



BEHAVIOUR, DISCIPLINE AND ANTI-BULLYING POLICY

ACADEMY COMMITMENT

It is a primary aim of our school that every member of the school community feels valued and respected, and that 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 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.

The school recognises that every member of the school community has a responsibility for promoting good behaviour in school. Staff are committed to working closely with parents, pupils and Governors to promote positive behaviour and to create a culture of respect. We will always take a considered and sensitive approach in order that we can support all of our pupils.



AIMS AND OBJECTIVES

The aims and objectives of our Behaviour Policy reflect and support the School Mission Statement

1. To encourage a calm, purposeful and happy learning environment within our schools.
2. To foster positive, caring attitudes towards everyone, where achievements at all levels are celebrated and valued.
3. To provide opportunities for children to develop their independence, self-discipline and sense of responsibility towards themselves and others.
4. To develop a consistent approach for promoting positive behaviour throughout the school.
5. To ensure that expectations of behaviour are clearly communicated to children.
6. To establish a coherent and fair reward system that acknowledges and celebrates good behaviour.
7. To establish procedures which determine a clear and consistent approach to unacceptable and disruptive behaviour.
8. To raise self-esteem and teach positive behaviour through the content and delivery of the curriculum.
9. To ensure the development and progress of pupils with behavioural needs are regularly reviewed with staff and parents.
10. To effectively manage incidents of bullying, sexism, homophobia or racism if and when they occur.

PROCEDURES

The school has a number of school rules:

- To speak kindly and respectfully to each other
- To work quietly and helpfully together
- To take care moving around the school
- To be kind to each other
- To try to work problems out
- To try not to hurt people

As a school we recognize the need to reward good choices in behaviour. It is impressed upon children from an early age that they have a choice in how they behave. We use a positive approach in encouraging good attitudes by rewarding and praising appropriate behaviour.

REWARDS

1. Verbal praise
2. Class/peer group accolade
3. Stickers/stamps
4. Praise from the Headteacher
5. House Points/gems
6. Achievers assembly certificates

CONSEQUENCES/SANCTIONS

1. Verbal reprimand
2. Re-doing work/loss of free time
3. Time out in the classroom
4. Time out in another class
5. Involvement of Deputy Headteacher, then if necessary the Headteacher
6. Parents informed

Pupils and parents are encouraged to discuss any problems with staff in school. We treat all children fairly and apply this behaviour policy in a consistent way. 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. However the school does encourage pupils to understand that they have choices in behaviour and that inappropriate actions will have consequences. The school employs a number of sanctions to enforce school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher will inform parents and the child will be spoken to by the Deputy and/or Headteacher.

The role of the class teacher

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, 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.

The class teachers are often supported by classroom assistants and both have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding. The class teacher and teaching assistants will remind pupils of the consequences of their actions.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the SENDCo, or the Deputy or Headteacher and may ask for an appointment with parents to discuss the behaviour.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. The class teacher may seek the advice of the Special Needs Co-ordinator regarding any pupil they believe may have emotional and behavioural difficulties and consideration may be given to developing an individual behaviour plan..

Lunchtime Supervision

Each class is supervised at lunchtime by a Teaching Assistant who follows our school behaviour, discipline and anti-bullying policy.

Pupils are encouraged to behave well and lunchtime staff have a variety of stickers and a weekly merit certificate.

Children are reminded about the consequences of their behaviour and sanctions may be used. For example children may have to stand out of a game while they calm down. They may be sent to stand in a time out zone for a certain period. They may be sent to a teacher in the first instance, or the Deputy Headteacher. Children may lose part of the next day's lunchtime play.

Serious incidents are recorded on internal system and SLT are informed. If pupils persistently misbehave at lunchtimes the Headteacher will speak to parents. If there is no improvement in behaviour a child may be sent home at lunchtime for a fixed period.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy and anti-bullying strategy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the 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 punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, parents can contact the governors.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Incidents of a Serious Nature

Incidents of a very serious nature or a persistent nature (e.g. bullying), will be referred to and dealt with by the Headteacher or Deputy Headteacher in her absence. This will usually involve the Headteacher and relevant school staff working closely with the child and parents to address and resolve the inappropriate behaviour. If necessary, an 'Individual Behaviour Plan' will be formed and this will involve specific rewards and sanctions, as governed by the plan.

Special Educational Needs

When a child is on the Special Educational Needs register for specific behavioural difficulties, the procedure for dealing with that child may differ to our regular procedure. Any alternative procedure will be formed in agreement with the child, their parents and the relevant school staff. The procedure will be clearly explained to all those who might have contact with the child in school.

