



BEHAVIOUR & ANTI-BULLYING POLICY

This Aldborough Primary Policy applies to all stakeholders.

DATE OF GOVERNOR APPROVAL	Summer 2018
REVIEW FREQUENCY	Annually
REVIEW DUE	Summer 2019
STATUTORY REQUIREMENT	YES
AMENDMENTS	
Date	Summary of Amendment/s

Behaviour and Anti-Bullying Policy

Aims

At Aldborough Primary we aim:

To develop caring attitudes, good manners, tolerance, self - esteem and self – discipline

To show respect for individuals, the environment and other communities and nations

To guide behaviour through positive encouragement, and the provision of good role modelling of respectful and supportive relationships

To teach and extend social skills, developing independence and responsibility in order to enable children to manage their own behaviour and resolve problems in a sensitive way.

Rationale

Good behaviour and self- discipline are central to the school's ethos. We encourage children to be responsible and to have pride in themselves and their school. Fostering children's self-esteem is a vital ingredient of good discipline and is uppermost in our school aims.

Promoting positive behaviour and good attendance

Children respond to encouragement and praise. Aldborough Primary School aims to promote positive behaviour and good attendance through a variety of strategies including the following:

- Keeping minimal rules/protocols
- Setting clear expectations which include an understanding of mutual trust
- Respecting the rights of everyone in the school to be safe and to learn
- Providing a stimulating and creative environment
- Celebrating achievement
- Promoting caring for all especially via Yr6 partners with YrR
- Allowing some choice of where to play at break times and play times
- Providing afterschool and lunch time clubs
- Emphasising creativity and fun through learning
- Organising extra- curricular trips and residential trips
- Allowing Yr 6 privileges and access to all areas

School Responsibilities

To ensure the whole school understands the principles of the school policy.

To ensure the Behaviour Policy does not discriminate against pupils on grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities.

To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.

To apply sanctions fairly, consistently proportionately and reasonably – taking into account SEN, disability and the needs of vulnerable children always offering support as appropriate

To make alternative provision from day six for fixed term excluded pupils, and where appropriate to arrange a reintegration meeting for pupils and parents at the end of the fixed term

To take all reasonable measures to protect the safety and wellbeing of staff and pupils including preventing all forms of bullying and dealing effectively with reports and complaints about bullying

To keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and where necessary support them in meeting their parental responsibilities via the Family Support Process

School Rights

To make clear the school's statutory power to discipline pupils and that pupils and parents will need to respect this
To enforce this behaviour policy including rules/protocols and disciplinary measures
To expect pupils' and parents' cooperation in maintaining an orderly climate for learning
To expect pupils to respect the rights of other pupils and adults in the school
Not to tolerate violence, threatening behaviour or abuse from pupils or parents
To take firm action against pupils or parents who harass or denigrate teachers or other school staff (or the school as a whole), on or off the premises

Children – Responsibilities

To behave respectfully to others and their belongings
To behave in a safe and responsible manner
To attend school regularly
To be willing to learn and allow others to learn
To own mistakes and allow others to make mistakes
To do as an adult requests
To listen to and have regard for other opinions
To respect and care for equipment and for the environment
To bring to school only items that are appropriate and not prohibited

Children – Rights

To be treated fairly and with respect
To feel and to be safe
To learn
To make mistakes
To be listened to and valued
To work within a stimulating and caring environment

Teaching Staff– Responsibilities

To model fair, courteous and respectful behaviour
To recognise and acknowledge positive behaviour in others
To promote and encourage good attendance
To acknowledge areas of own skills which could be developed and to try new approaches
To create a safe and secure and happy working environment
To listen to and value others, giving opinions in a constructive manner
To seek all information and use all lines of communication
To respect and care for school property and equipment
To be sensitive and aware of changes in children's behaviour and well-being and to investigate causes
To be vigilant that children have not brought to school items that are inappropriate or prohibited

Teaching Staff – Rights

To be treated courteously, sensitively and with respect by all others in the school community
To receive appropriate training
To work in a happy, secure and safe environment
To be listened to
To be made fully aware of the school's systems/policies and expectations

Parent- Responsibilities

To support the educational and behavioural needs of their children and talk to their child about what she/he does in school

To value and respect all members of the school community and the school property

To support the school rules/protocols

To make sure their child attends school regularly

To offer information and share concerns about their child's learning, behaviour or well-being in a constructive manner

To ensure that their child does not bring into school items that are inappropriate or prohibited

Parent – Rights

To be informed about their child's progress both academically and socially

To be valued and respected

To be shown courtesy and consideration

To have access to information about the school's systems/policies and expectations

To have concerns taken seriously

Protocols/Rules.

