

Hendal Primary School



Hendal Primary School
Belong, Aspire, Achieve.

Behaviour, Discipline & Anti-Bullying Policy

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Lead Personnel: Headteacher

BEHAVIOUR, DISCIPLINE AND ANTI BULLYING POLICY

2018-19

AIMS

- To establish and maintain approaches towards behaviour that is consistent throughout the school.
- To ensure that all members of our learning community feel safe, valued and respected within the environment we collectively create.
- To establish a clear understanding that we all have a right to learn to the best of our ability and to ensure that everyone has equal opportunity to do so.
- To ensure that behaviour strongly supports our school values and high expectations at all times throughout the school.
- To celebrate positive behaviours which are rewarded and praised consistently, both formally and informally by teaching and non-teaching staff.
- To ensure the consistent implementation of sanctions which are clear and fair.
- To ensure that all members of our learning community behave with respect, care and consideration for others.
- To ensure that parents understand and are directly involved, wherever appropriate, in implementing and supporting school policy.

Hendal Primary School Code of Behaviour

All members of Hendal Primary School will:

- Be courteous, considerate and respectful towards everyone
- Always listen to others and take turns in conversation
- Work hard and always try our best in all areas of our learning and teaching
- Look after property and all resources
- Tell the truth at all times
- Treat everyone equally, honestly and fairly using good manners
- Take pride in ourselves, our achievements and our school

CLASSROOM MANAGEMENT

Class Teachers must have consistent, high expectations of children's behaviour.

Strategies to promote effective classroom management.

Moving around school, entering and leaving the classroom/hall

- Walk quietly in single file
- Go directly to their 'work place' in the classroom
- No entry to classrooms and cloakrooms permitted during break times and lunch times unless supervised by staff

Classroom organisation

- Traffic light visual reminder of positive behavior choices in ALL classrooms and learning areas

- Seating plan - at tables, carpet work
- Visibility e.g. of whiteboard, learning/teaching resources
- Access to resources
- Flow of movement around class
- Differentiation of activities and level of adult support
- Visual timetables

Staff positive role modeling

- Model highest standards of courtesy, respect, care, helpfulness and expect the same of all children

Rewards and praise

- Use of agreed reward systems and verbal praise to consistently follow school expectations
- Use reprimands sparingly and effectively

THE ROLE OF TEACHING AND NON-TEACHING STAFF

The responsibility for ensuring that our behaviour expectations are effective and consistently applied belongs to all members of the school community throughout the school day, in all parts of the school grounds and includes journeys to and from school.

Where children operate under different expectations and interpretations of our code of conduct, the policy is undermined and compromises the ethos of our school.

Where any member of staff considers that the aims of this policy or code of behaviour is being breached during lesson time, they have a responsibility to address this in line with the appropriate range of agreed sanctions and with reference to the teacher in charge of the lesson.

Where there is the opportunity to reward or praise positive behaviour, all staff share the same responsibility to do so.

THE ROLE OF LUNCHTIME ASSISTANTS

Lunchtime assistants may award stickers for positive behaviour to reward and encourage children who are 'doing things right'. After collecting a full card of stickers the child will receive a lunchtime star badge in Mentions Assembly.

The role of Lunchtime assistants is crucial to the smooth running of the school and to the effectiveness of children's learning. If the behaviour code is broken they will:

- Remind the child of the appropriate behavior
- If the problem persists, issue a yellow card and make the child aware that they are doing so and the reasons for it.
- If the misbehaviour persists, or other serious behaviour occurs, issue a red card and make the child aware of the reason/s for doing so. The child will be asked to stand at the wall and this will be recorded in the lunchtime assistants individual red book.
- At the end of lunchtime any behavioural messages will be passed to the appropriate class

teachers.

- The class teacher will then follow-up and confirm any consequence as a result of the misbehaviour.
- If the behavior is unsafe or serious enough a member of the SLT will be called and will intervene immediately.

Lunchtime assistants will have the opportunity to formally discuss their role with the Headteacher half- termly.