GOVERNMENT GUIDANCE ON ENSURING GOOD BEHAVIOUR IN SCHOOL

Our school believes that staff, parents and the children themselves must share responsibility for the maintenance of high standards of behaviour in our schools. Our school has adopted the following Government guidance (The Department for Education, Ensuring Good Behaviour in Schools, April 2011):

Powers to Discipline:

“Teachers, Teaching Assistants and other paid staff with responsibility for children have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Their power to discipline applies to pupil behaviour in school and outside school in certain circumstances.”

“Teachers, Teaching Assistants and other paid staff with responsibility for children can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable

penalties include: confiscation, retention or disposal of a pupil's property. Headteachers can also decide to suspend or to permanently exclude a pupil."

Searching Pupils:

"School staff can search pupils with their consent for any item which is banned by the school rules. Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupils to have weapons, alcohol, illegal drugs and stolen items."

Use of Reasonable Force:

"All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, in order to maintain good order and discipline in the classroom."

ANTI-BULLYING POLICY

COMMITMENT

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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

The aim of this anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment. Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying and to bring these procedures to the attention of staff, parents and pupils.

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. **It is behaviour repeated over a period of time.** The three main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, homophobic or racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)

Pupils who are being bullied may show changes in their behaviour, such as becoming shy and nervous, feigning illness or clinging to adults.

See Appendix 1 types of incidents.

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.
- All staff, volunteers and trainees should recognise that children are capable of abusing their peers. This can take a number of forms including sexual violence, harassment, physical abuse (such as hitting, biting or causing physical harm through any other means, sexting, initiating violence and rituals).
- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- This policy aims to produce a consistent school response to any bullying/peer on peer abuse incidents that may occur.
- We aim to make all those connected with the school aware of our opposition to bullying and peer on peer abuse, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

PROCEDURES FOR MANAGING ALLEGATIONS OF BULLYING/PEER ON PEER ABUSE

This policy statement makes it very clear that the governing body does not allow bullying/peer on peer to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

- 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. 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 assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- The Headteacher ensures that all staff receive sufficient training to be equipped to 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.
- Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents and decide on appropriate actions.
- Teachers 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.
- If bullying/peer on peer abuse is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached

- A clear account of the incident will be recorded and given to the Headteacher
- The Headteacher will interview all concerned and will record the incident
- Parents will be kept informed.

See Appendix 2 for report form

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

The Headteacher and SENDCO should be involved and advised of any matters regarding bullying.

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 Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Fixed-term and permanent exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

- 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.
- The school keeps a variety of records of incidents of misbehaviour.
- The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded
- This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by discussion with the Headteacher.
- Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents. 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.

Review

Policy created -	September 2012
Reviewed - line with COVID guidelines)	By Holly Wood and Andrew Kenworthy September 2020 (in
Next review -	September 2021

Behaviour Strategy Amendments in light of Covid19

Children's behaviour may be different - staff will look out for:

- Regression - eg may use baby voice, cry when leaving parent, toilet accidents, looking for constant reassurance, hypervigilant, shouting out, talking over each other
- Unusually quiet/unusually loud

Things staff can do to support this -

- There will be visual timetables in all classrooms (children need routine)
- Staff will stay calm and be prepared to answer questions (*why can't we play on that, why can't we see our friends in a different classroom, etc*)
- There will be lots of 'circle time' activities to support emotional wellbeing.
- Staff won't expect too much in terms of learning and outcomes - choose activities that chn can do independently which can quickly build self esteem and confidence.

Children **MUST**

1. Follow instructions on hygiene, such as handwashing and sanitising (we will have a staff member on corridors initially to support children with this)
2. Stay away from other children and adults at all times (again children will need constant reminders about this. Staff will appoint a 'Bubble Monitor' each day to encourage children to take ownership of 'new rules' in school and reward good social distancing constantly)
3. Follow new rules at playtime - again staff will talk to the children before they go out to play about expectations and what the playground will look like.

4. Use toilets in the way described by school staff (again there will be a member of staff to support them with this initially).

5. Follow new rules about where and when playtime is.

6. Follow expectations about sneezing and coughing, tissues and disposal ('Catch it, bin it, kill it').

As always - staff will manage behaviour as much as possible through constantly praising positive behaviour. We will use Dojo points when we spot a child independently following the new rules and will base 'Star of the Week' on chn who are behaving 'responsibly' and following our new school rules.

If children do act irresponsibly and unsafely then staff will contact SLT (office) for advice. If chn to display behaviour that is perceived as unsafe and dangerous parents will be contacted and asked to collect their child immediately.

