanding and tolerance whilst recognise all pupils are unique and special and celebrate differences. By doing so, our aim is to ensure that every child’s ‘bucket’ is kept full. This should help them achieve their maximum potential with their learning and in school in general.

The school has an ethos of praise and positive reinforcement to promote good behaviour, self-esteem and positive relationships. In order to teach responsibility, self-discipline and instil a sense of right and wrong, a clear and consistent set of consequences for inappropriate or undesirable behaviour needs to be agreed upon and followed by all members of the school community.

Trinity’s Golden Rules and Class Charter

It is expected that all children follow the Golden Rules, which are

- Do be gentle: do not hurt anybody
- Do be kind and helpful: do not hurt people’s feelings
- Do work hard: do not waste your or other people’s time
- Do look after property: do not waste or damage things
- Do listen to people: do not interrupt
- Do be honest: do not cover up the truth

Alongside The Golden Rules, each class is expected to negotiate and agree a Classroom Charter based on the UNCRC at the start of each academic year. This consists of a set of agreed responsibilities that all children and adults sign up to. This should be prominently displayed in the classroom

Bucket Filling

Becoming a bucket filling school has been inspired by Carol McCloud’s story – ‘Have You Filled a Bucket Today?’

It works on the premise that everyone in the world has an invisible bucket. The purpose of this bucket is to hold good thoughts and feelings about oneself. When the bucket is full, one feels happy and good; when the bucket is empty one feels sad and lonely. Everyone can fill each others’ buckets and you can also fill your own bucket.

Buckets can be filled by:

- Showing love to someone,
- Saying or doing something kind,

- Giving someone a smile,
- Making someone feel special,
- Giving compliments,
- Showing understanding and compassion,
- Being friendly.

However, it is also possible to dip into a bucket and take out some good feelings. This is known as bucket dipping. Bucket dipping takes place by:

- Making fun of someone
- Doing or saying mean things
- Ignoring someone
- Hurting someone

Bucket dipping can become bullying situations (see below).

Rewards and House system

As a 'bucket filling' school, the most important aspect of how we approach behaviour, is through positive comments, reinforcement and praise. As teachers we must recognise and model all the ways that a child's bucket can be filled.

To help promote a sense of belonging to a group and also as an individual reward we have a house point system at Trinity.

All children in the school are allocated to one of four houses all named after 'famous' people from the parish - Durrell (red), Riley (green), Young (yellow) and Gallichan (blue). Siblings are placed in the same house as each other. The house system runs through all aspects of school life.

House points are given individually for effort, behaviour, positive social skills, personal successes, sporting achievements and also collectively at house events/competitions such as sports or the Arts.

A record of individual House points are kept by class teachers and then collected at the end of every week and totalled for the school. An on-going running total is kept throughout the year on a spreadsheet.

At the end of the term, House points are totalled up and there is a celebration reward for the leading house. At the end of the academic year the House with the most House points is the winner and receives a cup and a reward.

House points can be awarded by all members of staff. House points handed out by anyone other than a child's own class teacher will be in the form of a spot sticker for a child to take back to their class teacher.

Children can earn recognition for achieving various House point milestones:

- 100 HP - bronze badge
- 250 HP – silver badge
- 500 HP – gold badge

In Year 6 House points are also used to generate Privilege Points which allow the children to work towards certain responsibilities throughout the year. They earn a Privilege Badge when they receive an agreed amount.

In addition to the House point system, teachers also have their own individual rewards systems in their classes which may include:

- Stickers and stamps
- Marbles in the jar
- A visit to the Headteacher
- A note home
- Star of the Week

Behaviour expectations

There are high expectations of behaviour at Trinity School. There are 3 slightly separate areas of behaviour which are all interlinked. These are:

1. Bucket filling, dipping and the bullying
2. Classroom learning behaviour
3. Lunchtime behaviour (see separate policy)

The overall aims are the same (see opening statement) and they are all linked by strikes.

Strikes

For inappropriate behaviour a system of strikes is used. This is to ensure a consistent and fair system of behaviour management across the school. Class teachers should have a Behaviour Consequence Chart on display that details the current actions and consequences. For disruptive/inappropriate behavior staff will give a warning or a strike.

There are certain higher-level behaviours that will result in strikes straight away. Other sanctions are also used for some behaviours that involve physically or verbally hurting someone (see Behaviour Consequence Chart).

If a child gets a strike, they will miss a 15-minute break time with their class teacher, who will record the date and reason for the strike on an Excel Record Sheet (in TSA). The class teacher will talk to the child about their behaviour to ensure they understand why they were given a strike and to think about they might do next time.

If a child gets 5 strikes in a half term then they will miss a whole lunchtime with their KS Leader and complete a form regarding their behaviour. This form will be sent home for the parent/guardian to read, sign and return to school. Strikes will be reset every half term to ensure a fresh start.

The number of strikes will be kept and monitored and are reported at consultations and in the final school report. Parents might be informed verbally when strikes are given, when deemed appropriate by the class teacher. Parents must be informed for serious or repeated verbal or physical hurt.

If a child exhibits continual inappropriate behaviour then the class teacher should consult with the SENCO and targets and/or an Individual Behaviour Plan might be devised. Parents will be informed.

When a child becomes a physical threat to themselves and /or others then the Headteacher should be informed and ESC guidelines would need to be employed.

