

Doxey Primary School Behaviour and Anti-Bullying Policy

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour and anti-bullying policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The school has five values which are integral to everything we do – respect, self-belief, perseverance, pride and curiosity. These values underpin our approach to behaviour and anti-bullying.

In our school we see bullying as a form of behaviour which we seek to eliminate through the establishment of a positive caring ethos and through early identification and action.

The school has a number of rules, aimed at keeping the people in it safe and happy, but our behaviour and anti-bullying policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of preparing for future life and become life-long learners. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school aims to provide an atmosphere of stability, security and harmony that is built upon mutual respect and treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community and their role within it, through teaching explicitly and implicitly the British Values which prepare children to become active and valued members of society. These values are taught through our curriculum. The school Behaviour Policy helps to ensure that children practice key learning behaviours that support the school's vision to create valued members of our community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. These qualities are taught and promoted in lessons but are also specifically taught in assemblies. Every child has a role to play in the establishment of good discipline in the school, through their own self-discipline and through their appropriate interaction with their peers. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards and punishments

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- We distribute house points to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Each week we nominate a child from each class to be 'star of the week'. This is always based on our school values.
- Each 'star of the week' receives a certificate in Monday's Celebration Assembly which allows them to take a friend in to be first for dinners and is shared with the school community on the weekly newsletter.
- Each term a child is nominated from each class to be 'star of the term'
- Each 'star of the term' receives a certificate in Celebration Assembly and this is shared with the community on our website.
- All years have an opportunity to contribute to class assemblies where they are able to feel valued and appreciated.
- Dinner staff are an integral part of maintaining our positive school ethos. They reward positive behaviour by the awarding of certificates, which are also presented in Monday's Celebration Assembly.

The school acknowledges all the efforts and achievements of children, both in and out of school. Children regularly bring in and show certificates and cups.

The school has adopted the "It's Good to be Green" behaviour system (see Appendix). Each classroom has a chart where each pupil has their own pocket containing a "Good to be Green" card. "Green" behaviour includes good listening, good sitting, working hard and showing kindness to others. If a pupil shows low-level disruption or otherwise fails to follow an instruction they will get a verbal warning. If the undesirable behaviour continues, the teacher will issue a yellow warning card which is placed on the chart. If the undesirable behaviour continues, the pupil is sent to another class for 10 minutes "thinking time", where they reflect on the consequences of their behaviour. The pupil then returns to class and is returned to a yellow Warning card. However, further undesirable behaviour will mean a second red card is issued, which will mean being sent to a senior member of staff, a loss of playtime and a message being sent home.

For the children who are green for a large majority of the time they participate in a half termly treat.

It is recognised that occasionally some pupils have individual behaviour plans or strategies are used which are not compatible with the "It's Good to be Green" system. One example would be ASD children. It is also recognised that in some settings, such as Fred Time, behaviour is managed in other ways.

It is also recognised that serious incidents, such as fighting, will mean that pupils are dealt with immediately on a "second red" card level of severity, which may lead on to possible internal "segregation" or external exclusion in extreme cases.

The following expectations are upheld at all times:

- We expect children to listen carefully to instructions in lessons.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and there are consequences given for the child's actions. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE 00060-2011 : *Use of Reasonable Force*. Staff only intervene physically to control or to restrain pupils. This can include removing disruptive children from the classroom when they have refused to follow an instruction to do so; prevent a pupils leaving the classroom where allowing the pupils to leave would risk their safety or lead to behaviour that disrupts the learning of others; and to prevent physical harm to staff, other pupils or themselves. The actions that we take are in line with government guidelines on the restraint of children.

The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to their full potential.

The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves then in the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the behaviour manager or the head teacher.

The SENCO has access to in school support material such as reward charts if extra resources are needed to improve behaviour. These are only used after parent consultation.

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

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

Anti-bullying

Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. We recognise bullying as persistent and deliberate hurtful behaviour which may be physical (hitting, theft), verbal (name-calling, provoking) or indirect (spreading stories, ostracism, cyber-bullying).

We also recognise our duties as identified in the Equality Act 2010 and its Schedules.

We recognize that there are nine equality strands (known as Protected Characteristics):

disability;

ethnicity (including Gypsy and Traveller groups);

gender;

gender identity and transgender;

faith, religion and belief;

marriage and civil partnership;

sexual orientation (homophobia);

pregnancy and maternity;

age.

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimization. Doxey Primary School will seek to achieve positive action in respect of the Act. We would not tolerate any form of bullying or discrimination in any form under these categories.

Each class has a "Concerns Box" where pupils can put post-its if they think they or someone else is being bullied. Very often pupils may use this as a way of letting their teacher know about something that has upset them, even though this may not be bullying as such. Nevertheless, the Concerns Box also encourages genuine cases of bullying to be shared confidentially.

We recognise that pupils can be bullied because of real or perceived differences, such as race, sexuality, appearance, religion, etc. In our school we take every opportunity to celebrate difference and diversity, through assemblies and at appropriate places in the curriculum.

Our Incident Form for recording and communicating about things that occur includes an Urgent Action alert which is intended, among other things, to ensure that suspected cases of bullying are dealt with swiftly.

Prevent

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Anti-bullying Policy for pupils or the Staff Code of Conduct . We will share information with the First Response Team and/ or the Staffordshire police Prevent team when appropriate. We will also work with Staffordshire's Channel Panel in relevant circumstances.

The role of the Headteacher

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 behaviour manager and head teacher support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

School keeps all records of serious incidents of misbehaviour.

The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We also encourage parents to report any concerns so we can deal with them in a prompt and consistent way.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.

The head teacher has the day-to-day authority to implement the school's policy on behaviour and anti-bullying, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school refers to the DfE guidance, "Exclusion from Maintained Schools, Academies and pupil referral units in England" (2012).

Only the head teacher (or the acting head teacher) has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a child, 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 LEA 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 child or extend the exclusion period made by the head teacher.

The governing body has an appeals 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 child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.

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

Monitoring and review

The head teacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The class teacher deals with the majority of incidents of behaviour during the day as part of their pastoral care of the class. When the lunchtime supervisors deal with behavioural issues they communicate with teachers as necessary using the Incident Form.

The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

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 will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *What Equality Law means for you as an education provider: schools* and *The Equality Act 2010* and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

References :

“Exclusion from maintained schools, Academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion” (DfE, April 2012, DFE-00042-2012)

“Additional Provision to manage behaviour and the use of exclusion” (Ofsted, September 2012, Ref 120180)

“Inspecting Equalities” (Ofsted, September 2012, Ref 090197)

“What Equality Law means for you as an education provider : schools” (Equality and Human Rights Commission, 2010)

“The Equality Act” (2010)

“Use of Reasonable Force” (DfE 00060-2011)

APPENDIX (following page):

A copy of the behaviour procedure on display in every classroom.

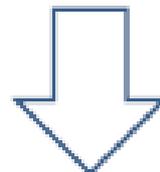
It's Good to be Green

If you do not show green behaviour, this is what happens :

1) You will get a verbal warning.



2) Yellow warning card.



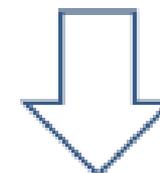
3) Red consequence card.

You are sent for 10 minutes

"Thinking Time" in another class.

When you return, you go back to

Yellow.



4) 2nd Red consequence card.

You are sent to a senior member of staff.

You will miss the next day's break.

A letter will be sent home.