Appendix 2

Types of Incidents

Incidents related to race, religion or culture

Racist or faith-based incidents are based on a person's background, colour, religion or heritage. Recent political and social issues also appear to have been a factor in the rise in this type of harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience incidents like these, it is more likely to be severe. Moreover, incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and Traveler children can experience in a number of situations. When racist or faith-based incidents take place, the characteristics singled out not only apply to the individual child but also make reference to their family and more broadly their ethnic or faith community as a whole. Racial and cultural elements can be seen to heighten the negative impact on a child's sense of identity, self worth and self esteem. It is important to note that all incidents that are identified as potentially racist must be recorded, reported and investigated as such. The Stephen Lawrence Inquiry Report (1999) defines racism as 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form, it is as damaging as in its more overt form'.

Incidents related to special educational needs (SEN) and disabilities

Research shows that children and young people with SEN and disabilities are more at risk of being singled out than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment. Children and young people with special educational needs and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against incidents. Where children with SEN and disabilities are themselves found to be the perpetrator, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as those which apply to the rest of the school community, having made the reasonable adjustments necessary.

Incidents related to gifted and talented children and young people

Children and young people who are gifted and talented can be vulnerable to being singled out. Their achievements, different interests and advanced abilities can set them apart from their peers and can lead to a sense of not 'fitting in' and feelings of isolation. Their talents and abilities may cause feelings of resentment and jealousy among their peers which may make them targets for unwanted behaviours.

Incidents related to appearance or health conditions

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for incidents. Perceived physical limitations, such as size and weight, and other body image issues can result in being singled out, and obvious signs of affluence (or lack of it), can also be exploited.

Incidents related to sexual orientation

Homophobic incidents involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Evidence suggests that children and young people who are gay, lesbian or bisexual (or perceived to be) face a higher risk of victimisation than their peers. Homophobic incidents are perhaps the least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The young person may not want to report anything if it means “coming out” to teachers and parents before they are ready to. Homophobic incidents includes all forms of unwanted behaviours but in particular it can include:

- **Verbal abuse** - the regular use, consciously or unconsciously, of offensive and discriminatory language, particularly the widespread use of the term ‘gay’ in a negative context. Also spreading rumours that cause an individual’s perceived sexual orientation to be ridiculed, questioned or insulted
- **Physical abuse** – including hitting, punching, kicking, sexual assault and threatening behaviour
- **Cyberbullying** – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.

Incidents to young carers or looked after children or otherwise linked to home circumstances

Children and young people may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel singled out or isolated. Children in care may also be vulnerable for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies. Some children and young people are heavily influenced by their communities or homes where bullying and abuse may be common. At school, some may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject by association.

Sexist, sexual and transphobic incidents

Sexist, sexual and transphobic incidents affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexist incidents are based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. This may be characterised by name calling, comments and overt “looks” about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used. Children and young people identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also become a targets.

Child on Child Sexual Violence and Sexual Harrassment

Part 5 of Keeping Children Safe In Education (September 2018) now provides explicit guidance on how schools should respond to reports of child on child sexual violence and sexual harassment and we would follow the guidance set out in this document, dealing with any allegations on a case by case basis with the DSL taking the leading role.

Appendix 2

Hambleton Primary Academy - Form is for internal use only

Section A: ALLEGED INCIDENT - bullying, discriminatory or prejudicial behaviour (Please circle)			
Target Name(s)	Age	Year Group	Class
Ethnicity	Gender M / F	SEN Stage	
Home Language	Looked after child - Y / N		Young Carer Y / N
Member of staff to whom the incident was reported			
Date of Incident		Time of Incident	
Location			
Targets Account/ Concern of Parent or carer			
Alleged perpetrator(s): Name(s)	Age	Year Group	Class
Nature of incident, including details of any injury or damage to property etc.			
Circle any elements that apply:			
Form: Physical	Verbal	Indirect	Cyberbullying
Type: Race/religion/culture		Sexual/sexist/transphobic	Homophobic
SEN/ Disability			
Home circumstances	Gifted/talented	Health conditions	Other
Parents/carers of alleged target(s) informed:			
Date		Time	
Section B: ACCOUNTS OF THOSE INVOLVED			

Alleged perpetrator(s) account of the incident			
Name(s)	Age	Year Group	Class
Bystanders/witness account of the incident			
Name(s)	Age	Year Group	Class
Parents/carer of alleged perpetrator(s) informed:			
Date	Time		
<u>Section C: ACTION TAKEN</u>			
Details of immediate action taken			
Monitoring of action taken and details of follow up and longer term action taken			

This form should be completed as soon as possible following the incident by the person who directly dealt with it and should be returned to a member of SLT immediately. A log should also be added onto the internal system referring to this form and who it had been submitted to.