

Behaviour and Anti bullying Policy

As a Christian foundation, this school understands that children are a gift from God and are to be valued and nurtured as individuals who are in their maker's image. Because of this principle, relationships within the school should be conducted in the light of values of care and concern for one another that are focused in the Christian gospel and also upheld within other faith communities. The school is charged with responsibility for encouraging the social, moral, spiritual and cultural development of the pupils and a clear understanding of what is acceptable and unacceptable behaviour is essential for all who are part of the school community. This document should be read in conjunction with the policies for SMSC, SEND, PSHE, RE, E-Safety and Child Protection.

With this in mind, the Behaviour Policy is directed towards the promotion and enhancement of the educational experiences of all children; giving all learners the maximum opportunity to achieve their goals; and to share our resources in a creative and imaginative way.

Aims and Objectives

1. It is a primary aim of our school that every member of the school feels valued and respected, and that every person is treated fairly. Our caring, family ethos promotes trust and respect for all. This policy is designed to enable all members of the federation to live and work together in a supportive way. We aim to promote an environment in which everyone feels happy, safe and secure.
2. We aim to create a positive partnership with parents to build trust, common expectations and strategies for dealing with behaviour problems. (With other agencies if appropriate)
3. We aim to create a positive, caring and effective learning environment, which promotes high expectations of both behaviour and work.
4. We aim to promote honesty and courtesy through example, and thus expect every member of the school community to behave in a considerate way towards each other, showing respect, kindness and an understanding of the needs of others.
5. We aim to ensure every member of the federation is treated fairly regardless of age, religious belief, gender, sexual orientation, race, physical difference (hair colour, size etc), ability or impairment.
6. We aim to appreciate the best efforts and contributions of all, value and celebrate high achievement and good behaviour through a rewards system.
7. By promoting good behaviour, in a safe, secure environment we aim to help children and students grow into positive, caring, independent citizens.
8. To promote Christian values

Behaviour, Learning and Classroom Management

We believe that our curriculum, class organisation and day-to-day management have a profound effect on children's behaviour. To ensure the best possible results we will:

- Employ teaching methods which encourage high attainment, enthusiasm, active participation and co-operation with others.
- Plan an appropriately structured, exciting and challenging curriculum, responsive to the individual needs and desires of each learner.
- Thoughtfully arrange furniture which allows for easy access to resources and movement around the classroom and school.

- Provide excellent displays which value the children's contributions and promote learning and high self-esteem.
- Provide a high quality learning environment of which all members of the school community can be proud.
- Reward good behaviour and high personal standards through a variety of means.
- Promote our high standards and expectations in assemblies, parent and community events and newsletters.

Lunchtime and break Behaviour Procedures

- All lunchtime staff will focus on praising positive behaviour. A child who chooses to behave in an inappropriate manner will be warned first unless the behaviour is so serious that a warning is not possible e.g. a child has been hurt. If a child who has been warned continues to misbehave they will receive five minutes time out standing next to the staff member concerned.
- If the behaviour is more serious then the child or children will be sent to the Head teacher's office where they will be dealt with by the head teacher or a senior member of staff in their absence.

Choices and Consequences

Our aim is to enable all members of the federation community to know and understand that we all have choices, to highlight the choices that are open to them and the potential consequences of those choices upon individuals and those around them. Choices are the way in which we respond to the various opportunities that we encounter on a day-to-day basis. We must be aware that all choices have results, direct and indirect, and that these lead to consequences for ourselves and for others. Good choices are those which have a generally positive outcome for all people involved. This does not mean that good choices always lead to everyone getting what he or she wants, or that the positive consequences are seen immediately. It is vital that the knowledge of the right to make choices comes with the understanding that these choices have consequences. If this is explicit, then everyone will understand that he or she *chooses* the consequences as much as she or she chooses the course of action. In order to provide clarity for all we have devised a table of choices and consequences that will serve as a statement of our commitment to good relationships, and as a means to support all members of the school community to make good choices.

Choice

Consequences

Working hard and trying my best

Feeling of achievement.

Praise from those around me.
Possible award or certificate.

Not working hard or trying my best

Feeling of failure.
Those around me will be disappointed.
I may have to spend my free time on my work.

Listening to others

I will know what is going on/what to do.
I show my respect for other people.
I will be listened to myself when I speak.

