



'Aim High Like the Skylark'

Behaviour, Anti-Bullying and Hate Policy

Autumn Term 2018

Our School Ethos and Values:

Resilience Passion Success

These values underpin everything we do.

We are a **happy** school and we want our children to be happy above all else and to leave with a love of life and of others.

We believe in an education which is **challenging** and **exciting**, underpinned by **Christian values**; one which meets the needs of our children and the wider **community** and which is **experiential**.

The strong Christian ethos is a distinctive feature of the school and underlies a curriculum that is rich, exciting and challenges the children to achieve their very best.

We believe in a holistic approach: children learn through **connections** to the **community**, to the natural world, and to our school values.

- We aim to develop a passionate love of learning, an engagement with the inspirational natural **environment** found locally in Randwick, and a sense of **wonder** and **love** for our great outdoors.
- We foster **collaboration** and encourage **reflection** and **questioning**.
- We accommodate and encourage **difference**.

We want our children to leave Randwick ready to **thrive** at secondary school, and ready to embrace everything that life throws at them.

'Fly High Like the Skylark'

INTRODUCTION

The primary aim of the Behaviour Policy is not a system to enforce rules, but a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and be successful. The policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Objectives

- To provide a happy, caring and friendly atmosphere by promoting and expecting high standards of behaviour and self control where individuals respect themselves and others and feel safe.
- The staff are all responsible for maintaining good behaviour and model types of behaviour encouraged by the school policy.
- Good behaviour is highlighted and rewarded and encourages pupils to develop positive attitudes and self discipline.

School Code

At the beginning of each new school year each class teacher will remind the children of the School's Golden Rules and expectations. These will be reinforced by the Head Teacher during worship and other appropriate times. All adults will make constant reference to what is considered acceptable behaviour within the school. All adults on the premises will model good behaviour throughout the school day.

School Golden Rules

- ✓ take care of yourself
- ✓ take care of each other
- ✓ take care of this place

School Practice

- The School's Golden Rules are displayed around the school and reinforced regularly with the children.
- Adults will set good examples and be excellent role models.
- Regular praise is given with an explanation to other children (refer to rewards).
- All staff have a consistent approach to behaviour expectations.
- Children will be taught strategies for achieving behaviour codes throughout their learning.
- Circle time/PSHE will encourage discussion and a greater knowledge of and respect for, one's peers to enhance self-esteem and foster a caring ethos.
- Class rules will be decided each academic year and displayed in each classroom. Reference will regularly be made to these throughout the childrens' time in school.
- Emotional literacy will be further developed to help reinforce children's strategies and understanding of expected codes of behaviour.

Randwick Primary School: Resilience, Passion, Success

- The regular Class and School Council sessions will also help clarify and address any relevant issues associated with school behaviour.
- Dedicated curriculum time to educate the children on 'staying safe' when using technology help reinforce children's strategies and understanding of expected codes of behaviour. (See e-safety policy.)
- The School 'healthy tuck and water' and healthy activity will continue to help ensure children are focused and settled in their learning tasks.

Rewards

Some possible rewards:-

- i) Teacher praise
- ii) Class praise
- iii) Peer praise
- iv) Head teacher praise
- v) Parental praise and WOW vouchers
- vi) Stickers, stars and happy faces
- vii) Team points
- viii) Weekly School and Golden Awards (linked to School Charter and Secrets of Success)
- ix) Wall of Fame for weekly award winners
- x) Skylark Award
- xi) End of year awards

The school is grouped into 3 teams:-

- **Doverow**
- **Rodborough**
- **Selsley**

Team tokens are given to the children and collected in team-coloured plastic collection tins in each class. These are then added to the whole school containers kept in the hall each week so children can see the running totals and give their all for their team! The team with the most tokens will be awarded the School Team Point Trophy at the end of each term and given extra play.

Rewards are accessible to pupils of all abilities and ages to reflect the School Golden Rules, Values for Life and Secrets of Success. This includes actions towards others and self (eg. effort in work, helpfulness, being polite, good manners and kindness).

In making judgements staff should be consistent in their decisions, demonstrating equality, with all groups of learners being represented proportionally. A comprehensive record of all awards given should be maintained by issuing staff.

