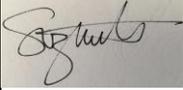


Pupil Behaviour (including anti-bullying) Policy

STICKLAND'S CE VA PRIMARY SCHOOL

Adopted date:	1st February 2021
Signature of Headteacher:	
Signature of Governing body:	
Next review date	January 2023

This policy should be read in conjunction with the following Department for Education guidance;

"Behaviour and Discipline in Schools: Guidance for Governing Bodies" (DofE 2013/2014)

"Use of Reasonable Force – advice for Head teachers, Staff and Governing Bodies" (DofE 2013)

Policy Aims

Through the overall school aims we strive to develop a trusting and caring environment, based upon mutual respect and understanding where all people are treated fairly. The school ethos is based on these aims and around the qualities of Care, Courtesy, Consideration and Common sense.

We seek to help our learners become responsible members of society, committed to making God's world an even better place.

We aim to enable children to develop reasoned self-discipline and socially acceptable behaviour, demonstrating good manners, respect and helpfulness towards each other and all adults.

We aim to allow all at the school to reach a high level of self-esteem where children are happy, feel good and enjoy each other's company.

We aim to maintain high standards of tidiness and orderliness around the school, encouraging children to take pride in their school and the wider community.

Discipline at Stickland's Primary is designed to be "kind but firm and fair" based on the sound knowledge of individual children. In the classroom teachers present focussed, interesting lessons based on a challenging and varied curriculum with a balance between active and passive pursuits that are relevant to all learners. Liaison with parents about a child's circumstances, attitudes to learning and behaviour is essential.

We look to achieve these aims in the context of a Rights Respecting School.

Rights & Responsibilities

Rights of children:

- To be able to learn in a safe environment
- To be treated with respect
- To be listened to by adults in the school
- To understand what is and is not acceptable behaviour
- To be treated fairly and consistently
- To celebrate their positive behaviour

Responsibilities of children:

- Behave in an orderly, purposeful and sensible manner at all times

- Show courtesy and respect to all members of the school and visitors
- Be thoughtful, helpful and understanding to each other at all times
- Adhere to the class and school charters

Rights of Staff:

- To uphold the standards of behaviour outlined in the school's Behaviour Policy
- To expect consistent codes of conduct to be used throughout the school
- To be treated with respect by pupils, parents and colleagues
- To expect that there will be no cultural, sexual or physical discrimination against children or parents

Responsibilities of Staff:

- Set high standards of social behaviour, be polite and well-disciplined using positive behaviour management strategies
- Listen to children making it clear that bullying is not tolerated
- Keep a log of any bullying incidents and their outcomes
- Attend relevant training
- make it clear through their response, that children's comments and reactions matter
- Seek every opportunity to explain and reinforce the code of acceptable behaviour, dealing fairly and firmly with those who do not maintain the high standards expected of them

Rights of parents;

- To have information regarding the school's processes and curriculum
- To be able to discuss issues relating to the education of their children
- To offer and receive information regarding the education and behaviour of their children
- To expect consistent codes of conduct to be used throughout the school
- To expect that there will be no cultural, sexual or physical discrimination against children or parents

Responsibilities of parents:

- Be aware of the school's Behaviour Policy and actively support it
- To promote positive behaviour in their children
- Lead by example
- To know the difference between bullying and teasing
- Be aware of unusual behaviour in their children
- Inform school of any issues

Responsibilities of Governors:

- Be familiar with the school's Behaviour Policy and actively support the school in eliminating bullying
- Refer all matters regarding discipline to the Headteacher or Chair of Governors

Positive Behaviour Management

Staff at Stickland's School believe that forging good relationships with pupils is key to promoting positive behaviour management. Members of the staff team are encouraged to appreciate the influence they can have on the feeling, thinking and behaviour of those they care for.

Pupils respond best when they are feeling secure and valued. They feel more secure when they know what is expected of them, and when these expectations are consistent. Therefore, staff and pupils at Stickland's School work together to secure a clear understanding of behaviour expectations. Staff and pupils are encouraged to be clear about their roles and responsibilities for adhering to, and consistently applying the agreed policy for managing behaviour.

Discussions take place with children and staff about expectations, rewards and sanctions, in a calm and planned way. Rewards and sanctions are discussed and agreed by the whole school community and these are explicitly taught to the children. This is on-going and is taught whilst drawing up the class

charters. We use specific and descriptive praise consistently to reinforce high expectations and appropriate behaviour.

High expectations of behaviour and good attitudes to learning are encouraged by the school stakeholders. Staff use praise when children meet the high expectations that we have at Stickland's School.

