



BEHAVIOUR AND ANTI-BYULLYING POLICY

**Policy
Principles
Learning behaviours**

Our behaviour policy is written to fit in with our school vision:



**And our Christian vision:
'The journey to life in all its fullness'**

Date: November 2021
Date of next review: November 2023

Behaviour Policy

Introduction

We recognise that central to our Behaviour Policy is the Christian ethos of the school, to which everyone in school contributes. Providing a positive climate of openness, good interpersonal relationships and setting high standards is everyone's responsibility. We encourage every adult, all members of staff, parents and governors to take this responsibility seriously. We aim to ensure that everyone within our school feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. As a Church of England school, we believe that every person should feel that they are wonderful, individual, loved, valued and unique, because God made them that way.

Our Behaviour Policy is based on the following beliefs:

1. That all children/people like praise, and respond positively;
2. That we all show respect and consideration for each other;
3. That parents want the best for their children and certainly want them to behave well;
4. That the school is a safe and happy place for all children;
5. That the school recognises the importance of working with parents, children and staff to achieve this.

School Rules

Class rules are set at the start of the academic year, by each class and are revisited regularly. As well as class rules, the school rules have been agreed by the whole school. They are as follows:

1. We treat each other with kindness and respect.
2. We know it is okay to make mistakes – mistakes help us learn.
3. We say sorry if we do something wrong.
4. We look after each other and make sure that no one is hurt or unhappy.
5. We listen and stay quiet when someone else is talking.
6. We always try our best.
7. We are happy to include everyone in our games.
8. We do our best to make all visitors feel welcome.
9. We help look after our school.

The school rules are continually reinforced through assemblies, lunchtimes, circle time and when praising or reprimanding behaviours.

We use kind hands, feet and word in our daily school life including at play.

Covid-19 Addendum

Our aim is to provide a safe learning environment for pupils and staff during the Covid-19 pandemic.

We wish pupils to understand the importance of keeping themselves, their peers, staff and their families safe.

We believe that pupils respond best in an environment where they understand the rules and staff explain new routines explicitly and model this behaviour consistently.

To reduce the risk of spreading the coronavirus and to keep children and staff safe we are implementing additional safety rules during the pandemic and beyond and may need to adapt or change these as the pandemic changes. These rules are detailed below.

COVID 19 AKPS School Rules

- We follow adult direction
- We wash our hands thoroughly upon entering school, after playtime, before eating and before we go home
- We use hand sanitiser or wash our hands with soap and water in the classroom whenever the adult asks
- We keep our hands away from our mouth
- We use a tissue or an elbow to cover our mouths when we cough or sneeze
- Tissues go in the bin immediately (catch it, bin it, kill it)
- If required to do so, we keep within our class pods and do not mingle with any other pod/ children from other pods
- We only use the equipment that has been provided outside the classroom in our zones when this is asked of us
- If in bubbles outside, we keep to our zones for play and lunchtime

Growth Mindset and Learning Behaviours

We are constantly developing children's ability to discuss their learning and helping them develop a language to talk about their own learning. The children in school today are going to be facing a variety of challenges in the wider world and we are working with them to develop skills and attitudes that will help them be successful.

Each class creates an environment in which the differences between a fixed and growth mindset are evident and learning powers are prominent so that both can be easily referred to, from Reception – Year 6. Through our teaching and through leading by example, we encourage our students to adopt a growth mindset approach to their learning. A Growth Mindset is about recognising it's ok to make mistakes and that our brains grow when we try. It can help alleviate frustrations that some students experience in their learning and hence reduce the frequency of potential low-level disruption.

In their lessons students are expected to be supportive of each other. Their mature, thoughtful behaviour is an outstanding factor in their successful learning. Their learning behaviours should make a strong contribution to good learning in lessons and they are expected to show responsibility in responding to expectations and set consistent standards for themselves. At all times, students should apply themselves wholeheartedly, listen carefully and show respect and encourage others to conduct themselves equally well.

Rewards and sanctions

Rewards

We acknowledge the importance of praise as an important tool in fuelling children's self-esteem. Children need to have their self-esteem boosted. We build on the strengths that each child brings to a situation. We aim to catch our children 'shining brightly' and create many merits to celebrate and encourage positive behaviour, attitude and progress. We develop learning from where the children stand. Throughout the school staff use a range of strategies which include;

- Praise – both publicly and privately written and verbal
- Public mention and merit awards for a range of achievements, in whole school assemblies. There are 'Time to Shine' Celebration Assemblies when children share their achievements – good work, behaviour etc; these are noted in a special school book and on the website. Merits are awarded for a wide range of achievements including: behaviour at lunchtimes, manners, reading, presentation, sports, learning behaviours, singing etc.
- Head teacher rewards – scented stickers, termly Golden Head teacher merits- visit to DHT or HT for praise
- Class rewards /use of scented stickers/stars of the day/ merits/ week etc
- Weekly raffle- where in focus
- House points (physical points restricted during COVID 19 due to plastic coins and communal area)
- Opportunities for taking responsibility.

