



Astbury St Mary's Primary School

Behaviour and Anti-Bullying Policy

Approved for Issue: Autumn 2018
To be reviewed: Autumn 2019

Astbury St. Mary's Church of England Primary School



Behaviour and Anti-Bullying Policy

Introduction

The governing body of Astbury School acknowledges that it has the ultimate responsibility for the conduct of pupils and the standards of discipline employed at the school, and that it determines the general principles of behaviour and pupil conduct which are administered by the headteacher. Such principles include promoting self-discipline, having regard for authority, having regard for person and property, and expecting proper and courteous behaviour at all times.

It is recognised that achieving high standards and expectations with regard to pupil behaviour and conduct is a collective responsibility which governors, the headteacher, teachers, support staff and the children themselves must identify, provide and maintain.

This policy has been constructed following consultation with the above groups. It identifies the principles which we agree to promote.

Code of Conduct

Astbury St. Mary's Primary School is a caring school.

People: As part of God's family we care for each other.

- Our school is a place where we endeavour to make one another feel safe, secure and happy.
- Our school is a place where everybody has feelings of worth and is respected for their individual opinions, skills and abilities.
- Our school is a place where we endeavour to promote fairness and high social and moral values.
- Our school is a place which encourages calm and order. We believe this helps the children to develop a personal discipline and inner peace. It gives them better opportunities to achieve satisfaction and quality in their endeavours.

Property: As part of God's family we care for property.

- Our school is a place where every individual is expected to show respect for property whether it belongs to school, others or self.

Environment: As part of God's family we care for our environment.

- Our school expects every individual to show concern for keeping the premises and the environment around it safe and attractive.
- Our school promotes a positive attitude towards behaviour and discipline through a well-ordered environment that is rich and rewarding, and in which each child is helped to develop his or her all-round potential.

Education: As part of God's family we care about what and how we learn.

- Our school is a place where we encourage children, staff, governors, parents and carers to work together in partnership, and where there is a common bond to provide the very best for all the children who attend.
- Our school, above all, emphasises those values as depicted by Our Lord Jesus Christ who spent his life working for the welfare of others, and who provided us with the rules by which we all may live.

Aims

- To promote good behaviour throughout the school.
- To encourage a whole-school approach to rewards and sanctions.
- To involve parents and carers in promoting good behaviour.
- To be consistent and fair.
- To have a positive approach to behaviour. (Praise the child who is doing right rather than speak to the one that is misbehaving, where possible.)
- To ensure all children are safe, secure and happy, making a positive contribution.
- To provide a warm, caring environment in which the children 1) have a positive value of self and others 2) know that bullying will not be tolerated (* see appendix for definition of bullying) 3) are not afraid to talk to adults if they feel bullied .

Behaviour expectations

Each class discusses the home school agreement, class rules and school mission statement yearly to make their classroom a safe and happy place. These are displayed in the classroom and signed by the children. Teachers regularly discuss the meaning of the rules, agreement and mission statement with their class.

In order to encourage a positive attitude towards good behaviour and conduct, as well as enforce sanctions, all staff have a responsibility and requirement to adhere to the following procedures:

Rewards

We will always try to acknowledge good behaviour and manners, and reward these with:

- Smiles and gestures
- Positive remarks
- Consistent praise for good behaviour and attitude to learning
- Team points
- Reward tokens
- Certificates
- Stickers

In all classes children have the opportunity to visually have their name moved up the the Gold star on the behaviour scale linked to growth mind set and attitude in lessons. In all classes children are rewarded with up to twenty minutes of golden time every Friday afternoon. Children who manage to keep a perfect record of all 20 minutes Golden time each week, over the period of a term, will receive a special treat at the end of the term.

Sanctions

The behaviour, attitude and welfare of children around the school are closely monitored.