To promote positive behaviour management, staff:

- Create attractive, tidy learning environments, ensuring that the learning space (e.g. classroom, sports hall, playground etc) is well organised. This enables children to develop independence, it allows them to move around freely and safely and it encourages them to look after property.
- Plan differentiated work carefully to cater for all needs and abilities, ensuring all the resources needed for the lesson are in place before the lesson starts.
- Develop, establish and promote calm, quiet and purposeful environments. They keep calm at all times and talk to children with respect.
- Establish caring professional relationships with pupils and are role models of the school values.
- Model effective and professional working relationships with all other adults in the school, based on the principles of treating others with respect, fairness and dignity. We believe this is important as our interactions should provide pupils with a template to aspire to emulate for all future relationships they encounter – including academic, professional and social.
- Make the School and Class Charters clear so that children feel secure with firm boundaries. Ensure that the children know the school's behaviour expectations and the consequences of making poor choices.
- "Catch the children being good" and praise them for it, making the praise specific and descriptive of the behaviour that is expected.
- Model positive language when setting behaviour expectations, 'say what you want to see,' for example, "Do listen", or "Walk smartly."

Rewards and sanctions

Rewards

REWARD LEVEL	Given for:	Given by:
1	Good work, politeness, helpfulness, trying, homework, effort, improving, positive attitude	<i>All staff</i>
2	<i>Doing lots of Level 1 all the time, ALSO:</i> Exceptional pieces of work Noticeable improvements	<i>All staff</i>
3	<i>Doing lots of Level 2 all the time, ALSO:</i> Amazing pieces of work or project / homework. Always working hard Great attitude within class to school Exceptional & consistent behaviour Amazing effort & helping others Positive contribution to school life	<i>All staff / Head teacher</i>

Positive, constructive behaviour is rewarded through a clear '3 level' system. which is shared with children and parents.

Sanctions

We take every opportunity to teach and encourage children to behave as disciplined members of the school community. When children do not behave appropriately, they will be disciplined according to need. The school will take a dual strategy approach to children who display significant behaviour problems. First, there is a structure of accepted behaviour and it will be expected that all children at the school work within it. If not, the agreed school sanctions will apply. Secondly, all staff acknowledge that it is their responsibility to manage the behaviour of children in their care and that a range of strategies will be deployed to support the child in overcoming their behaviour difficulties. Staff will

draw up Individual Education Plans (IEP) in consultation with the school Special Education Needs Co-ordinator to outline this planned support.

<p>STICKLAND'S PRIMARY SCHOOL – SANCTION SYSTEM - BEHAVIOUR</p>	<p>Given For:</p>
<p>WARNING - Your behaviour in class may cause your teacher to give you a warning</p>	
<p>LEVEL 1- CLASS SANCTION</p> <p>If you continue to misbehave and disturb others, your teacher may move you in class.</p> <p>RECEIVE A STRIKE</p>	<p>Interrupting learning Not trying Not following instructions Not Polite Off task / Lack of respect for equipment Finding distractions Leaving others out Hurting others</p>
<p>LEVEL 2- SENT TO ANOTHER ADULT</p> <p>If you continue to behave poorly, your teacher may ask you to go to another class</p> <p>LOSE MINUTES FROM PLAYTIME / 3 STRIKES FOR KS2</p>	<p>Continuation of <i>level 1</i> behaviour; or Lack of respect or rudeness, Damaging equipment</p>
<p>LEVEL 3 - SENT TO HEADTEACHER</p> <p>If your behaviour is still not acceptable or is more serious, you will be sent to the Headteacher.</p> <p>LUNCHTIME DETENTION – parents informed of detention by class teacher</p>	<p>Continuation of <i>level 2</i> behaviour or; Damaging things (on purpose) Theft (taking things) Aggressive use of language towards others Being unkind about someone's abilities, appearance or family Hurting someone badly on purpose (including staff) Saying 'NO' when given an instruction Swearing</p>
<p>LEVEL 4- PARENTS INVOLVEMENT</p> <p>If you still behave poorly or show level 4 behaviour, then parents will be contacted.</p> <p>LETTER HOME, POSSIBLE MEETING WITH PARENTS, BEHAVIOUR MONITORING</p>	<p>Continuation of <i>level 3</i> behaviour or; Threatening or hurting someone (on purpose), Shouting at or attacking someone, Placing themselves or others at risk Bullying</p>
<p>LEVEL 5- EXCLUSION</p> <p>If your behaviour is so bad, you become un-teachable, you may be excluded from the school.</p> <p>SENT HOME FROM SCHOOL</p>	<p>Continuation of level 4 behaviour or; Serious incident, such as (but not exclusively): Being VERY nasty about someone's appearance or family Hurting someone badly on purpose (including staff) A risk to yourself or others</p>

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Lunchtime

Lunchtime supervisors have the same authority as teachers and will apply the same sanctions, ie, reprimanding, removing and/or reporting to the class teacher at the start of afternoon school. If an incident is particularly serious, the class teacher, Deputy Headteacher or Headteacher will be sent for.

Visits, school journeys and school transport

All of the aims and responsibilities set out in this policy apply when children are involved in any educational, sporting or social activity off the school site. All children are ambassadors for their school when on these journeys and expectations of behaviour and discipline are as high as those within school. Incidents of serious misbehaviour on school visits will always be reported to parents.