- Sun, cloud and rain in Class R
- Classes 1 and 2 - 20 stickers
- Learning ambassador star badges (10 point criteria)

Sanctions

From time to time there are occasions when there will be a need to apply sanctions. These include;

- Teachers use of professional judgement and have visual systems within each class clearly communicated with the children e.g. rain cloud, ticks.
- We provide children with the opportunity to tell the truth and show Christian values of Forgiveness, truthfulness and trust. We treat each event as a 'choices' and learning opportunity to give each child the chance to learn/ improve.
- Time out is given to consider actions and 'reflect' on choices made- this can be outside with and adult during lunch/ play or in a quiet rea if required.
- Writing a letter of apology
- Making up work time including; missing 5 minutes of break/lunchtime, writing about what better behaviour would be, making up work time in own time.
- Referral to the SLT /Head teacher for persistent low level behaviours or for more serious incidents
- Informal/formal discussions with parents
- Drawing up home school agreements. (home/school book) school working in partnership with parents
- Involve outside agencies e.g. Behavioural Support or Educational Psychologist if necessary
- If a child's bad behaviour is serious or persistent, the child is referred to the Head teacher, parents contacted and outside agencies contacted where/when appropriate. In some circumstances the child may need an Individual Behaviour Programme.
- In extreme circumstance, exclusion. Thus would follow the school's exclusion policy and LA guidance.

Certain kinds of serious behaviour incidents cannot be permitted within school for safety reasons and must be prevented immediately.

These include:

- Swearing and inappropriate language
- Prejudice incidents
- Bullying
- Fighting
- Kicking
- Biting
- Throwing things dangerously
- Leaving class or school without permission
- Refusal to co-operate with a member of staff

Our procedure for these behaviours must reflect their serious nature. All staff must record serious incidents.

- All of the above serious incidents should be reported to the KS1/KS2 leaders, deputy head /head teacher as appropriate. The senior member of staff will inform the head teacher.
- The senior member of staff will warn the child that the behaviour is not acceptable after the first incident and contact parents.
- Should a second incident occur the head teacher will counsel the child about their behaviour. Parents will be invited into school to discuss further behaviour modification programmes.
- If the behaviour continues to disrupt the class, the child will be removed to allow the class to function effectively and only return when they can be re-integrated without disruption.
- If the school with parents' support is unable to address the problem, outside agencies will be involved to offer support.
- If the behaviour continues to disrupt lessons or affect the safety of staff and pupils a fixed term exclusion will be considered. The LA and Governors will be informed.
- On the child's return to school, a Behavioural Contract will be drawn between the child, his/her class teacher, the parents and the Head teacher. Pupil Support Services will be consulted for guidance.
- If necessary, this pattern of consequences may be repeated at any time or permanent exclusion may be considered.
- Exclusion will always be considered for assaults on staff.

Specific programmes for individual children

If a child continually chooses to behave inappropriately and has to be given sanctions on a regular basis, it is likely that they will need an Individual Behaviour Programme. The SENDCO/Head teacher will implement the programme that will include: achievable targets, additional and different strategies to help the child to achieve the targets, responsibility for implementation, parental involvement, etc.

Individual Behaviour Programmes will follow the guidelines of the Code of Practice and be **additional to and different from** the whole school behaviour policy but they will still remain within the general ethos of the School.

Bullying

By this we mean deliberate hurtful behaviour, repeated over a period of time and where it is difficult for those being bullied to defend themselves.

Bullying can be:-

- | | | |
|-----------|---|---|
| Physical | - | pushing, kicking, hitting, pinching and any other form of violence. It may involve threats. |
| Verbal | - | name-calling, sarcasm, spreading rumours, persistent teasing |
| Emotional | - | excluding (i.e. not speaking), tormenting (i.e. hiding books), humiliation |

Persistent bullying can result in:-

- depression

- low self-esteem
- shyness
- poor achievement
- isolation

Unchecked bullying also damages the bullies who learn that they can get away with violence, aggression and threats and that this sort of behaviour gets them what they want.

