



Aston Tower Community Primary School

Behaviour and anti-bullying policy

DATE	APPROVING BODY	REVIEW DATE
21 st November 2022	Quality of Education Committee	November 2023
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This policy seeks to promote the following outcomes:

- To help develop pupils' moral framework so that they choose between right and wrong;
- To help pupils to behave well by demonstrating high levels of self-control, often known as self-regulation;
- To help pupils develop consistently positive attitudes towards their education so that they are highly motivated and persistent in the face of difficulties.
- Create a consistent approach from staff to develop a school culture where pupils and staff have a high level of respect for one another in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence not tolerated.
- Help staff respond to unmet safeguarding needs of pupils which are at least partly the cause for pupils' negative behaviour and any peer-on-peer abuse.

Our school rules are based on the values that guide our behaviour. They are:

1. We listen carefully and follow instructions.
2. We treat other people how we would like to be treated.
3. We call each other by our proper names.
4. We look after and care for our school.
5. We do our best every day.

The role of staff:

All staff, including teachers, teaching assistants, lunchtime supervisors and administration staff have a responsibility for promoting excellent behaviour and managing any behavioural problems effectively. Staff, through their management of behaviour, have a contractual duty to keep children safe and promote positive behaviour. Certain staff have additional responsibilities. These are the Headteacher, Deputy Headteacher, Assistant Headteachers and Senior Lunchtime Supervisors.

How we promote excellent behaviour:

1. We build **positive and respectful relationships** with our pupils. Staff should seek to develop these relationships by getting to know each child as an individual, offering praise, nurture and encouragement. Staff should show each child in your actions that you care for them. Humour has its place but should be appropriate and not undermine anyone child's self-esteem, show a lack of respect to others or distract from the learning.
2. **Modelling**: as adults, we should act as role models to the children showing them from our example of the sort of behaviour we want from them. Pupils will copy our example because they look up to us as adults. On this note, avoid where possible in raising your voice at the children which can be interpreted by pupils as legitimising behaving aggressively towards others. Furthermore, some pupils will have witnessed and therefore are victims of domestic

violence. They may have seen aggressive behaviour at home which will not only frightened them but if staff also show it, could create a belief that such behaviour is appropriate.

3. Use positive praise more often than negative feedback. Say what behaviour you want from our pupils rather than what we do not want to create positive expectations e.g, when pupils are lining up you could say, 'I know I am going to see a quiet and calm line', rather than, 'stop talking, stop pushing'. Use three-part praise which seeks in step 1 to highlight the individual, step 2 to identify what they have done and step 3 what this is good. For example, 'Well done Abdul, I like it when you... because it helps us keep safe.' Positive praise also helps shape a pupils' self-image (how they see themselves) and self-esteem.
4. The school rules should be prominently displayed in each classroom. At the start of the year, staff can create class expectations which are based upon these rules and display them. All member of the class, including staff, should sign their agreement with them. The rules should be used as an aide memoir for the pupils. They are also a useful aide memoir for staff to each consider how positive behaviour is in their classroom, and from their pupils at other times.
5. Guide pupils: throughout the day, taking incidental opportunities to guide pupils clearly, firmly and sensitively knowing each individual well. Make reference to the school rules during the day, both when pupils meet them as well as when they do not. This is particularly important at the start of the school year when you are establishing your relationships and expectations with pupils.
6. Clear boundaries and creating 'norms': we create clear boundaries so children know what is expected of them and they feel safe within them. Humans need such security and therefore clear boundaries help promote positive behaviour. Staff should have clear routines and procedures, their rooms well organised and arranged, and be consistent in their own application of rewards and sanctions. The classroom culture you build will go a long way in creating the norms for the behaviour you want. Research shows that if you establish clear norms these will shape pupil behaviour in a positive fashion. Pupils will internalise these norms and behave in line with them.
7. Curriculum: the curriculum provides important opportunities to promote self-discipline and the development of pupils' moral code. The Relationships and Health Education (RHE) curriculum plays an important part in this in Key Stages 1 and 2, along with the Personal, Social and Emotional Development (PSED) area of learning in the Early Years Foundation Stage. The curriculum in these areas should be explicitly taught in line with the school's sequenced curriculum. Other curriculum areas will also present opportunities to promote positive behaviour and develop pupils' moral development.

Positive behaviour in the classroom:

How your classroom is organised, and how you teach your lessons is closely linked to promoting good behaviour. Consider the following:

1. Your teaching should be inclusive to ensure all achieve well and is appropriately challenging.
2. You should be always prompt and punctual.
3. Have clear procedures for:
 - coming in and going out of class.
 - Registration.
 - movement around the classroom.
 - using, sharing, collecting and storing books an equipment.
 - attracting the teacher's attention.