Rewards and Sanctions

There should be a healthy balance between rewards and sanctions. Children should expect fair and consistently applied sanctions for inappropriate behaviour, which make the distinction between major and minor offences apparent. A sanction may require a child to lose some playtime but this would never be the whole break. However, sanctions should take into account individual circumstances. Wherever possible, staff should avoid whole group sanctions, which humiliate pupils. It can be far more effective to reward good behaviour. Staff recognise the importance of ascertaining pupil's views.

Some Possible Sanctions:

- i) Being spoken to by the teacher.
- ii) Being spoken to by the Head Teacher.
- iii) Removal of privileges (exclusion from aspects of the curriculum should not be used as tools of punishment)
- iv) Speaking to parents.

The Head Teacher should be informed of any recurring problems, **before** parents are contacted.

Children identified with behavioural, emotional and social difficulties (SEND) should be treated as guided by the Behaviour Policy and My Plan or EHCP objectives. All staff are to be made aware of these children and the structures in place to help them and other children manage unexpected or inappropriate behaviour.

Pupils' Responsibilities

The Secrets of Success encourage all children to take responsibility and make a full contribution to school life, including maintaining good behaviour. If a child has been punished for negating a responsibility they should be given the opportunity to resume that responsibility after an appropriate period.

Children should be responsible for their equipment and school property as soon as possible in their school career. Children should learn to understand their responsibility for their own actions, and those which have an affect on other children and adults.

Other responsibilities include:-

Personal items

Areas within the classroom

Areas within the school

Messages and letters from school and home

A sense of ownership should be fostered by creating an attractive and cared for environment. Staff and children should be responsible for areas throughout the school.

High expectations for sensible and safe movement around the school are the responsibility of pupils and staff.

Parental Involvement

Parents are warmly welcomed in school and have opportunities to contribute to the work of the school through working as a volunteer, helping at special events or on educational visits.

Parents and carers and school staff are partners in upholding good discipline, working closely together from an early stage rather than as a last resort.

Parents and carers should recognise the need to:-

- i) Provide firm but affectionate guidance in the home.
- ii) Set a good and consistent example to their children.
- iii) Avoid permissive or harshly punitive responses to aggressive behaviour.

This will help produce attitudes, on which good behaviour in school can be based.

Parents and carers should be kept well informed of:-

- i) Policy and Procedure
- ii) Actions taken by the school
- iii) Incidents involving their child

Home School Agreement

This Agreement reinforces the partnership expected between teachers, parents and pupils. Parents and carers have a crucial role in encouraging their child to behave well and be responsible towards others. The children are expected to demonstrate certain standards of behaviour and these are detailed in this agreement.

Special Educational Needs

The needs of children with recognised emotional and behavioural problems should be assessed and met through the school SEND Policy and My Plans

Children involved in disruptive behaviour whose learning, and that of others as a consequence of this behaviour, may be deteriorating, should be properly identified as part of any plan of action. Strategies and programmes for positive intervention may be detailed as a target in a My Plan, if the behaviour difficulties are impacting on the pupil's learning.

Supporting Pupils with Behavioural Difficulties

- **Personal, Social, Health, and Emotional Education**

Staff use appropriate materials as required to support the emotional, physical and social development of the pupils as part of circle time or PHSE lessons, using the GHLL Pink Curriculum. We offer pastoral support to children through nurture groups and counselling where appropriate.

- **Behaviour Support**

Pupils who, as a result of behavioural issues, are in possible threat of exclusion can be referred to behaviour support professionals. The possible support for the school may include:-

- i) Providing intervention strategies and training for school staff
- ii) Supporting the development of focused appropriate targets
- iii) Liaising with school staff and parents
- iv) Providing support and intervention strategies for parents
- v) Working with the identified child, peers and school staff to develop positive classroom behaviours
- vi) The child spending a period of time being educated off site if the behaviours exhibited in the classroom/school are not significantly improved.