We must make it clear to all in school that bullying will not be tolerated and all staff must act - and be seen to act - firmly against it. It is part of Social and Personal Education in every class every year and will also be the subject of assemblies. We ensure that children realise that they must report bullying. It is not comparable with telling tales. We encourage a climate within the school where children feel they can come forward and talk to adults about anti-social behaviour. We also realise that the offenders need help too. Our motto is 'Don't be scared. Be prepared; and children know to talk to a 'trusted' adult within school or at home. Pupils give their voice by creating the poster part of our 'anti bullying' policy.

What the school will do when bullying is suspected or reported

1. Take the problem seriously and investigate the incident/s.
2. Talk to the bullies and victims separately.
3. Talk to others who may be witnesses to bullying.
4. Record any incidents of bullying
5. Decide on appropriate action, which may include:
 - apologies from bully to victim
 - contact with the parents if bullying persists;
 - support and encouragement for victim
 - opportunities for the bully to change his/her behaviour;
 - a written record of incidents and people involved;
 - monitoring the situation with victim and parent.

When parents report a case of bullying, it will be investigated immediately. However, parents are advised to watch carefully for any signs of bullying and it possibly re-occurring. It is by nature secretive. The school needs to know when bullying is happening and parents are more likely to be aware of changes in behaviour and attitudes when the children are at home. We encourage children to talk to an adult if they are concerned or worried to avoid problems building up.

As a result of the unhappiness bullying can cause, it has quite rightly become an emotive issue in schools. We all need to understand what bullying is.

Prejudice Incidents

The school takes incidents of prejudice very seriously. Children are counselled as to the seriousness of their choice of language, and formal records are kept (appendix 2) to keep track of recurring incidents, which will be dealt with by the Head teacher in line with the rest of this policy.

School Council- pupil voice

We have a School Council which has representatives in each class. The School Council meets regularly to discuss any issues raised by staff or children. Each class has Circle Time, which is an opportunity for children to express their views on a variety of issues, including friendships, arguments, playtime issues etc. Also all classes receive minutes from the School Council meetings which are discussed during Circle Time. School council is just one example of wide range of ways our children are given pupil voice opportunities and the chance to take responsibility and lead across our school.

Physical Intervention

Very rarely, a member of staff may be required to physically intervene with a pupil for example, if two pupils were fighting, or if a pupil was causing danger to others and needed to be removed. All members of staff have been given a copy of DFE guidance "Use of reasonable force".

Secondary Transfer

In preparation for transfer to KS3, pupils in the Summer Term of Year 6 will be given opportunities, through the PSHE Scheme of Work, to develop strategies to help them cope effectively with the diversity of behaviours that they will be exposed to.

Pupil's Conduct Outside the School Gates

The Head teacher will investigate reports of inappropriate behaviour in the local community after school hours, following the guidance set out in this policy.

Other Policies

The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

This policy should be read in conjunction with the following policies;

- Exclusion
- Child Protection
- Equalities
- Special Educational Needs

The role of the teacher

It is the responsibility of the teacher to ensure that the school expectations underpin behaviour in their class. If a child misbehaves repeatedly in class, the teacher seeks help and advice from senior staff and the Head teacher. For serious incidents, the teacher writes the incident on a behaviour form (appendix 4) which is kept in the Head teacher's office. The Head teacher should be informed immediately.

The teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

The teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The teacher will also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Head teacher

It is the responsibility of the Head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head teacher keeps records of all reported serious incidents of misbehaviour.

The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents

The school will make every effort to work collaboratively with parents to encourage consistent messages about how to behave at school. We inform parents immediately if we have concerns about their child's welfare or behaviour. A copy of this policy can be found on our website. If the school has to use reasonable consequences with a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a senior member of staff, the Head teacher or school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body must also make, and periodically review, a written statement of principles to help the Head teacher determine the measures that make up the school's behaviour policy. This duty cannot be delegated. The governing body must consult the Head teacher, other appropriate members of staff, parents and all registered pupils before making or changing this statement of principles.

The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must consider this when making decisions about matters of behaviour.

Lunchtimes

At lunchtimes, MDSAs are responsible for good behaviour in our school. Any child who behaves inappropriately will be brought into school to member of the Senior Leadership Team. Class Teachers will be informed. All serious incidents must be recorded on a behaviour form and brought to the Head teacher's office. Low level problems should be reported to the class teacher in the first instance.

Fixed-term and permanent exclusions

Only the Head teacher (or the acting Head teacher) has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. Details of any exclusion are included in the Exclusions file and copied to the personal file of the individual child.

If the Head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

Use of Reasonable Force

We have a 'no contact' policy when dealing with behavioural incidents at school. However, in line with DfE guidance January 2016, members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Head teacher and school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. 3 members of the staff team are 'Team Teach' trained as of 2021.