- attracting the children's attention.
 - develop a quiet and appropriate way of quickly getting pupils' attention.
 - what pupils should do when they complete their work.
 - tidying up at the end of a lesson.
 - wet play times..
 - eating of fruit and drinking of water.
4. Ensure your organisation promotes pupils' independence.
 5. Ensure pupils know where they may go or what they can have.
 6. Ensure children know what you expect of them.
 7. Be aware of any 'hot spots' in your room that may cause difficulties.
 8. Frequently remind pupils of routines in the classroom and around the school (assemblies, moving through corridors, playtimes and break times.
 9. Display a visual timetable so pupils know what to expect.
 10. Talk to pupils frequently and informally.

Rewards and sanctions:

We should seek to develop pupils' independence to behave well and their ability to self-regulate. In addition, we are also seeking to develop pupils' moral development. Therefore, we should always prioritise focus on pupils' intrinsic factors linked to their identity and value, and their understanding of the school's and society's moral framework first. We should help pupils to behave well and make the transition from needing extrinsic motivation (i.e. stickers) to being motivated to behave well intrinsically. However, is a time and place for extrinsic rewards. Rewards and sanctions should be applied consistently by staff. Rewards can include the following:

- Verbal and written praise.
- Stickers.
- Feedback to parents.
- Referral to a senior leader for showing excellence or a significant improvement in work or behaviour.
- Displaying of work.
- Star of the Week nomination. Consider whether a broad range of children are nominated.
- House Points.

Sanctions are as follows:

- First verbal warning explaining what you would like to see.
- Second verbal warning and sent to the time out table for 10 minutes.
- Third verbal warning and sent to a year group colleague for a 15 minute period. Parents should be notified at this stage.
- Fourth verbal warning and sent to the phase leader.
- In more serious or persistent cases, the phase leader will then refer the child to the Deputy Headteacher or Headteacher.
- Pupils may be placed on report with the agreement of the Headteacher and Deputy Headteacher with a copy of the report card shared with parents. The report card should include positive targets for the pupil to achieve in relation to their current difficulties.
- Pupils may be given an Individual Behaviour Plan (IBP). This document will help to improve pupil behaviour and will be discussed with the parent.

At the third stage, incidents should be recorded on the SIMS software in the behaviour section.

The school will work with external agencies to support children who have behavioural needs of concern. This will include us working with the child, advising staff and supporting parents.

We recognise our legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. The approach to challenging behaviour will be differentiated to cater for the needs of a particular pupils.

Sanctions that we need to avoid:

- Pupils should not be made to stand outside of a classroom. This is for safety reasons and is a form of exclusion from the curriculum.
- Pupils should not be made to write lines.
- Corporal punishment should not be used under any circumstances.

Links to safeguarding:

Some behaviours may indicate unmet safeguarding needs. These should be reported to a designated senior leader (DSL) using My Concern so that the school, family and external bodies can respond to them.

Staff development:

All staff will receive support be provided with training to help manage behaviour and on the appropriate use of restraint. For early career teachers, training will be based on the Early Career Framework.

Pupil transition:

To ensure a smooth transition to the next academic year, pupils will have a transition session with their new teacher. In addition, staff members must hold transition meetings with one another to aid a successful transition. Information on behavioural issues must be shared with new settings for those transferring to other schools.

Positive Handling/ Reasonable Force:

Members of staff have the power in law to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to prevent high levels of disruption in the classroom.

‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact. In deciding whether reasonable force is required, staff should consider the risks presented by incidents carefully. The needs of the pupils should be considered, including any with special educational needs and disabilities or with medical conditions.

Reasons for restraint:

- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight.
- To prevent a pupil from harming themselves through physical outbursts.

Where reasonable force is used by a member of staff, the incident must be recorded in writing. Please talk to the HT and DHT about how this should be recorded. The pupil's parents will be informed about incidents involving the use of positive handling and reasonable force.

Senior Leaders may also use force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, lighters, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains safety and dignity of all concerned.
- Never be used as a form of punishment.

Exclusions:

The decision to exclude a pupil is made in response to serious breaches of the behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to exclude a pupil must be lawful, reasonable, and fair.

School has a statutory duty not to discriminate against pupils on the basis of protected characteristics such as disability or race. Particular consideration will be given to the fair treatment of pupils from groups who are vulnerable to exclusion.