Some protocols/rules are necessary to enable everybody to feel secure in their rights and responsibilities. They are discussed and negotiated so that all people involved have ownership of them. There are always clear reasons behind the protocols/rules and consequences for breaking them.

The following rules have been agreed at Aldborough Primary School:

To show that we respect each other we should -

- Behave in a courteous, well-mannered and polite way towards everyone in the school community
- Take turns and make sure no one is left out
- Respect the property of others and of the school

To keep safe and healthy the children should -

- Use the school grounds sensibly and safely
- Not climb on the walls and front playground railings
- Only use the playground gates to enter and leave the school
- Leave toys at home
- Eat only healthy snacks at break
- Use the play equipment and multi sports area on a rota basis, and avoid climbing on The benches, trees and fences
- Walk at all times when in school and look where they are going
- Not wear jewellery in school other than stud earrings and watches

To make sure that children can learn -

- Each class will discuss and negotiate their own class protocols/rules annually
- They should attend school regularly and be punctual at the start of the day
- They should listen to everyone – taking turns to speak
- They should try hard – always have a go
- They should drink water to keep alert and attentive
- They should use equipment carefully and always return it to where it belongs

During PE there may be additional protocols to keep children safe.

Unacceptable Behaviour and Attendance

At Aldborough Primary children are taught that behaviour is their choice, and they are told of the consequences of the wrong choice. Consequences are fair and predictable and will always be applied. The severity of the consequence is related to the degree of poor behaviour. The school has agreed to use some of the following strategies when dealing with unacceptable behaviour (behaviour that is disrespectful, unsafe, or is likely to hinder learning).

- Diverting attention – praising good behaviour
- Using simple non- verbal messages, eye contact and body language
- Questioning and listening to the children – acknowledging the behaviour and looking for a reason
- Rule/Protocol reminders
- Giving simple choices
- Taking the child aside
- Requesting an apology is given
- Time out from group /class work or playtime
- Loss of privileges – eg break time or freedom
- Making arrangements to discuss behaviour with parents
- Organising a 'Managed Move' to a different school for a period of time
- With external support offering a reduced timetable
- Buying in external support
- Increasing Classroom Assistant Support where possible
- Exclusion (Fixed or Permanent)

Adults in the school have agreed to use the following strategies when dealing with non-attendance:

- Phone home on the first day of an unexplained absence by 9.30
- Offer opportunities to discuss difficulties affecting attendance
- Write letters when attendance dips below 95% in any half term
- Encourage child to catch up on missed work
- Contact school LA when attendance drops below 85% in any half term
- Support is sought via the PSA for children whose behaviour or attendance indicates problems
- Individual Education Plans –including regular meetings with parents
- Teaching Assistant support when necessary in the classroom and playground

Physical intervention

- All school staff have the legal power to use reasonable force to control or restrain a child when necessary. It can also apply to people whom the Head Teacher has temporarily put in charge of the children such as unpaid volunteers or parents accompanying children on a school organised visit.
- **Reasonable force is usually used either to control or restrain. Reasonable force means using no more force than is needed in the specific circumstances.**
- Physical intervention will only be used as a last resort to prevent a child from hurting her/himself or others, from damaging property, or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances.

Searching

- School staff can search a child for any items that are considered inappropriate by the Head Teacher.
- The Head Teacher and staff authorised by the Head Teacher have the statutory power to search children or their possessions, without consent, where they suspect that the child has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.

- School staff can seize any inappropriate or prohibited items found as a result of a search or which they consider could be harmful or detrimental to the well-being and discipline of the school community.

Support available for parents/carers in developing their child's social, emotional and behavioural skills

- Provide opportunities for contact with outside agencies;
- Work in partnership with parents.

Support available to develop staff skills and confidence in managing children's behaviour and promoting good attendance

- Time allocated within staff meetings to discuss behaviour.
- Support each other.
- Opportunities for staff development (CPD)

Systems and procedures within the school

To avoid poor behaviour and **attendance** and to ensure that the school day runs smoothly the school has initiated some systems and procedures.(see below and also the **Whole School Attendance Policy**.)

Entering school

The adult on duty will ring the school bell at 9.00 am to signal the start of lessons. On the first bell, the children should stand quietly. On the second bell, they are expected to walk sensibly into class. This happens again to signal the end of break and lunch times and the end of Key Stage One afternoon break.