REWARD SYSTEM

Positive behaviour and effort will be rewarded by:

- Written praise and encouragement on children's work.
- Individual verbal praise.
- Team points are awarded for positive behaviours.
- Stickers for good work, behaviour and positive attitudes around school.
- Star of the Week certificates and badges. Stars of the Week and teachers' mentions are recorded in the Mentions Book and read out in Friday's Mention's Assembly. Photos of Stars of the week are displayed on the Star board in the hall and their names are included in the weekly newsletter. Children who are mentioned have their names on the mentions board outside Mrs Ashton's office.
- Badges are awarded in assembly when child achieves specific milestones or for outstanding work, behaviour and personal achievement.
- Half-termly class reward in last week on half term to reward all persistently well behaved children.
- Attendance awards are made termly and annually to reward children who achieve 100% attendance and also for children who's attendance has greatly improved.
- The 'Hendal' cup is awarded to the class who achieve the highest weekly attendance. The class who wins the overall attendance for the year goes to the cinema in July.
- The Hendal Dog is awarded weekly to the class who wears their uniform with pride (including PE kit) and are positive role models.
- The Hendal bear is awarded to the class for special effort in learning and good behavior choices and upholding our British Values.
- Lunchtime assistants award stickers for positive behaviour in the dining room and on the playground.
- Breakfast club award stickers for positive behavior during Breakfast club hours.

CONFLICT RESOLUTION

All children from time to time have conflicts over a wide range of issues. It is vital that these are dealt with correctly.

Dealing with conflicts:

RESTORATIVE PRACTICE

- Decide upon a suitable time to deal with the issue. If you are unable to investigate immediately, explain to the children when you will do so. Always follow-up at the earliest opportunity.
- Listen to all parties concerned individually or collectively and record important details in a brief report. (Complete an incident form if needed) Use open questions and deal with the primary behaviour.
- Assure the children that the situation will be dealt with until it is resolved.
- Make the children aware of the consequences of their actions and any rules they have disregarded.
- Offer appropriate pastoral support or mediation to the children.
- Take the necessary action in line with the Formal Sanctions Procedure including informing relevant adults in and out of school as appropriate e.g. class teacher, senior leadership team, Headteacher, Lunchtime Assistant, parent.

FORMAL SANCTION PROCEDURE

If an informal strategy fails to bring about a change in a child's behaviour, or an individual incident is considered to be of a sufficiently serious nature then the Formal Sanctions Procedure will be applied. This procedure is an escalating scale of response, designed to manage all unacceptable behaviours whilst providing opportunities for children to improve their behaviour.

Unacceptable Behaviours

- Persistent calling out in class
- Refusal to follow instructions
- Physical abuse of learning resources
- Inappropriate language
- Any disruption which is detrimental to teaching and learning

In the case of serious misdemeanors, a teacher may wish to 'fast track' the process e.g. refusal to follow or ignoring instructions, bullying, theft, violence, extreme behaviour, rudeness or racism. In such cases the member of staff should refer the behaviour to a senior colleague (Headteacher, Deputy Headteacher or other member of the SLT) please send a white label to notify and minimized disruption to teaching and learning.

Continuum of Sanctions

- 1st Verbal reminder/warning – opportunity to correct behaviour, teacher clearly states what improvement is required the child's name/photo remains on green on the classroom traffic light.
- 2nd warning the child's name/photo is moved to amber on the classroom traffic light and 5

- minutes of playtime is lost supervised by the class teacher.
- 3rd warning the child's name/photo is moved to red on the classroom traffic light. This results in a loss of 15 mins which is all playtime or 15mins of lunch time, supervised by the class teacher
- Children may also loose dojo reward tokens for breaking classroom rules.
- A Telephone call home to report and discuss unacceptable behavior

If Unacceptable Behaviour Continues

- Child suspended from after-school clubs, visits off site, residential visits, school swimming (where risk assessments deem behaviour to pose a threat of danger to others or themselves.)
- Informal and formal meetings with parents/carers and an individual behaviour plan established which is regularly reviewed
- Involvement/referral to external agencies e.g. Behaviour Support
- Internal exclusion means a child is working in isolation within school for a stated period of time and
Is supervised by a Senior member of staff and a formal letter is sent out to parents.
- Exclusion (Fixed term)
- Exclusion (Permanent)

The governing body will be kept informed of all internal and external exclusions.

Corporal punishment will not and must not be used under any circumstances.

Corporal punishment is defined as any degree of physical contact which is deliberately intended to punish a child, or which is primarily intended to cause pain or injury or humiliation (Sections 548 to 550 of the 1996 Act). The ban on this is absolute. It applies regardless of the seriousness of the child's misbehaviour, or the degree of provocation involved. In addition, depriving a child of food or drink is unlawful. In the school situation this covers those times such as breaks, lunch and periods where children normally have access to food and drink.

EXCLUSION OF CHILDS

There are three types of exclusion:

Fixed term for 15 school days or less.