Not listening to others

I will not know what is going on/what to do.
I show disrespect to others.
People are less likely to listen to me.
I may lose my free time to catch up.

Respecting school and others' property

I will feel a sense of responsibility.
I will be able to use a wide range of resources.
I will be trusted with equipment.

Not respecting school and others'
property

I will feel a lack of responsibility.
I will not be able to use some resources.
I will not be trusted with equipment.
I may have to replace or repair resources.

Sharing with others - time, work or
resources.

We feel good about ourselves.
We get to work with others.
We get to use a wider range of resources.
We will be praised by those around us.

Not sharing with others - time, work or
resources.

We don't feel good about ourselves.
We are not able to work with others.
We do not get to use so many resources.
Others will not be happy and will know we have not
shared.

Asking politely - e.g. using 'please'.

We get a good feeling from knowing we have been polite.

Others will feel appreciated when we are polite.

We are more likely to get the things we want or need, at the time we want or need them.

Not asking politely - e.g. not using 'please'.

We do not feel good about being impolite.

Others feel unhappy and undervalued.

We are less likely to get the things we want or need, at the time we want or need them.

Showing our gratitude - e.g. using 'thank you'.

We get a good feeling from knowing we have been polite.

Others will feel appreciated when we are polite.

We are more likely to get the things we want or need, at the time we want or need them.

Not showing our gratitude - e.g. not using 'thank you'.

We do not feel good about being impolite.

Others feel unhappy and undervalued.

We are less likely to get the things we want or need, at the time we want or need them.

Showing respect for other people's views and opinions

It is good to feel tolerant and value difference.

Others feel valued.

We are respected ourselves and set a good example.

Not showing respect for other people's views and opinions.

We feel unhappy when we do not tolerate others.

Others do not feel valued.

We are not respected by others.

Showing tolerance of all people regardless of their gender, race, country of birth, disability, or religion.

It is good to feel tolerant and value difference.

Others feel valued.

We are respected ourselves.

Not showing tolerance of all people regardless of their gender, race, country of birth, disability, or religion.

We feel unhappy when we do not tolerate others.

Others do not feel valued.

We are not respected by others.

Being helpful.

We feel a sense of self-worth.
We are appreciated by others.
We feel a full part of the school community.

Not being helpful.

We do not get a feeling of self-worth.
Others do not appreciate us.
We do not feel a full part of the school community.

Respecting other people's personal space.

We feel free in our own space.
Others feel free in their space.
We are able to achieve well and enjoy the respect of others.

Not respecting other people's personal space.

We may feel pushed out by others.
Other people feel annoyed and threatened.
We are not able to take a full part in some activities.

Sharing and celebrating the success of others.

We feel good when we share in other's successes.
Other people like us to celebrate with them.
We all gain pleasure and support together from the celebration, and our achievements can be celebrated too.

Not sharing and celebrating the success of others.

We lose that good feeling that comes from sharing.
Other people do not feel valued.
We lose the pleasure and support of celebrating and our achievements may not be celebrated.

Respecting people in the way we speak.

We feel better when we have good communication.
Others feel respected and valued.
Everyone is able to believe that the school is a positive place.

Not respecting people in the way we speak.

We all feel there is a lack of respect and value for all.
We will not get the response we would like.
If our language is aggressive we may lose our privileges, or have to leave the conversation.

If our language is violent, we may be excluded.

Making sure that everyone is physically safe and secure.

We feel good about supporting others.
Everyone feels safe.
We all help each other to create a safe and caring environment.

Not making sure that everyone is physically safe and secure.

We do not gain respect.
People feel unsafe and insecure.
The school is an unsafe and unhappy place.

Hurting others

We lose our self-respect. We lose the respect of others.
We lose our privileges.
More extreme violence can lead to exclusion.

Positively representing the school in the community.

We have a sense of membership and ownership of our school.
We have fellow-feeling with other members of the school.
We gain respect for the school.

Not positively representing the school in the community.

We do not have a sense of membership or ownership of our school.
We lack fellow-feeling with other members.
The school lacks respect in the community.

Most instances of poor behaviour are relatively minor and can be dealt with through minor sanctions such as expressions of disapproval, withdrawal of privileges, calls to parents etc. It is far more effective to reduce or remove the cause than to repeatedly deal with the result. Every effort will be made to defuse potentially difficult situations. At all times the school will seek to work with parents to resolve any problems. There is a need for sanctions to register the disapproval of unacceptable behaviour. This is needed to maintain the security and stability of the school community.