Review and Monitoring

The Head teacher monitors the effectiveness of this policy formatively and reports to the governing body (through the Head teachers Report) on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body has monitoring responsibility for behaviour and discipline.

Our behaviour systems are regularly reviewed and monitored and new members of staff are given training into their use so as to ensure understanding and consistency.

Appendix 1

Behaviour & Discipline in Schools; A Guide for Head Teachers and School Staff

Introduction:

This summary is taken from the statutory guidance from the Department for Education published in March 2012 and replacing chapter 2 of 'School discipline and pupil behaviour policies – guidance for schools'. The guidance explains why maintained schools must have a behaviour policy, what it must cover and the role of the governing body and head teachers in shaping their school's behaviour policy. The document provides an overview of the powers and duties for school staff. It is for individual schools to develop their own best practice for managing behaviour in their school. This guide will be reviewed in Spring 2013. Much of this summary is directly quoted from the guidance.

Key Points

- Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Heads and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

The School Behaviour Policy

The law states that the head teacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work; and which
- regulate the conduct of pupils.

It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied. In developing the behaviour policy, the head teacher should reflect on the following key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour:

Discipline in Schools – Teachers' Powers

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Punishing Poor Behaviour

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil. Punishment (including detentions) must satisfy the following three conditions:

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher.
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- It must not breach any other legislation and it must be reasonable in all the circumstances.

A punishment must be proportionate; the penalty must be reasonable in all the circumstances and account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. Corporal punishment is illegal in all circumstances.

Pupils' Conduct Outside the School Gates – Teachers' Powers

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Detention

Teachers have a legal power to put pupils (aged under 18) in detention. Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.

Parental consent is not required for detentions. As with any disciplinary penalty a member of staff must act reasonably, when imposing a detention. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

School staff should not issue a detention where they know that doing so would compromise a child's safety.

Confiscation of Inappropriate Items

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out.

Teachers have the power to search without consent for 'prohibited items' including items such as knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, and fireworks and pornographic images, any article that has been or is likely to be used to commit and likely to be used to commit an offense, cause personal injury or damage to property, any item banned by the school rules.

Power to use Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'.

Appendix 2 Form used to report Prejudice related incidents in school



Form P1

Report of a Prejudice-related¹ Incident in School

Report from:

School:

Date of incident:

Time of incident:

Nature of prejudice (sex, disability, sexual orientation, religion/belief, gender identity, other):

Ethnic origin² of victim - (state whether pupil or member of staff):

Ethnic origin of perpetrator:

Indicate type of incident – please tick:

Physical assault		Provocative behaviour		Verbal abuse or threats		Damage to the person's property	
Derogatory name calling		Prejudice-related materials		Prejudice-related ridicule		Inappropriate form of address	
Refusal to co-operate		Attempts to recruit to prejudice-related organisations		Prejudice-related comments in lessons		Other-please specify below	

Description of incident/follow-up/resolution (continue on back of page if necessary):

Action taken:

Have you had contact with the victim's parent/carer (if a pupil)? no/yes

Have you had contact with the perpetrator's parent/carer? no/yes

Have you reported this incident to any other agencies? no/yes

If 'yes' which agencies

Signed Designation

¹ Please use form R1 if the incident is related to racism (this will help you with your annual racist incident return to the LA)

² Ethnicity refers to country of origin, culture, religion etc. Ethnicity is a term that is flexible and individuals can self define. English Gypsy Travellers and Irish Travellers are separate ethnic groups.

Appendix 3 *Pupil voice anti-bullying Statement*

Anti-Bullying Policy Written by the School Council



At Ashton Keynes C of E Primary School, we want to make everyone feel welcome, happy and well treated. Because of this we don't think we have any bullies in our school.

We think that a bully is someone who would –

- Say unkind things repeatedly to the same person so that they feel unhappy.
- Physically hurt someone over and over again.
- Use racist, cultural or religious remarks.
- Use threatening or unkind behaviour on purpose to make someone sad.
- Make someone feel different on purpose.



If someone is feeling that they are being bullied they should –

- Tell someone they trust e.g. a teacher, a parent, a carer, a TA, an adult they know well, or a friend.

If someone sees someone being bullied they should –

- Convince them to tell someone about it, or maybe even tell someone on their behalf, so it's not just ignored.
- Invite them to play a fun game and make them feel better.
- Help them not to be mean back.

We think that if someone is bullying another person it may be because they are unhappy, or maybe even that they have been bullied in the past. An adult should try and talk to the person doing the bullying and try to find out why they are doing it so that they will stop.



**Remember –
'Don't be scared, Be prepared'**

AKPS Anti-bullying policy – child friendly version