Pastoral Support Plan (PSP)

The PSP is a scheme set up to support a child in the event of him/her having difficulties within school. The aspects of the PSP are as follows:

A PSP is automatically set up for any pupil who has/had:

- A fixed term exclusion that may lead to a permanent exclusion.
- Involvement in a criminal activity and has been temporarily excluded.
- Become vulnerable for exclusion or have had a fixed term exclusion.
- Not achieved individual targets already in place at a school level to support strategies to overcome behaviour, emotional or social difficulties.

A PSP will be drawn up and agreed by;

- Parents
- Pupil
- LA representative
- Staff of the school
- Any other agencies relevant to a particular case

The PSP will:

- Provide targets which will be broken down into manageable tasks.
- Identifiable rewards that can be achieved for meeting the targets.

Randwick Primary School: Resilience, Passion, Success

- Sanctions that will apply if certain behaviours occur.
- Identify roles and responsibilities for the school, child and parents.

A PSP will normally run for up to 16 weeks and the review process will address any behavioural difficulties within the PSP or EHCP (Education, Health and Care Plan).

Pupil Exclusions

The aim of the school is always to improve a child's general behaviour and it will only use exclusion when the school has completely exhausted all resources and avenues. However, there may be circumstances when an offence is considered so serious that exclusion is unavoidable (See pages 10 and 11).

WE DO NOT TAKE PERMANENT OR TEMPORARY EXCLUSIONS LIGHTLY AND WE EXPECT PARENTS TO SUPPORT ALL SCHOOL ACTIONS WHICH ATTEMPT TO STOP THIS HAPPENING.

The school will follow strict guidelines as detailed by the LA regarding any exclusion matters and procedures.

Governors

The Head Teacher and Teachers, in consultation with the Governors, should continue to develop the School Behaviour Policy through monitoring and review in line with the school cycle. Governors are informed of any exclusion by the Headteacher's report to Governors.

Governors, through the Headteacher, should see that teaching and support staff are given adequate training in the management of children's behaviour.

Governors should have a clear understanding of procedures involving disciplinary action, eg, racial harassment, physical attack, etc and be aware of their role regarding exclusion as stated in the Education Act (No 2) 1986.

Governors, teaching and non-teaching staff should support each other in maintaining acceptable standards throughout the school.

Stages of Behaviour and Reporting Processes

All adults involved with the day to day running of the school are empowered to deal with minor infringements at the time of the incident. Referral to the Headteacher should only be used as a last resort for all minor incidents. Responses should, where possible, be immediate and always of a short duration. Not all the scenarios for unacceptable behaviour can be listed, however, following the structure provides a pro-active approach towards behaviour, which will reduce incidents and promote good harmony throughout the school.

Applying general behaviour principles

Teachers and supporting adults ensure a range of the following strategies are applied consistently in all aspects of the school day.

	<ul style="list-style-type: none"> • Make all children aware of and remind about the class and school golden rules. • Make eye contact. • Scan and circulate around the class during lessons. • Use audience participation within the classroom. • Change activity or pace of the lesson. • Move child close to an adult or move close to the source of misbehaviour. • Give praise to children following the school and class rules. • Give opportunities for Circle Time where children express and share their feelings. • Listen to children’s concerns and act accordingly. • Set high expectations for all pupils to listen whilst other pupils are speaking. • Teach the pupils that respect is fundamental to all of us in our daily lives. • Encourage children to be a positive influence on their peers. • Use positive reinforcement – ‘I know that you will do this sensibly’, rather than ‘don’t do this’. • Remind children of class rules – ‘remember our rule X, we put our hands up when we want to say something, thanks’.
--	--

Within the classroom

Step 1	<ul style="list-style-type: none"> • Non-verbal warning – an obvious look from a member of staff or gesture so child knows that staff member is aware of their negative behaviour and expects them to improve.
Step 2	<ul style="list-style-type: none"> • Verbal warning - explain to the child the consequences of their negative behaviour.
Step 3	<ul style="list-style-type: none"> • Time out in class – use a time out chair or move to another place.
Step 4	<ul style="list-style-type: none"> • Temporary move to another class for rest of lesson. The Head will be informed and the teacher must have an informal conversation with the parent at the gate. Child will miss some of their playtime.
Step 5	<ul style="list-style-type: none"> • If unacceptable behaviour continues to be repeated child sent to the Headteacher. HT to invite parents/carers into school to discuss the way forward with class teacher and/or Head teacher.