Only the Head teacher (or in their absence the Deputy Head Teacher) has authority to exclude a pupil from school.

There will be a clear strategy for reintegrating a pupil who returns to school following a fixed-period exclusion and for managing their future behaviour.

Excluded pupils should be enabled to encourage to participate at all stages of the exclusion process, taking into account their age and ability to understand.

Examples of behaviour which may result in exclusion:

- Supply/possession/ use of certain drugs or solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco.
- Theft, blackmail, physical violence, intimidation, racism or bullying.
- Misconduct of a sexual nature; supply or possession of pornography.
- Possession or use of firearms or other weapons.
- Fraud or computer hacking.
- Vandalism.
- Serious academic malpractice including plagiarism.
- Sexual abuse or harassment.
- Sending or sharing images or messages of sexual nature which could be deemed inappropriate or harmful.

There are two types of exclusion: suspension (formerly known as a fixed term exclusion) or permanent exclusion. The decision to exclude permanently is a serious one. It is used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school. At all times, the Trust will follow the Department for Education's statutory guidance for exclusion meaning all actions are lawful.

Managed Moves:

A managed move will be considered if a pupil is at risk of permanent exclusion. The aim is for the pupil to have a trial transfer to another school on a dual registration basis. School must gain the consent of the pupil's parents and head of the supporting school. This action is voluntary and is not to be used as a sanction. It should always form a part a supportive package made voluntary to parents and pupils.

Searching Pupils:

Informed consent: DSLs may search a pupil with their consent for any item. If a DSL suspects that a pupil has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.

Searches without consent: In relation to prohibited items, the Headteacher and staff authorised by the Headteacher, may restrain a pupil where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession that may cause harm to themselves, others or damage to property.

An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or break school rules, any data or files on the device may be searched and where appropriate, data or files may be erased before the device is returned to its owner. Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or break school rules.

Prohibited Items:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco/cigarettes, including E-cigarettes.
- Fireworks.
- Pornographic images.
- Tools and sharp objects.
- Large volumes of money.
- Items brought into school with the intention to exchange for money.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation:

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Staff will also confiscate any item which is harmful or detrimental to school discipline including mobile phones. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Routines to follow at specific periods of the day:

Start of school:

- The duty teacher should be in the playground supervising pupils by 8:30am.
- Pupils will line up when the bell rings at 8:35am for key stages 1 and 2.

Playtimes:

- Teachers on duty to supervise pupils should be the first to the playground.
- When teachers take their class into the playground, before leaving them, they should check that supervising staff are in the playground.
- The teacher should lead the line when taking pupils along corridors and stairways. The teacher should stop from time to time to ensure that the line has not broken up and that they can see all pupils.
- Teachers on duty must supervise pupils at playtimes and not stand together but position themselves apart in different parts of the playground to ensure the whole playground areas can be observed.
- Aggressive games or play fighting are not allowed.
- Minor incidents should be dealt with by the teachers on duty. More serious matters should be referred to senior staff.

Wet playtimes:

- Pupils should be supervised by an adult with staff agreeing to cover one another if they need to go to the toilet.
- Break time should be kept within the usual timings.
- Children should be adequately occupied e.g having their fruit or drink playing games, reading etc
- A wet play box with activities and games etc, supervised by monitors should be available.
- Children should be sent to the toilets a few at a time.
- At the end of play time a teacher will ring a bell at which pupils must stand in silence. They will then ring a second bell at which pupils should walk and line up in a clam manner.

Lunchtimes:

- Lunchtime supervisors (LS) will go to classrooms at 12:10pm.
- Teacher will ensure pupils know the name of their LS and the need to behave as well for them as they do for their teacher.
- LS will lead pupils down to either the hall or playground.
- If a teacher needs to meet with a group of pupils at lunchtime it is the teacher's responsibility to agree a meeting place outside and escort children in. No pupils should be allowed inside the building unescorted.

- Two bells will be ring to signal the end of lunch time. The first will be at 12:55 when teachers will be in the playground ready to collect pupils. When the first bell rings, pupils should stand still. At the second bell pupils are to walk calmly into line. They will enter the building with the teacher at the front of the line and any teaching assistant at the end of the line.

Aston Tower Community Primary School- Anti-Bullying Policy

Our statement of intent

Bullying, especially if left unaddressed, can have a serious effect on individuals. It can be a barrier to their learning and have serious consequences for pupils' mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, we can help to create safe, disciplined environments where pupils are able to learn and achieve high standards. At Aston Tower bullying will not be tolerated.