Children will need to know -

- Why the sanction is being applied.
- That their viewpoint is being listened to.
- What changes in behaviour are needed to avoid punishment in the future.

There should be a clear distinction between minor (low level disruption) and major offences (physical and verbal abuse towards pupils or staff).

The federation employs a number of sanctions to ensure a safe and positive learning environment and to support children in understanding why it is important to make good choices. We employ each sanction appropriately to each individual situation. Sanctions may include:

- Asking children to redo a task if they have not made the effort they are capable of.
- Moving a child to a place nearer the teacher or teaching assistant, or to a place on his/her own.
- Reminding a child of expectations and providing them with choices.
- Informing the Head of School / Executive Headteacher
- Informing parents
- The safety of themselves and others is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of the session. This may mean the child is withdrawn from the classroom/learning environment.
- If a child threatens, hurts or bullies another child at any time, the teacher records the incident and appropriate sanctions are put in place. The teacher will inform the head of school who will then inform parents. Where physical assault has occurred the child may be excluded from the class or from school for a fixed period of time.
- All incidents of bullying or racial abuse must be recorded by the teacher, the witness, or the person to whom the incident was reported and Head of School is informed
- In accordance with LA guidelines the Executive Headteacher / Head of School may decide that a child's behaviour, over a period of time, or after a particular isolated incident represents an unacceptable threat to health and safety standards within the school, or to the educational progress of others in the school. The child may be excluded from school for a temporary period, or permanently.

BULLYING

We regard bullying as the wilful and conscious desire to repeatedly hurt, threaten or frighten someone else. We regard this as serious, and firm action must be taken to prevent it. We encourage all children to frown upon it and to report any such behaviour that they come across.

Bullying can be expressed **physically, verbally or emotionally** and by an **individual** or a **group**. It can take many forms, including:

malicious rumour/name-calling/violence or assault/pushing/teasing/coercion, intimidation or extortion/ostracising/damage to and/or theft of property.

The **victim** of **bullying** may be chosen by the bully for many different reasons:

race/sex/disability/class/physical appearance/talent or lack of talent

or it may simply be that the child is new to the school, has an ongoing family crisis or is otherwise perceived by the bully as 'different', temporarily or otherwise for some other reason. Generally the victim will be unassertive, even timid.

The **bully** may be such for a host of different reasons, but often may be:

bullied themselves/inclined to copy behaviour seen at home or on television/
inclined to enjoy or need a sense of power/a victim of violence or abuse.

These reasons are not rooted in any particular culture, race, class or sex, and cut across every year group of a school.

The **victim's distress** may be recognised by:

- signs of withdrawal
- deterioration in work, attendance and time-keeping
- general unhappiness, fear or anxiety, (bedwetting?)
- false claims of illness
- isolation and/or desire to remain with adults

We aim to **prevent bullying**, rather than having to cure it, by:

- the staff providing good role models for the children
- encouragement of caring for others
- discouragement of bullying tendencies
- a caring and co-operative approach to work and play (pairs and group work)
- discussion of friendships - for example PHSE Lessons
- appropriate supervision in playgrounds.
- ensuring regular coverage in assemblies
- following a full PSHE curriculum

We must **distinguish** between **bullying and other behaviour** which might be confused with it. For instance, the child who is inclined to be bossy may boss whoever is around, regardless of age or size and will grow out of this as maturity and greater social skills are acquired. In learning and developing social skills children may also on occasions be unkind to each other. This will be dealt with appropriately in school but we should be mindful that this is not bullying. The bully will usually focus upon younger or smaller children, and will rely increasingly on threat and force for power. The bully will also maintain a knowing and conscious desire to harm.

We believe that parents and teachers alike **should not** unwittingly **condone** bullying behaviour by statements such as:

- Hit him back
- You must have done something to deserve it
- It will sort itself out
- It is part of growing up
- Don't be a wimp
- Learn to look after yourself
 - Don't tell tales (where the 'tale' is persistent)

We believe that we may be able to be **deal with bullying informally** by:

- stressing that to stand and do nothing in the face of bullying is to condone it
- tackling racist, sexist or discriminatory language
- supporting both the victim and the bully in their individual requirements

(both will need to be encouraged to have a sense of self-esteem and self-value, whilst the bully will also need to be encouraged to co-operate rather than compete, and to speak about the reasons for bullying)