Randwick Primary School: Resilience, Passion, Success

Step 6	<ul style="list-style-type: none"> • If necessary set up a temporary programme of support to target specific behaviours. Monitor and review, set up weekly contact book.
Step 7	<ul style="list-style-type: none"> • If no progress has been made (allowances may be made for age, SEND and other extenuating circumstances), contact made with parents requesting permission to discuss their child with an appropriate external agency. This may lead to the child being placed on the Special Educational Needs and Disabilities register within school to support the needs of the child. The external agencies will provide targets for school staff to work on with the pupil.
Step 8	<ul style="list-style-type: none"> • If as a result of Steps 6 and 7 there is no significant improvement in the pupil's behaviour then a Pastoral Support Plan (PSP) meeting should be convened with parents, LA and the school. Additionally, the Head Teacher may decide to implement a fixed term exclusion if the pupil or other pupils' safety or welfare are at risk. • If the PSP is ineffective, then a managed move for the child to another school may be considered. • Permanent exclusion.

In the Playground:

Step 1	<ul style="list-style-type: none"> • Verbal warning – explain to the child the consequences of their negative behaviour.
Step 2	<ul style="list-style-type: none"> • Time out sitting alone on picnic benches for child to consider his/her actions and what needs to change.
Step 3	<ul style="list-style-type: none"> • Supervised 'time out' for a short period of time – child to stay with one of the staff members on duty in the playground.
Step 4	<ul style="list-style-type: none"> • Child is kept in for part of playtime /lunchtime supervised by Headteacher or class teacher.
Step 5	<ul style="list-style-type: none"> • If the action is repeated the next day child will eat their lunch outside the staffroom, isolated from peers, supervised by Head Teacher/Teachers. Parents informed of actions.
Step 6	<ul style="list-style-type: none"> • If unacceptable behaviour continues to be repeated invite parents to come in and discuss ways forward to target specific behaviours. Review termly unless need arises beforehand but liaise with parents on weekly or daily basis as necessary.
Step 7	<ul style="list-style-type: none"> • If no progress has been made and more than 2 repetitions of serious behaviour is recorded in that term (allowances may be made for age, SEND and other extenuating circumstances), a letter will be sent home to request parents permission to discuss their child with an appropriate external Agency. This may lead to the child being placed on the Special Educational Needs register in school. The external agencies will provide targets for school staff to work on with the pupil.

Step 8	<ul style="list-style-type: none">• If as a result of Steps 6, 7 and 8 there is no significant improvement in the pupil's behaviour then a Pastoral Support Plan (PSP) meeting should be convened with parents, LA and the school. Additionally, the Head Teacher may decide to implement a fixed term exclusion if the pupil or other pupils' safety or welfare are at risk.• If the PSP is ineffective, then a managed move for the child to another school may be considered.• Permanent exclusion.
--------	--

Discretion needs to be applied about ascertaining a child's personal circumstances, as this may be the cause for continued unacceptable behaviour.

Exceptional Circumstances

Children can 'skip' steps (at the discretion of the class or Headteacher) because the nature or severity of their behaviour meets the following criteria:

- Violent behaviour (child intends to or has physically harmed themselves, other children or adults).
- Use of proven racist, homophobic remarks (this needs to be recorded separately by the Headteacher).
- Verbally abusive by swearing/use of inappropriate/offensive language to other children or adults.
- Graffiti or serious defacing of school or others' property.
- Bullying (physical, verbal, homophobic, cyber, Lesbian, gay, bi-sexual and transgender, emotional, racist, Gypsy, Roma and Traveller or sexual)
- Possession of, or participation in the use of, tobacco, alcohol or drugs.
- Possession of an item which may or has caused injury to themselves, other children or adults (e.g. knives, B.B. guns etc.)

This policy is monitored by the school governing body and will be reviewed as part of this established cycle of school review or following changes to statutory legislation.