Incident report forms can be used to hand over any behaviour issues that have occurred during playtimes and lunchtimes (or seen by other adults) to the class teacher.

Please refer to Behaviour Consequence Chart for more detail.

Learning Behaviour Chart

We want classrooms to be a safe, calm and productive learning environment. Behaviours that interrupt learning or waste time are strongly discouraged. Behaviours that might cause such disruption are discussed with children regularly and there is a list in each class as reminders (see Behaviour Consequence Chart). The Learning Behaviour Chart (see below) is designed for use in classrooms as a consequence for such behaviours.

For any disruptive/inappropriate behavior in class staff will follow the procedures below:

1. A warning
2. Move the child in class
3. Time out in another class (10-15min) - a strike will be given – a reflection sheet will be filled out during this time
4. Sent to Key Stage Leader - the reflection sheet will be signed and sent to parents
5. Sent to Head Teacher - another strike will be given and the parents will be called in for a meeting

(Please note – class teachers can give general class instructions/warnings about behaviour and a non-verbal warning if necessary, but as soon as more is necessary that becomes an immediate warning).

Each class has a visual display of the chart. There are names/photos of each child. Everyone starts each new day on the 'Star Learner' space. The piece will be moved down through the chart accordingly.

There is also a 'Making the Right Choices' space, where a child can be moved to if their behaviour has improved at lunchtime. However any child who has had a warning cannot return to the star learner space at any point during that day.

Any child who is on the 'Star Learner' space at the end of the day is to automatically receive a House Point.

If a child is continually getting strikes in class, a behaviour plan should be drawn up with strategies to help that child succeed. This might include things like behaviour charts, tokens, added incentives, deliberate ignoring in an area that doesn't cause distractions.

Bucket filling, dipping and the link to bullying

Bucket filling is part of the school's positive behaviour and reward system and works alongside House Points. It is hoped that by focusing on the positive we can reduce bucket dipping (negative behaviour).

However if bucket dipping of any kind does occur staff will follow the procedures below.

1. In the first instance, any bucket dipping will be dealt with by the class teacher, in line with the behaviour policy. Each incident will be investigated and dealt with appropriately. The class teacher will decide the severity of the bucket dipping (mild, moderate, severe) or whether it is a case of equal dipping (a falling out/argument between 2 people). The consequence will be dependent on the severity of the incident and could result in either a warning or a strike straight away (see Behaviour Consequence Chart). The class teacher will record it.
2. A second incident will result in a similar process, but the class teacher will have a discussion with the child involved to try and resolve the problem and warn them of the consequences of further incidents. A strike will be given and recorded on the behaviour log and a verbal apology will be made.

3. If bucket-dipping behaviour is repeated by the same child to different children 3 times or more within a half term, then 2 or more strikes will be given, a reflection/apology note will be filled in and parents will be informed.
4. If bucket-dipping behaviour is repeated by the same child to the same child 3 times or more within a half term, then it might be becoming a bullying situation. This will result in 2 or more strikes, a reflection/apology note and will be classed as a 'Bullying Alert'.

A Bullying Alert will mean:

- The class teacher will complete a bullying alert form.
- This will be handed to the Deputy Head.
- Someone in the SLT will then hold a SOS (Solution Orientated Session), to try and resolve the issue. This will involve talking to all individuals on their own and/or as a group (as appropriate) to try and find a resolution to the situation. There is a set format to this session and one of its aims will be to support the person on the receiving end to ensure their self esteem, resilience and happiness are built up again; the other aim will be to make the person doing the bucket dipping aware of what they are doing, the effect it might be having and support them to change their behaviour.
- Other appropriate consequences will be implemented as necessary, including possible temporary removal from where the bucket dipping is commonly occurring (e.g. missing breaks).
- The parents of each child will be informed.
- This will all be logged.

Once a bullying alert has been triggered, there will be review meetings with class teacher, the children involved and the parents at appropriate regular intervals until the situation is resolved.

What is Bullying?

It is important for there to be a clear and shared definition of what bullying is between staff, children and parents. We take any behaviour that causes upset seriously and deal with it appropriately. However it is important for there to be a differentiation between bullying and other forms of peer-to-peer conflict and falling out. Bullying is a very serious offence; to use the word inaccurately and frequently is not healthy as it can affect self-esteem and provoke strong reactions.

We define bullying as having 3 key features:

1. It is ongoing and repeated
2. It is deliberate and intentional
3. There is a power difference between the person/people doing the bullying and the person experiencing it.

(SEAL)

Bullying can take many different forms and can be direct (done directly to the target) or indirect (behind someone's back). Some of the forms of bullying might include: name-calling, violence, threatened violence, isolation, cyber bullying, exclusion, ridicule, spreading unpleasant stories/gossip about someone.

Education about bullying situations will take place throughout the school in Jigsaw (PSHE) lessons and will include a strong emphasis on the role of the bystander. A bystander is a person who might not be involved in the bullying situation, but is aware that it is going on.

Finally as a school we try to be careful about the language we use when talking about bullying situations. We want to avoid permanent labels such as bully (or bucket dipper). Instead we try to use 'person who bullies', or someone who is 'using bullying behaviours' (or bucket dipping). This is because there is a difference between what we are and what we sometimes do. By labelling someone a bully, it implies they cannot change. At Trinity we believe people make mistakes and they can choose to change their behaviour. We also believe it is our role to help them do so.

For further information please see

- Trinity Lunchtime Policy

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