Children who fall short of the required standard will incur one or more of the agreed sanctions in the order listed below. It must be remembered that our aim is to increase every child's self-esteem

and, therefore, our sanctions will never humiliate or embarrass a child, nor will they cause physical or psychological harm. Sanctions do not have to be severe to be effective. We use sanctions to register our disapproval of unacceptable behaviour. We aim to make it clear to the children that it is the behaviour and not the person that is unacceptable.

The sanction process is as follows.

Each child starts the day on green – ready and prepared for learning. If poor behaviour is observed then the child is given a warning and informed that if this behaviour continues they will move down on the behaviour chart to amber. If this continues then they move down to red.

Moving down to amber means a minute lost from golden time. If a child is asked to move their name to red, the loss of Golden time minutes will be determined by a member of staff, according to the degree of severity in the level of behaviour displayed.

- A child may be moved directly to red if they display more serious poor behaviour, e.g. any physical, aggressive or verbal abuse towards any other peer or adult. Adults are expected to deal quickly and calmly with a problem that arises, making it clear to children why their behaviour is being called into question and what the consequences will be. The child may be spoken to by a more senior member of staff or have time to reflect / discuss their behaviour at break time. Behaviour which is serious, as mentioned above, may result in a loss of further break times, this is dependent on the severity of the poor behaviour. If a child is missing break times then they will remain inside and will be supervised in the classroom.
- Persistently poor behaviour, where a child displays a regular or consistently negative / aggressive / violent approach to their peers / member of staff will be dealt with according to the following procedure:
 - Parents will be informed of the negative / aggressive / violent behaviour and the next steps clarified if the behaviour is repeated / continues.
 - Any repetition will lead to an Internal Exclusion in School.
 - A further repeat will result in a Fixed Term Exclusion.
 - A Permanent Exclusion from the School will be the result of a number of Fixed Term Exclusions.
- Children with a history of showing defensive escalation after their behaviour is called into question, will be given time to work through their outburst using the Team-Teach 'crisis, recovery, depression then restoration' model. These children will have individual behaviour plans. (See Positive Handling policy.)
- The child may need to be removed from the situation (or the class removed) and the headteacher needs to be informed as soon as possible. The class teacher needs to make contact with parents / carers at the end of the day, or sooner if required. Future behaviour will be guided and monitored. This may be in the form of a daily behaviour record or behaviour plan. (See Positive Handling policy.)
- At the end of the day the teacher records the behaviour chart and at the end of the week the teacher records the golden time chart. The names are returned to green for the next day so each child receives a fresh start. The log of behaviour is recorded on the whole school behaviour log on the staff share.
- This process is also be used on the playground and during trips.

Children may be asked to complete a 'behaviour reflection' sheet to support them reflect on behaviour.

For children showing outbursts of anger, an ABCD record will be used to determine: (A) the antecedent to the behaviour, (B) the behaviour, (C) the consequences and (D) the desired behaviour. This is also recorded on the whole school behaviour log on the staff share.

Any behaviour which uses racist, derogatory or homophobic language will be reported to the headteacher and recorded on the school's behaviour forms.

Behaviour at lunchtime and break time

During morning and lunch break time there are always two members of staff on the playground.

During the afternoon break for KS1 only, there is one member of staff.

During the lunch break, children are under the care and supervision of a team of lunchtime supervisors.

Behaviour at lunchtime and break time is expected to be as good as at any other time of the school day. The home school agreement and mission statement remain the same and rewards and sanctions follow the same pattern as for the rest of the day. During the break time periods, efforts will be made to engage the children in positive play activities to avoid inappropriate behaviour.

Good behaviour at break time and lunch time is rewarded with:

- Smiles and gestures
- Positive remarks
- Consistent praise for good behaviour and attitude to learning
- Team points
- Reward tokens
- Certificates
- Stickers

Inappropriate behaviour at break time and lunchtime is dealt with by the same sanctions as above.

Anti-bullying

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences." (Preventing and tackling bullying in schools July 2017)

In Astbury School, name-calling is the most common form of bullying, followed by being hurt or threatened with being hurt. More indirect forms of bullying include exclusion from the social group or having belongings hidden or taken.

