



BEHAVIOUR POLICY

Incorporating School Vision, Aims & Values
Policies on Exclusions, Anti - Bullying & Harassment, &
Physical Interventions

Reviewed by the Pupil Progress & Welfare Committee - **Autumn**

Date of last Review	Signature
31.10.18	

INTRODUCTION

Good behaviour is conduct, which assists the School to develop the potential of all pupils.

AIM

Our **BEHAVIOUR POLICY** aims to:

- Develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- Create the conditions for a considerate community in which effective learning can take place and in which there is mutual respect between all its members.

CODE OF CONDUCT

At Alford Primary School, we believe that we should:

- Treat each other with respect and consideration.
- Be courteous, polite and speak kindly to others.
- Give consideration to the well-being and safety of others.
- Try hard, be self-motivated and develop a good attitude to work.
- Be independent and take responsibility for our actions.

REWARDS AND SANCTIONS

Good behaviour is maintained by giving praise and reward when appropriate and showing disapproval and disappointment when expected standards are not attained.

Rewards may take the form of:

- 1) Private or public verbal praise from class teacher.
- 2) Bringing good behaviour to attention of someone else.
- 3) Reward symbol (smiley face, sticker, star).
- 4) Use of School reward system (Merit Token, Celebration Assembly).
- 5) Work displayed for other to see.
- 6) Class Golden Time.

Sanctions may take the form of:

- 1) Immediate checking of behaviour and private explanation of why behaviour is unacceptable.
- 2) Child being moved away from the group in class.
- 3) Loss of playtime or removal of a privilege.
- 5) Child sent to Head or Deputy to report on their actions.
- 6) Contacting parents.
- 7) 'Community service' within the school environment.
- 8) Internal exclusion.
- 9) Fixed term/permanent exclusion.

SERIOUS MISCONDUCT

Serious cases of misconduct, eg.

- Violent or aggressive behaviour
- Bullying
- Stealing
- Disrespect to adults
- Persistently disruptive behaviour

which seriously infringe upon the rights of others in the School should be recorded in the Duty Book.

Bullying and discriminatory behaviour (racial, disability, gender, homophobic etc) is recorded in the Serious Incidents File and followed up by a member of the Senior Leadership Team.

The Duty Book and Serious Incidents File are monitored each half term, for patterns of behaviour by the Senior Leadership Team. Feedback is given to children, teachers and parents as appropriate.

If children are entered repeatedly, the Headteacher in consultation with class teacher will take further appropriate action which may include the following:

- 1) Further sanction by Class Teacher or Headteacher.
- 2) Contact with Parents.
- 3) Work with or receive support from the School's Learning Mentor
- 4) A behaviour record to be kept and sent home to Parents.
- 5) Entry onto SEND Register.
- 6) Outside support from the Behaviour Outreach Support Service.
- 7) Where bullying is suspected Parents of victims and alleged bullies should be informed.

PHYSICAL INTERVENTIONS

The law says that school staff can use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself)

- Prejudicing the maintenance of good order and discipline at the school or among any pupil receiving education at the school, whether during a teaching session or otherwise.

There is no legal definition of when it is reasonable to use force. This will depend on the circumstances of each individual case but the force used must always be in proportion to the consequences it is intended to prevent and be the minimum needed to achieve the desired result.

Proper account of special educational need or disability must be taken in compliance with the Disability Discrimination Act.

Where a child is at greater risk of needing restrictive physical interventions, a risk assessment will be undertaken, detailing triggers, techniques to be used and methods for the pupil to communicate in times of crisis.

Records will be kept of incidents in which force has been used as evidence of defensible decision-making in case of a subsequent complaint or investigation.

After any recordable incident, parents should be informed of what has happened.