Policy Leader:

Headteacher

Dated:

Autumn 2018

Approved & signed by governors:

Review Date:

September 2019



RANDWICK C OF E PRIMARY SCHOOL Anti-bullying and Hate Policy (This policy forms part of the School Behaviour Policy)

Introduction

Bullying is an insidious social problem found in many occupations and walks of life. In the school environment it can be found amongst both the pupils and staff. The role of the head teacher as manager of the school is to ensure as far as is reasonably practicable, that structures and procedures embedded in school behaviour policies prevent bullying.

Bullying is action taken by one or more children with the deliberate intention of persistently hurting another child, either physically, verbally, racially, sexually or emotionally.

Type of bullying	Displayed unacceptable behaviours
Physical	pushing, kicking, hitting, pinching, threats
Verbal	name calling, sarcasm, spreading rumours, persistent teasing
Cyber	name calling, sarcasm, spreading rumours, persistent teasing or threats via text messages, messaging or the internet
Emotional	tormenting, threatening, humiliation, exclusion from groups or activities
Racist	racial taunts, name calling, graffiti, gestures
Sexual	unwanted physical contact, abusive comments
Homophobic	name calling, sarcasm, spreading rumours, persistent teasing
Bi-sexual & transgender	name calling, sarcasm, spreading rumours, persistent teasing
Gypsy, Roma and traveller	name calling, sarcasm, spreading rumours, persistent teasing

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. (Refer to aims of School - Behaviour Policy).

We aim, as a school, to produce a safe and secure environment where all children can learn without anxiety. 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.

We aim, with the support of parents and carers, to work with the children to develop their understanding of the possible effect and consequences their actions might have on others (e.g. a joke at someone else's expense can be very hurtful)

The role of Governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately once all the facts have been considered and the parties involved spoken to.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly as part of their review of all school policies. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about these and the effectiveness of school anti-bullying strategies.

The governing body responds within a reasonable time to any request from a parent to investigate incidents of bullying. **In all cases**, the governing body notifies the Head Teacher and asks them to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the Head Teacher

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 deal with incidents of bullying or bad behaviour as part of the school Behaviour Policy. 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 Collective Worship as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished. Other teachers may also reinforce expected codes of conduct and behaviour as part of their teaching, and that there is no place for bullying.

The Head Teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying and are clear of procedures to follow.

The Head Teacher 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. This is evident by the contents of the School Behaviour Policy and the aims and ethos promoted by the School.

The role of the teacher and support staff

Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They inform the head teacher of all incidents that happen or that they are aware of in the school. The member of staff is then required to write up the incident on a report form and the action taken.

If staff witness an act of bullying, they do all they can to support the child who is being bullied. After consultation with the Headteacher, the teacher informs the child's parents.

We keep a record of physical contact and behaviour in an incident file located in the Head Teacher's room. In here we record all incidents of bullying that occur during school time. If any adult witnesses an act of bullying, they should inform the Head Teacher and record the event in the logbook.

If, as staff, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment/ sanctions for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is involved in bullying other children, we inform the Headteacher. 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 Head Teacher may contact external support agencies.

Staff attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Staff encourage open dialogue with the pupils, nurturing a relationship in which the children feel safe to share their concerns. Pupils are told to 'tell' if there are any situations in which they feel uncomfortable or threatened. Staff are there to look after all pupils.

The role of parents and carers

Parents and carers 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 the problem persists the Headteacher should be approached.

Parents have a responsibility to support the school's behaviour policy through the home school agreement and to actively encourage their child to be a positive member of the school.

If a parent or carer witnesses an act of bullying during school time it is their duty to inform a member of staff.

Monitoring and review

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

This anti-bullying policy is the governors' responsibility and they review its effectiveness as part of the cycle of review. They can do this by discussion with the Headteacher. Governors may analyse information with regard to gender, age, disability and ethnic background of all children involved in bullying incidents.

This policy is monitored by the school governing body and will be reviewed as part of this established cycle of school review or following changes to statutory legislation.

Policy Leader: Headteacher

Dated: Autumn 2018

Approved & signed by governors:

Review Date: Sept 2019

Randwick Primary School: Resilience, Passion, Success

