



Behaviour and Anti Bullying Policy

February 2020 update

The lead persons with responsibility for developing this policy are Mr Croker (Interim Headteacher) and Mr Hall (Assistant Headteacher)

The governor with responsibility for Behavior, Safety and Safeguarding is Jo Poole.

Written date: April 2019

Date to be Reviewed: April 2021 (or sooner as needed or if statutory guidance changes)

This policy should be read alongside our Child Protection Procedures, Complaints Policy, Whistleblowing Policy, Code of Conduct, Health and Safety policy, Allegations of Abuse Against Staff.

This policy should also be read in conjunction with the DfE Guidance on Use of Reasonable Force - July 2013, Behaviour and discipline in schools - January 2016, Preventing and tackling bullying - July 2017, Exclusion from Maintained Schools, Academies and Pupil Referral Units in England - September 2017. The school will adhere to current legislation including the Valuing of Gods Children 2017 and Equality Act 2010.

Aims and expectations

"Catch children doing the right things".

We aim to create a happy, secure and stimulating environment where everyone is encouraged to do their best, to feel physically and emotionally safe and to be treated with respect and dignity.

It is a primary aim of our school that every member of the school community feels valued and respected, and 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 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 a number of rules, but our behaviour 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 helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We 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. It promotes good behavior, self-discipline and respect, aims to prevent bullying, ensures that children complete assigned work and regulates the conduct of pupils.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

In St Andrew's School excellent behaviour is the expectation of all children.

The aim of our policy is to ensure a safe, secure, orderly and happy community, through our clear School Code which pupils, parents, staff and governors understand and support. Our children are particularly sensitive and caring towards younger children, helping them at playtimes and lunchtimes. Any problems which may occur are usually among peer groups rather than between children of different ages.

Our Ethos

Our school motto is '**Love, Hope, Believe, Achieve**'. We have taken on one of these principles 'Believe' and used this as the basis of our reward system. This reward is an online system which the children can log into at home and see how many points they have and whether they have enough to earn one of a wide range of rewards. Teachers award every child five points for learning and five for behavior. Teachers can add to these during the day for excellent learning or behavior. They can also deduct for behavior. We have developed the word 'Believe' so that each letter reflects what we all aspire to at St Andrew's (**see Appendix 1**). We continue to use the House system, where each child belongs to one of four houses, as means for promoting the wider curriculum with children often working across age groups. For example, Shelter building day in Technology, Sports Days, Art and Craft activities.

Rewards and Sanctions (Consequences)

All members of staff are involved in the application of rewards and sanctions, with support staff always discussing issues with the class teacher.

| Rewards | Consequences (Sanctions) |
|--|--|
| Immediate praise focused on learning | Warning - verbal or non-verbal |
| Individual class rewards such as: Believe points, smiley face on board or other age appropriate systems. | Age appropriate/lesson appropriate consequence given e.g. move place in class (time-out table), missed playtime, write a letter, complete learning activity. |

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|---|---|
| Stickers/Believe points | Time out in another (paired) class |
| Visit to Senior Leader (reward) | Pupil sent to see Senior Leader following continued inappropriate behaviour choice or more serious behaviour issue (temporary or permanent exclusion may be considered - see exclusions policy) Behaviour logged onto SIMS database and in Behaviour Book - recorded by senior leader. |
| Parent seen at the end or beginning of DAY Note in diary/to parent Phone calls home | Continual behaviours occurring, class teacher / senior leader to meet with parents/carers. (temporary or permanent exclusion may be considered - see exclusions policy) |
| Certificates awarded in Celebrations Assembly | Individualised behaviour plan written in response to being seen by the senior leader for a serious or persistent behaviour issue. Plan written with Class Teacher and SENCO and shared with parents to ensure we are meeting individual needs. (temporary or permanent exclusion may be considered - see exclusions policy) |

Break and Lunchtimes

During break and lunch time, the staff on duty follow the same approach to rewards as occurs in-class. The aim is for the approach to behaviour and the language used to be the same throughout the school day.