If a child is excluded for 15 days or less, parents have no right of appeal. However, the Discipline Committee of the Governing Body has a duty to listen to any representation a parent may wish to make, although they cannot overturn any exclusion of less than 6 day.

Fixed term of 16-45 days

For fixed term exclusions exceeding 15 days and permanent exclusions, the clerk to the Disciplinary Committee must convene a meeting to consider the exclusion. (Including any amalgamation of more than 15 day exclusion in any one term.) The school remains responsible for setting and marking work during the exclusion process. When exclusions exceed 15 days the LA will liaise with the school to ensure educational provision is being provided, and will assist with these arrangements if

necessary.

Permanent

A permanent exclusion means that a child is not anticipated to return to that school. During an exclusion of any length it is important that the child does not go into the school site at any time, unless invited for a Discipline Committee Meeting.

The decision to exclude a child from school for any length of time should not be taken in the heat of the moment. The Headteacher should ensure he/she has all the relevant facts and firm evidence to support any allegations made before making a decision

When is exclusion appropriate?

A decision to exclude a child for a fixed period or permanently should only be taken:

- In response to serious breaches of the school's Behaviour and Discipline Policy.
- If a range of alternative strategies (Using the Formal Sanctions Procedure) has been tried and the unacceptable behaviour continues to present itself.
- If allowing the child to remain in class would seriously harm the education and welfare of the child and other members of the school community.

Only the Headteacher can exclude a child from the school. In the Headteacher's absence, authority is delegated to the Deputy Headteacher.

Before the decision to exclude is taken, The Headteacher (or Deputy Headteacher) will take the following steps

- Take time to consider all the relevant facts and not act 'in the heat of the moment'.
- Allow the child concerned to give their version of events.
- Check whether an incident appeared to be provoked by racial, verbal, emotional or physical harassment.

After the decision to exclude has been made (fixed term of 15 days or less) the Headteacher will:

- Notify the parents immediately, ideally by phone and send a letter within one school day.
- Inform the Chair of Governors and the LA immediately if the exclusion means in total that the child has missed more than 15 days in a term or will miss a SATs test.
- Collate all the relevant evidence.

After the decision is taken to exclude (fixed term more than 15 days, or an aggregate of more than 15 days in any one term) the Headteacher will:

- Notify the parents immediately, ideally by telephone and send a letter within one school day.
- Inform the Governors Discipline Committee and the LA immediately.
- Collate all the relevant evidence.

After the decision has been made to permanently exclude a child, the Headteacher will:

- Notify the parent immediately, ideally by telephone and send a letter within one school day.
- Inform the Discipline Committee and the LA immediately if the exclusion means that in total

- the child has missed more than 5 school days in a term or will miss a SATs test.
- Complete and collate all relevant evidence, including the PEX form.

Parents have a right of appeal against a decision to exclude the child if he/she is excluded for more than 5 days. Parents should contact the school and ask to speak to the Chair of the Discipline Committee.

Bullying and Harassment Scheme

ANTI-BULLYING

All forms of bullying are unacceptable in the school.

The definition of bullying in our school is:

The willful or conscious desire to hurt, threaten or frighten an individual or group. This includes hurt caused through emotional, physical or verbal abuse.

We aim to challenge and prevent bullying through fostering an inclusive and open environment in which difference is celebrated and appreciated.

We will be taken seriously and not tolerate incidents of bullying or harassment within our school.

Bullying behaviour usually has the following features:

- It is repetitive and persistent – though sometimes a single incident can have the same impact as persistent behaviour over time;
- It is intentionally harmful – though occasionally the distress it causes is not consciously intended by all of those who are responsible;
- It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it;
- It causes feelings of distress, fear, loneliness and lack of confidence in those being bullied;

Although one-off incidents can bear many characteristics of bullying, such incidents do not constitute bullying and are defined as incidents of harassment or prejudice. These incidents may be equally as serious as incidents of bullying, thus we endeavour to deal with them following the same guidelines.

Bullying may occur in adulthood as well as childhood, with similar consequences for all those involved. It is also possible for members of staff to be bullied by the children in their care.