- liaising with parents of both victim and bully
- following up and supporting the victim to prevent recurrence
- rewarding of non-aggressive behaviour in school and at home
- avoiding statements that condone bullying, as above
- using peer pressure for support for victims and to express disapproval of bullying behaviour
- helping children to see things from the other's point of view
- discussion

Procedure when bullying is reported by a child, parent or member of staff

1. Speak to the victim to see if bullying has occurred. If so:
2. Speak to those accused of bullying (together if a group). Discuss their actions from their and the victim's point of view. Tell them that their actions could be described as bullying and warn them of the consequences (see below) if further incidences occur.
3. Speak to parents/guardians of the victim, make them aware of problem and school's action.
4. Maintain contact with victim for the foreseeable future to see if any further incidents occur.
5. If further incidents have occurred, arrange meetings with both sets of parents and their children. Consider next steps.

Records will be kept of all incidents and of discussions with the children and parents concerned.

Special Educational Needs

- Some children are subject to an Education Healthcare Plan (EHCP) which often establishes appropriate procedures, rewards and sanctions. This should be discussed with parents, the pupil and relevant staff and reviewed regularly while it remains in place. For these children this policy must be used in conjunction with their EHCP. All staff undertake to follow the directives within an EHCP.

The role of the Executive Head/ Head of School

- It is the responsibility of the Executive Head/head of school 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 of school to ensure the health, safety and welfare of all children and staff both within the school, or any school related, extended school activities or visits.
- The head of school will support the staff by implementing the policy, by setting standards of behaviour, and supporting staff in the implementation of the policy.
- The head of school keeps records of all reported **serious** incidents of misbehaviour.
- The head of school/executive head has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, which are not changed after a programme of support from staff, parents and other agencies, the Executive Head/head of school may permanently exclude a child. These actions are only taken after the school Governors have been notified.

- The head of school keeps a record of any child who is excluded for a fixed term, or who is permanently excluded and reports to the Governing Body meetings, and to KCC and the DfE in mandatory annual returns.

The role of the class teacher

- Teachers will discuss both the school and class rules with the children and use lesson time to reinforce positive attitudes.
- All staff are made aware of the regulations in DfE circular 10/98 relating to section 550A of the Education Act 1996 regarding: The use of force to control or restrain pupils. They will only intervene physically to prevent injury to a child or adult, or if a child is in danger of hurting him/herself, or to protect property of the school or others. Training will take place on a regular basis.
- When needed the class teacher, head of school and SENCO will liaise with external agencies, (with parental permission), to support and guide the progress of each child.
- If a child's behaviour results in endangerment to themselves, others or significant destruction of property they may be restrained until they are safe. In such a situation the appropriate form will be completed referred the HOS or Executive Head Teacher.

The role of the Governors

- The Governors will review the Behaviour Policy with the SLT and monitor behaviour regularly in Governor meetings.
- The Governors, with the SLT, will be responsible for decisions about exclusions, or unresolved complaints and will liaise with the LA.
- The Governors should support the SLT and staff in implementing the Behaviour Policy.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school will pay particular attention to matters of racial, disability and gender equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide for Schools*, and that no child is treated unfairly because of race or ethnic background, disability or gender.
- The governing body reviews this policy every three 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 may be improved.

The role of parents

- The school collaborates actively with parents so that children receive consistent messages about how to behave at home and school and on school related outings.
- We expect parents to support their child's learning, to co-operate with the school as set out in the home-school agreement. We try to build a supportive discussion between the home and 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 reprimand 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, **the first point of contact is the class teacher**. If the concern remains, they should contact the head of school. If these discussions cannot resolve the problem, the Chair of Governors should be contacted (*See the school Complaints Procedure*)

The role of outside agencies

- In the case of recurring problems parents/carers will be invited to meet with the class teacher and/or Head teacher to put together a behaviour chart to suit the child, this may also include the support of a behavioural psychologist. Staff will work with parents to help diagnose the cause and a means of managing repeated negative behaviour. If necessary outside agencies will be consulted to ensure adequate support is given as soon as possible for more complex issues. There may be a short-term exclusion with a reintegration meeting prior to return.
- If the behaviour persists and there is no improvement despite the school having exhausted every other avenue, Governors may make an executive decision that a permanent exclusion is the only way to safeguard the safety and ethos of the school (see Exclusions & Appeals policy).