In Astbury school bullying is rare. Ensuring that this remains the case is a high priority for governors, staff, parents / carers and children.

- We will continue to promote the partnership between home and school.
- We will regularly reinforce our home school agreement and mission statement.
- We will ensure that all children know that there is no excuse for bullying and that such behaviour is not tolerated in a Christian school.
- We will ensure that all children know they can share their problems with adults in school, that they will be listened to and that appropriate actions will be taken.

Strategies for dealing with bullying

Most bullying takes place in playgrounds. Teachers are generally aware of children being pressurised or teased in class and it is important that such events are dealt with immediately.

Adults should look for warning signs in children, recognising the differences between play and confrontation:

- Is a child frowning, looking unhappy or angry?
- Is a child trying to get away from an aggressor?
- Is a child not taking turns?
- Is a child isolated?
- Is a child regularly crying?
- Does a child regularly complain about their treatment by others? (But be careful about drawing incorrect conclusions!).

If bullying is reported then the school will use the bullying investigation process and forms A-D from the Local Authority, and share these with parents.

Disciplining the bully

“Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.” (Preventing and tackling bullying in schools July 2017)

Measures to discipline bullies in Astbury School will be agreed on an individual basis in discussion with the senior leadership team, class teacher, child and parents.

Prevention of exclusion

A variety of methods are tried to prevent exclusion. These are as follows:

- The use of an adult to diffuse the situation and to ‘calm’ the child.
- Use of ‘time-out’ with another teacher in another class.
- Placement with the headteacher.
- Discussion and counselling with the child and other parties involved.
- Meetings and/or conversations with parents / carers at early stage.
- Use of external agencies such as play therapy etc.

- Internal exclusion

Exclusion

Continuation of unacceptable behaviour will be treated as extremely serious and may lead to a period of suspension from school. Parents / carers will be written to and informed of the fixed-term exclusion. The model form from the Local Authority will be used – model letter 1. Parents / carers will be offered a re-entry interview when the child returns to school.

For behaviour which could cause serious physical or psychological damage to self, others or property, the child will be sent immediately to the head teacher. This may lead to a period of internal exclusion or suspension from school. If it is the latter, then parents / carers will be written to and informed of the fixed-term exclusion. The model form from Local Authority will be used: model letter 1. Parents / carers will be offered a re-entry interview when the child returns to school. In the case of an internal exclusion, parents will be informed.

Following the Education and Inspection Act (2006)

‘Head teachers are reminded that for any single incident of fixed term exclusion beyond 5 days, the school must provide full-time education off-site from day 6.’

When a child is permanently excluded, schools are required to inform the Local Authority within 24hrs. This is because the Local Authority, under the legislation, has a statutory duty to put provision in place for permanently excluded pupils by the 6th day.

In line with statutory guidance, Education Support Access Officers (ESAO) will attend all review meetings of the Exclusions Committee of the governing body for permanent exclusions. ESAO will also attend any subsequent Independent appeals panel.

First Day Provision

Children who are excluded from school are entitled to ‘First Day Provision’.

First Day Provision put simply means providing children with work and a point of contact between the school and home. Regardless of the length of the exclusion, the class teacher will provide appropriate work for that child. The work will be delivered to the child by the headteacher or a member of the senior leadership team.

Special educational needs

There are some children for whom this policy will require adaptation. These children may have a statement of special educational needs.

We acknowledge that there will be occasions when vulnerable children will require a ‘cool-off’ period and as such all staff will offer this opportunity. We will endeavour to work as closely as possible with the parents or carers of these children.

Monitoring

The headteacher and senior leadership team will monitor the effectiveness of this policy on a regular basis. The headteacher will report to the governing body on its effectiveness and, if necessary, make recommendations for further improvements.

Approved for Issue

Chair of Governors

Headteacher

Date

Date