Types of Bullying

Bullying may take various forms

Physical

- Kicking or hitting
- Prodding, pushing or spitting
- Other physical assault
- Intimidating behaviour
- Interference with personal property
- Deliberate targeted exclusion from peer-group activities
- Extortion (e.g. of pocket money or items in a packed lunch)

Verbal/Psychological

- Threats or taunts
- Shunning/ostracism
- Name calling/teasing/verbal abuse
- The refusal to acknowledge/respect the cultural/racial/familial background of an individual
- The refusal to acknowledge/respect the sexuality or gender identity of an individual
- Innuendo
- Spread of rumours
- Making inappropriate comments in relation to appearance

Prejudice-related bullying (including racist, homophobic, disablist, sexist)

Any of the above examples may be experienced within prejudice-related bullying. Further examples may include:

- Physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, sexual orientation, gender, gender identity, physical or sensory ability, religion, learning difficulty and mental health problems (whether relating to the object of the bullying or relating to a member of their family or friend)
- Refusal to co-operate with others on the basis of any of the above differences
- Negative stereotyping on the basis of sexual orientation, race, ability, gender etc.
- Promoting offensive materials such as racist or homophobic leaflets, posters, graffiti, magazines or computer software on school premises
- Failing to actively discourage such material from within the school community
- An insistence upon a previously disregarded name or personal pronoun which does not correspond with the presented gender role of any individual
- Continued association of a word/term which is primarily used to connote a minority group with negativity and aggression. For instance calling another child who fouls at football 'gay' or referring to an object as such.

The specific unacceptability of prejudice-related bullying should be explicitly discussed in the classroom on a termly basis.

Sexual

- Unwanted/inappropriate physical contact
- Sexual innuendo
- Suggestive positioning
- Exposure to age-inappropriate theme or material
- Distribution/display of pornographic material aimed at an individual
- Graffiti with sexual content aimed at an individual

Sexual bullying can arise from, or be expressed within prejudiced-related attitudes and motivations (eg sexism, homophobia, transphobia)

Gifted/Talented

- Name calling, innuendo or negative peer pressure based on high levels of ability or effort
- Ostracism resulting from perceptions of high levels of ability

The above categories of bullying are not mutually exclusive. Cyber-bullying This form of bullying of school-age children is increasing. It is a way of bullying as detailed in the categories previously described and is a method of bullying.

Cyber-bullying can include:

- Abuse on-line or via text message
- Interfering with electronic files
- Deliberate exclusion from online groups, forums or networks
- Undisclosed covert filming or photography of an individual
- Setting up or promoting inappropriate websites
- Inappropriate sharing of images from webcams/mobile phones etc.
- Interference with individual child files/folders

We aim to deal quickly and efficiently with incidents of cyber-bullying. Children will be encouraged to report any incidents to staff and children will be taught not to delete offensive messages.

Teachers monitor children's' files/folders for any inappropriate activity. Internet access is filtered to restrict child access to inappropriate websites and material.

The Effects of Bullying

The impact and severity of bullying may vary. It is generally perceived as a way of exploiting and manipulating one's own perception of difference. Bullying also makes the victim feel hurt and destroys self-esteem.

Bullying also has a serious impact on the bully themselves and is often indicative of anxiety or trauma in the history or presentation of the person who bullies.

It is imperative that bullying is dealt with in its initial stages because we recognise the potential for serious harm that can occur if bullying is allowed to escalate. Children who are bullied are at a significantly higher risk of self-harm and suicide. We know that bullying impacts seriously on school attendance.

Links to other School Policies

This scheme impacts upon and should be used in conjunction with the following school policies.

- Teaching and Learning
- Equality and Diversity Scheme
- Restraint Policy
- Child Protection and Safeguarding Policy

We recognise that no school will ever be completely free of bullying, but believe that consistent implementation of this scheme will ensure few incidents occur and that when they do, will be dealt with swiftly and effectively.

Whole School Approach to Behaviour

Our school aims to promote positive behaviour through:

- Enhancing the self-esteem of all members of the school community
- Clearly stating the boundaries of acceptable behaviour (rules)
- Responding firmly and consistently to children who test those boundaries
- Reinforcing positive behaviour (rewards)
- Encouraging personal responsibility (eg class monitors, Y6 duties)
- Developing interpersonal skills (group/team activities, SEAL, circle time, School Council)
- Endeavouring to understand that children understand and experience the world in different ways.

When children become aggressive and threaten their own safety, that of others or persistently disrupt the discipline of a class or learning of others, reasonable force may be used in accordance with our restraint policy. Such incidents are recorded in the 'Positive Handling' record book which can be obtained from Mrs Ashton. Staff whose role makes it necessary to restrain children are trained in positive handling techniques. Any child considered likely to require intervention through physical restraint will have a specifically designed Behaviour Support Plan which will detail how we can best support them when in crisis.