Although not responsible for bus behaviour, the school will always support the bus drivers and LEA in dealing with bus-related behaviour incidents. If a child is behaving poorly, the driver has the right to remove that child, with notice, for a fixed period of time.

Discipline beyond the school gate

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises and will use this power only when appropriate. 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 shall follow the guidance in this policy.

A pupil may be disciplined for:

any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

If the behaviour brought to the attention of the Headteacher is criminal or poses a serious threat to a member of the public, the police will be informed. In addition, if the school considers that the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm the school's safeguarding policy will be followed.

The Headteacher

Incidents reported to the Headteacher are considered very serious. The Headteacher will talk to the children and discuss the matter with other staff to decide what sanctions will be applied, or if parents should be informed. If parents are told, they will be invited to discuss the incident with staff, to find an agreed approach to improvement. The Chair of Governors may be informed for the record as well.

Exclusion

Exclusions at Stickland's Primary School are very rare.

Following a culmination of events or a serious incident, the Headteacher **may** decide to exclude a pupil internally or externally for a set number of days, with parents' right of appeal to the Governing Body. Exclusions will only be used as a last resort, and will only be used in response to a serious breach or persistent breaches of the schools behaviour policy. Exclusions are dealt with in line with the government's national guidance;

Exclusion from maintained schools, academies and pupil referral units in England

Exclusion may be seen as an appropriate course of action for the following reasons:

- Repeated non-compliance with staff instructions
- Aggressive or violent behaviour towards children or adults
- Intentional racist or homophobic behaviour
- Intentional damage to school property
- Putting themselves or others at risk of harm or danger

All exclusions, including the right to permanently exclude a child, remain at the Headteacher's discretion.

Bullying

It is the aim of the School Behaviour policy to help create a positive, supportive, atmosphere which is based on shared values and a sense of community.

There is no justification whatsoever for bullying behaviour and it will not be tolerated in any form. Differences of race, religion, gender, sexual orientation, ability are absolutely repudiated as reasons for bullying.

The rules by which we conduct our affairs are derived from this aim and it is important that all staff and pupils clearly understand them. It is equally important that all staff act as effective role models in their relationships with children and with each other.

Bullying affects everyone, not just the bullies and the person being bullied. It affects those who watch and less aggressive pupils can be drawn in by group pressure.

Bullying of whatever kind is unacceptable and must not be regarded as an inevitable, or necessary, part of growing up. It must be clearly understood by everyone that it is wrong and will not be tolerated in this school, or on the way to and from school.

Staff should be alert to signs of bullying and harassment, must take seriously any complaint of bullying, and deal with it firmly, fairly and promptly

This is defined as having three characteristics: -

1. It is continuous.
2. It is deliberate.
3. It is unequal and involves a power imbalance.

A number of school assemblies through the year give messages to children that they have rights and responsibilities, e.g. not be bullied nor to bully. Role play, the PHSE curriculum and Circle Time are used extensively to promote understanding. Children should understand, what it is like to be bullied, what bullies do and what action to take should they be bullied or see someone else affected, the people to approach and the words to use.

Children are taught to discriminate between what is disagreement and what is sustained victimisation in action. All supervising staff members look for signs of bullying. From time to time parents report that their child is claiming that bullying is taking place. When this occurs all staff involved with this child are briefed, the child is watched closely and the person nominated to co-ordinate the procedure makes a note of any incidents. A report is made to a senior member of staff so that the parents can be informed.

Sometimes, particularly with younger children, attention seeking behaviour can accentuate minor situations into major incidents.

Children are encouraged to report incidents to an adult that they trust, the difference between telling tales and reporting something that makes you unhappy is taught. Those who suffer from the poor behaviour of others are told about or shown the actions taken.

Bullying can take many forms, including

- Physical - hit, kick or manhandle
- Verbal - teasing/name-calling/insults relating to physical/social appearance, disability, gender, ethnic origin, racist, sexual orientation or personality
- Psychological - spreading rumours, excluding from activities/discussions/groups of friends
- Extortion - threats to obtain money or property
- Damage/Theft - to/of belongings.

As a school, we shall seek to

- Support children who are being bullied
- Help bullies to change their behaviour
- Meet those concerned individually and find out the facts of any incident
- Use peer group pressure to actively discourage bullying
- Break up bully groups where it seems necessary
- Inform parents immediately if the incident involves violence
- Involve parents at an early stage if an incident is serious or repeated
- Help children develop positive strategies and assertiveness
- Record incidents of bullying in pastoral books so that they can be monitored
- Involve and discuss with children agreed class rules and behaviour
- Involve other agencies, eg, Education Psychologist when necessary

It is everyone's responsibility to try to prevent bullying from happening

Policy review and evaluation

The Headteacher is the staff member with overall responsibility to ensure that the Behaviour and Discipline Policy is implemented and reviewed. The review will be bi-annual and will involve consultation with staff and School Governors