What is 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. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers have to make their own judgements about each specific case. Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay, it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

If you have a concern that a child(ren) is being bullied.

1. Investigate it by speaking to all involved including any witnesses. Consider potential bullying both in school and outside of it, including cyber bullying.
2. Discuss the matter with either the Headteacher, Deputy Headteacher or Assistant Headteachers for advice. The matter of whether or not safeguarding concerns, including peer-on-peer abuse is occurring should be considered.
3. Record the incident on the schools' Bullying and Prejudicial Behaviour form which is on SharePoint or available from the school office.
4. In all cases parents will be informed. Parents may be asked to come into school for a meeting to discuss the matter and play a part in preventing it.
5. If necessary and appropriate, the police will be informed.

Senior leaders will analysis and report incidents to trustees to discuss the level and type of incidents and what actions they can take to lessen the risk of bullying.

Bullying or threats of bullying must be investigated and quickly stopped. Support will be provided for the victim or victims of bullying. This may include daily monitoring/checks for a period no less than two weeks. A follow up meeting/telephone conversation with parents with take place to identify if any further support is needed. Each incident of actual or alleged bullying will be unique in its representation and its level of impact on the individuals concerned. Therefore, it is important that the school is given the opportunity to tailor a strategy to address the situation and to support the victim(s) according to the particular incident/s.

A date will be set for a review once the bullying incident has been resolved.

Outcome

1. Disciplinary measures will be applied fairly, consistently and reasonably, taking into account any extenuating circumstances. The bully (bullies) will be encouraged and given opportunity to genuinely apologise. Consequences will be enforced depending on the severity of the incident.
2. In serious cases, exclusion will be considered and the Police may be contacted.
3. If possible, the pupils will be reconciled through mediation with the agreement of the victim or victims and parents.
4. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Sanctions

The following steps may be taken:

- Official warning to cease offending.
- Exclusion from certain areas of the school premises or certain activities.
- Moved to another class.
- Referral to external agencies Educational Psychologist, Police Liaison Officer.
- Lunchtime exclusion.

- Suspension or permanent exclusion.

Preventative Work in School

- The adoption of the “no blame approach”, by focusing on the situation, aims to resolve issues by not blaming an individual.
- Teaching through Relationships and Health Education (RHE) and assemblies.
- Safeguarding assemblies.
- Annual events raising the awareness of bullying including Anti Bullying Week and awareness days.
- Information will be emailed to staff containing up to date changes in legislation and practice related to Anti Bullying.
- In response to events in schools, students will be given the opportunities to discuss issues relating to bullying.
- Improved supervision in potential problem areas.

Roles and Responsibilities

Staff

- Always listen to anyone who feels they are victim of bullying.
- Record the incident on to the Bullying & Prejudicial behaviour form on SharePoint.
- Inform Headteacher, Deputy Headteacher or Assistant Headteacher as soon as possible.
- Incidents brought to your attention must not go unchallenged.

Headteacher, Deputy Headteacher, Assistant Headteacher

- Check for previous history by looking at the Bullying & Prejudicial behavior form in the school office.
- Investigate the incident by speaking to the victim/victims and getting a written statement.
- Interviewing other witnesses and collecting statements.
- Talking to the bully and bystanders involved and getting written statements
- Informing the parents through a meeting.
- Planning ways to improve the situation.
- Monitoring the situation over an agreed period of time.
- Keeping parents updated with any changes and progress.

Pupils

- Always tell a member of staff if someone you know is upset or being bullied.
- Tell someone if you are being hurt or bullied.
- Use the Worry Box to notify staff.

Parents

- If a pupil is distressed or regularly reports worries or fears over another pupils' behavior in school, inform the class teacher or Headteacher as soon as possible. Where appropriate liaise and work closely with the member of staff who is supporting your child.
- Sensitively monitor progress and report back continuing concerns of a similar nature.

Trustees

The HT will provide a report each term to the Trust Board on the frequency and type of bullying. The report will provide an analysis and make recommendations about how to reduce the frequency of incidents. The Trust Board must investigate any long-term grievance or concern for a family who feel that the bullying issue has not been resolved by staff in school.

Harassment

Harassment and bullying of any form will not be tolerated. All incidents involving behaviour which harms, intimidates, threatens, victimises, offends, degrades, humiliates or undermines another person or persons will be dealt with promptly. Harassment may be a singular incident or series of incidents. It may involve direct or indirect inappropriate behavior towards an individual or group. Incidents involving violence or assault, theft or threats of an abusive nature towards another will be responded to by the Headteacher or Designated Safeguarding Lead and where appropriate the Police.