Prevention of Bullying

A proactive approach to learning and teaching will help to engage children in their learning and build self-esteem. In our teaching we shall consider different learning styles and provide a curriculum which is of interest to all children.

The example set by adult relationships and adult-child relationships within the school affects the way children behave towards others. It is therefore, crucial that all adults provide positive role models for our children.

We aim to establish an anti-bullying ethos in our school through exploration of bullying related issues and awareness of equality and diversity in our curriculum.

By raising awareness we aim to:

- Create a culture where bullying is not accepted and does not happen
- Encourage those who are bullied to tell an appropriate person
- Help individuals to respond to and cope with bullying through teaching anti-bullying techniques

Circle Time

Class circle time is an important part of preventing and addressing bullying here at Henda Primary School. It helps to:

- Build teams
- Create a safe place to explore issues of concern
- Explore the handling of relationships
- Enhance communication skills
- Encourages understanding and tolerance of the views of others
- Encourages problem-solving approaches to dealing with issues
- Affirms the strengths and enhances the self-esteem of all children

Reporting and Recording Bullying

Children will be made aware that they must report incidents of bullying towards themselves and others to an adult. Parents will be reminded to report any concerns they have.

Support staff will be encouraged to refer incidents of bullying to a teacher or the Headteacher.

Reports of bullying amongst staff should be promptly reported to the Headteacher who will act or offer advice accordingly.

All reports of bullying will be listened to, investigated and acted on.

All bullying incidents of a phobic/racist/disablist nature must be recorded in writing immediately and a copy of any such report must be given to the Headteacher.

Incidents of bullying are recorded in the incident book by the headteacher.

Children who exhibit bullying behaviour

If bullying does occur, all children exhibiting such behaviour will be made aware that this will not be tolerated. Staff must:

- Never ignore reported or suspected bullying
- Not make assumptions or appear to a victim as being judgmental, to listen carefully to all accounts
- Adopt a problem-solving, pro-active approach
- Follow up any reports/incidents of bullying behaviour repeatedly and consistently

Staff response to bullying

- Discussion between adult and children
- Questioning of all individuals involved, including any possible witnesses to try to establish an objective viewpoint
- Take notes and keep as a record
- Adopt a problem-solving approach, where children find their own solution through discussion with the teacher present, with the victim present if appropriate
- Engage in class discussion during circle time

If bullying persists

- Sanctions applied according to our Behaviour Policy

- Discussion with parents , to inform them and to find a way forward together
- Involvement of external agencies
- Part-time or temporary exclusion
- Permanent exclusion

It is important to remember for a child who uses bullying behaviour this can often be the only identity in which they feel comfortable and secure. Such children can often wish to be more socially acceptable models, but can find it increasingly difficult to step away from their position as 'the bully'. We must ensure that this myth of identity is not perpetuated by staff or children. When incidents of bullying have occurred, we must support all those involved. This should include allowing each child ways in which to adopt a more successful and purposeful role and identity within the school community.

Bullying amongst staff

We recognise the seriousness and negative impact of bullying in the workplace on whole-school relationships, morale and productivity. We cannot best support children if we do not work together as a team. We aim to support individuals who may be experiencing such bullying at work and endeavour to help them find ways to tackle bullying behaviour. This may include additional training, removal of staff from certain environments, or re-assertion of job descriptions and roles. Bullying among staff should be immediately reported to the Headteacher. If informal resolutions are unsuccessful, the formal disciplinary procedures will be actioned.

Bullying among adults often manifests as seemingly low-level psychological incidents, rather than more overt, physical bullying. Staff should remember that such repeated incidents do constitute bullying and should be dealt with, even if they appear comparatively minor.

It is important that we give a clear message that anyone can be a victim of bullying and that our school treasures, supports and embraces the differences and abilities of everyone.

Bullying Outside the School Premises

The school is not directly responsible for dealing with bullying which takes place outside the school premises. However, we do have a responsibility to do all we can to ensure that children are safe on their journey to and from school.

Children will be encouraged to tell an adult, family member or teacher if they are bullied outside school. Steps taken by the school may include;

- Discussion with parents of the bully or victim
- Talking to our local Community Police Officer or PCSO
- Talking to children about how to handle bullying outside school

DEALING WITH RACISM

Racial harassment of any kind will not be tolerated in our school.

Any racism will be reported to the Headteacher and followed up as identified by the policy. The Headteacher will then follow the LA Guidelines on dealing with Racial Harassment.