Break/ lunch times/after school

The children will be told where they can play during breaks. In fine weather they will be allowed to play on the field, in the woods, on the multi-sports area and on the apparatus (following a rota). At least one adult will always be on duty, central to these areas, (rota is for two). In inclement weather, children will be permitted to play on the front playground and to use the multi-sports area for football games depending on the surface water.

Key Stage One children must ask permission from the adult on duty to enter the building when using the toilet or fetching clothes from cloakrooms or classrooms.

The play equipment may be used under parental supervision after school. The expectation of pupils is that their behaviour should be consistent with this policy.

Classroom procedures

All children will be allowed to drink water throughout the day by accessing the drinking fountain.

See also the School's Policy for Dealing with Bullying 2017 (following)

See also Whole School Attendance Policy

Policy for Dealing with Bullying

Context

Aldborough Primary School is committed to ensuring that everyone learning and working in this school is able to do so in a supportive, caring and safe environment without the fear of being bullied.

If bullying does occur, all pupils and adults will know who to tell and they will know that incidents will be dealt with promptly.

We firmly believe that the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs.

Definitions

What Is Bullying?

Bullying is deliberately hurtful behaviour of any kind, repeated often over a period of time or on isolated occasions, where somebody deliberately intimidates or harasses another.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils and adults who are bullying need to learn different ways of behaving.

Aims

To create an ethos in which attending school is a positive experience for all members of the school community.

To enable everyone to feel safe while at school by encouraging speaking out if any child or adult feels they are being bullied.

To ensure all members of the school community feel responsible for combating bullying.

To be alert to the signs of bullying, by recognising changes in behaviour.

To act promptly and firmly against bullying.

To liaise with parents and other appropriate members of the school community.

To be as effective as possible in finding a solution for issues re bullying eg liaising with solution focussed local providers as necessary for both victim and bully.

To help and support victims and bullies to change their attitudes as well as their behaviour and understand why it needs to change.

Implementation

- Prevention is clearly the strategy we wish to use. This will be at classroom level - during PHSE and Drama, exploring perceptions of bullying and developing anti-bullying messages and at whole school level- developing a culture of respect.
We will also join in Anti Bullying initiatives.

Response

- Everyone in school has a duty to respond immediately. This will **always** involve passing the information on to a class teacher, teaching assistant, head teacher or in the case of a child to an adult of their choice. Volunteers in school should share their concerns with the class teacher. Parents who believe their child is the victim of bullying should share their concerns with school at the earliest opportunity and be prepared to work with school. The response may also involve gathering more evidence.
- The school will offer a proactive, sympathetic and supportive response to children who are the victims of bullying. The exact nature of the response will be determined by the particular child's individual needs.

- Aldborough takes bullying behaviour very seriously and will adopt a supportive, pragmatic, problem-solving approach to ensure everyone behaves in an acceptable way as well as empowering victims with strategies and skills.
- Aldborough has access to Parent Support Advisers and a range of locally provided solution focussed support groups. National support is also available. eg Child Line

Bullying of Pupils

Pupils:

- can expect to be listened to and discuss the experience with another adult of their choice in the school. A verbal notification to Head teacher will follow.
- should try to give a clear account which an adult can record and share with HT
- can expect reassurance that the problem will get addressed
- may be offered support to restore self esteem and confidence.
- should expect their parents to be kept informed.

Bullying of Employees

Employees:

- can expect to be listened to and discuss the experience with a colleague of their choice, in the school. A verbal notification to Head teacher will follow unless the HT is the bully in which case LA support will be considered. If the HT is the victim, support from LA should be considered.
- should try to give a clear account which a colleague who can keep a record so that they can share with HT/LA
- can expect reassurance that the problem will be addressed
- may be offered support to restore self esteem and confidence.

Policy Consultation and Review

These two policies are referred to in our school prospectus and are available on request from the school office and on the VLE. We also inform parents and carers about these policies when their children join our school and through our school newsletter.

These policies will be reviewed in line with the policy review schedule and approved by the Governing Body.

Historic Policy Changes

Reviewed and Approved	Changes
Summer 2014	Layout changes and some wording
Spring 2016	Anti Bullying Clarification that both victim and bully will be supported. Effect of Banter from Yr6 on younger children could be part of classroom work.
May 11 th 2017	To join with Behaviour but remain separate. Punctuation and grammar changes only. No changes to Behaviour element.