1. Being aware of any child who has difficulty with social relationships and finding opportunities for them to join in constructively;
2. Share ideas for games and help children to learn new skills;
3. Listen to children and help them to be honest.

The lunchtime consequences for making poor choices:

1. A clear warning stating to the child the behaviour that needs to change and what will happen if they continue.
2. A timeout from play.
3. Seek class-teacher support (the class teacher may decide that the child should go straight to the senior leader)
4. Seek senior leader support.

Staff should try to be positive and cheerful but should be prepared to deal firmly with any child who is putting him/herself or others in danger, or behaving in an antisocial manner. Persistent misbehaviour should be reported to a senior leader.

School visits

The agreed rules apply to all children. Children on Individual Behaviour Plans are planned for via a risk assessment and expectations shared with child and family. Staff will deal firmly and fairly with

misbehaviour wherever it occurs in the school, or on visits elsewhere since all venues are regarded as extensions of school and the children act as ambassadors of our good name. Incidents of serious misbehaviour on school visits will always be reported to parents and a potential ban on the child going on future trips put in place.

Home School Agreement...

At the start of each academic year, all children and parents are asked to read together and sign our Home/School agreement. This clearly outlines the school's expectations of behaviour, linking them to our school values. Please see the 2018/2019 agreement for more details.

Class Charter

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom charter of rights and responsibilities, 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 during circle time.

Bullying

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. We do everything in our power to ensure that all children attend school free from fear. Please refer to the anti-bullying section later in this policy.

Guidance

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Reasonable Force - advice for school leaders, staff and governing bodies (July 2013)*. Staff will only intervene physically to restrain a child or to prevent injury to a child, or if a child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of children.

Fixed-term and permanent exclusions

Please refer to the school's Exclusions Policy which is published on the school's website.

Monitoring and review

The Headteacher 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 school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour.

The Headteacher 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 in line with the Equality Act 2010.

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.

Anti-Bullying

Introduction

It is a Government requirement that all schools have an anti-bullying policy. This policy reflects DfE guidance including 'Preventing and tackling bullying - July 2017'.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim.

A bullying incident should be addressed as a child protection concern where there is reasonable cause to suspect that the child is suffering, or is likely to suffer, significant harm.

Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

The role of governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Principal to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the Headteacher and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the Anti-Bullying Policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being sanctioned.

The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Headteacher. Teachers and support staff do all they can to support the child who is being bullied. If acts of bullying recur, then, this will be reported to the Headteacher immediately. The Headteacher will record all incidents of bullying (using SIMs and log book) that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should report this to the Headteacher.

When any bullying taking place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and consequence for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. If a child is involved in bullying more than one child, we inform the Headteacher and the Special Needs Lead. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies, such as the Social Services or the Behaviour Support Service.

All members of staff attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing

into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's Complaints Procedure, as detailed on the school website.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the pupil questionnaire.

Monitoring and review

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors on request about the effectiveness of the policy.

This Anti-Bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logging system, where incidents of bullying are recorded, and by discussion with the Headteacher. Governors analyse information for patterns of people, places or groups.

Appendix 1

BELIEVE

Behaviour Management System

| | | | | | |
|---------------------------|--------------------------------------|--|---|--|--|
| B Brilliance | I believe in myself | I can challenge myself | I have always have good manners | I am resilient | I always make the right choices |
| E Excellence | I always aim high | I keep going when things are challenging | I try to be the best I can be | I am happy to learn new things from others | I want to keep improving |
| L Leadership | I am an excellent role model | I work well as part of a team | I listen carefully to others | I can support my friends | I help others be the best they can be |
| I Independence | I am organised | I check and reflect on my learning | I take ownership of my learning | I take responsibility for my own actions and words | I celebrate my individuality |
| E Engagement | I engage in home learning | I contribute positively to class discussions | I ask appropriate questions to extend my learning | I am focussed on my learning | I know that how I act helps other children in their learning |
| V Values | I am respectful to myself and others | I am courageous | I have compassion for others | I am kind | I try to see more than my own point of view |
| E Enjoyment | I have fun | I am a good friend | I get excited about learning | I help others enjoy school | I am happy to learn from mistakes |