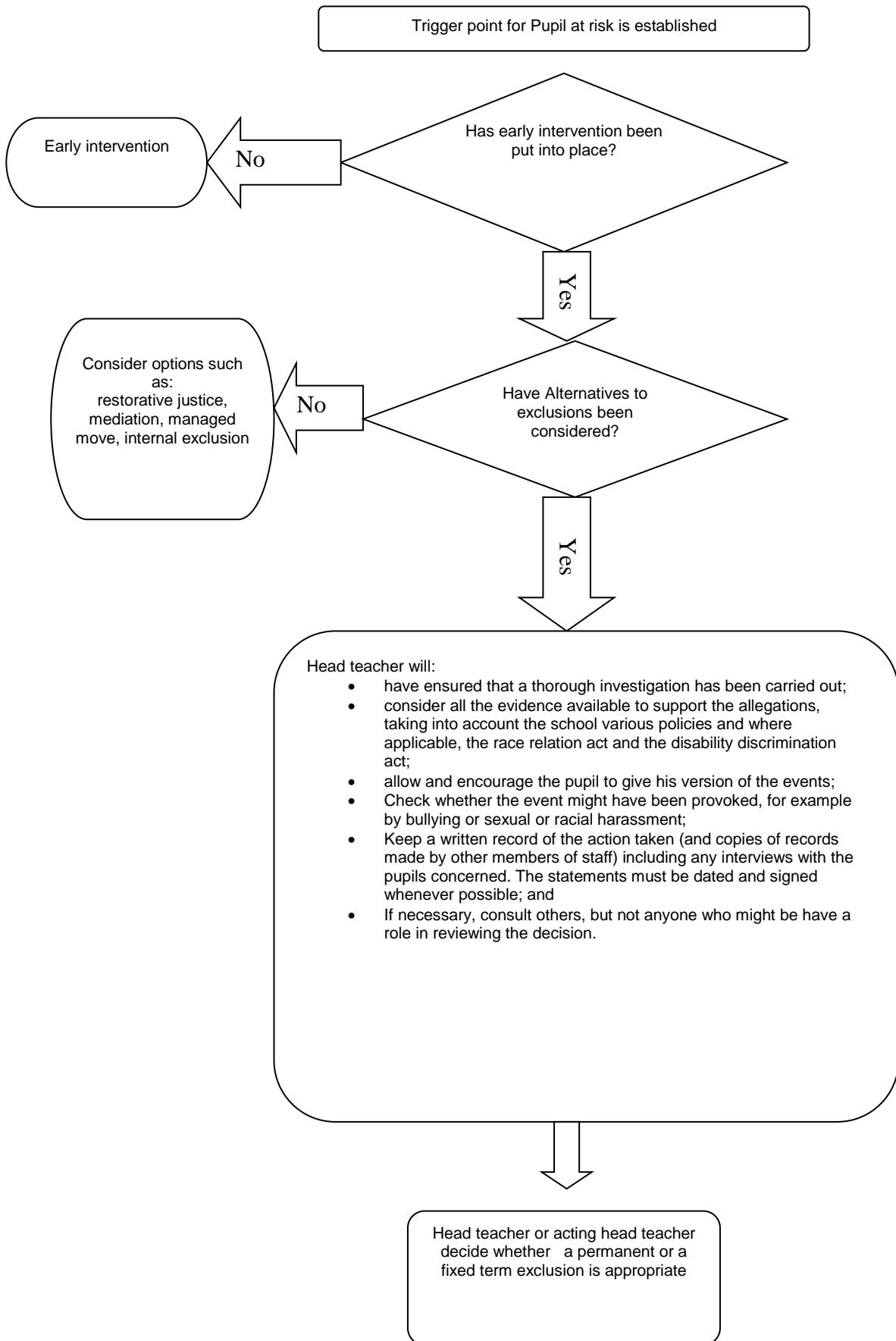
There are members of staff trained in Team Teach safe handling and de-escalation techniques.

EXCLUSIONS

Fixed/Permanent

Where all options in school have been considered it may be necessary to exclude a pupil for a fixed term or in extreme cases make a permanent exclusion. This decision can only be made by the Head teacher and it will be in accordance with the procedures laid down by LA and DfE guidelines.

See flowchart below:



BULLYING & HARASSMENT

What is Bullying?

‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’.

Although there are a number of definitions of bullying, these definitions would include the following characteristics:

- It tends to be repetitive
- It involves an imbalance of power
- It may be verbal, physical or psychological

Bullying is an antisocial behaviour. We must respond in a way which will help the bullies improve their behaviour. Increasing their anxiety and alienation from us is not likely to work.

All allegations of bullying or harassment should be taken seriously, investigated and proven should be treated as serious misconduct.

Victims of bullying/harassment may need the support of a member of staff.

Any child can become a victim of bullying/harassment at any stage in their school career, just as no adult is immune to it. However, we recognise that certain children are more vulnerable to this kind of abuse than others, for example Children in Care. One or more of the following factors can make bullying more likely.

- Lacking close friend at School
- Being shy
- Coming from a different racial or ethnic group to the majority of pupils
- Being different in some obvious respect from the majority of pupils having special needs
- Being a ‘provocative’ victim

It is **vital** that children experiencing bullying should be made aware that:

- It is not their fault.
- They are not expected to just ‘put up with it’.
- Staff are concerned about their welfare, and will listen to them and treat seriously any incidents they report.
- There are some actions which they themselves can take to help relieve or stop it.

Forms of Bullying/Bullying behaviour

Bullying can take many different forms:

- Cyber bullying: e.g. chat-room/ blogs/message board, email, gaming console, , instant messaging, mobile phones including photos, social network site e.g. Facebook, video hosting sites (YouTube), webcam
- Damage to property: e.g. graffiti, personal property
- Inciting others to bullying behaviour e.g. encouraging pupils with special educational needs to bully others so that they receive the consequences rather than the instigator

- Literature: e.g. distribution/possession of posters/leaflets, literature or material, e.g. pornography, wearing or display of offensive insignia
- Physical hurting/attack: e.g. physical intimidation, mimicry, unwanted or inappropriate touching
- Psychological: e.g. damage to reputation (sexual, denial of identity, gender/ethnicity), extortion of belongings, identity theft / impersonation, isolation/refusal to work/play with other pupil, revealing personal information, threats
- Verbal: e.g. 'joke' making, mimicry/ridicule, name calling, spreading rumours, swearing, verbal abuse, gossiping
- Victimisation after previous complaint e.g. bullying due to either victims or bystanders speaking out as a result of a past bullying incident.

Reasons for Bullying

Bullying can happen for a large number of reasons and the most common are listed below:

- Homophobic (any incident perceived by the alleged victim or any other person to be targeted around being lesbian, gay or bisexual. People do not have to be lesbian, gay or bisexual to suffer homophobic bullying)
- Racist (any incident perceived to be racist by the alleged victim or any other person. Incidents related to religion, culture or those involving pupils who identify as Gypsy/Roma traveller come under this heading too)
- Related to disability, SEN or health (behaviour perceived to be insulting to people with a range of medical, mobility, sensory, mental health or learning impairments. Incidents related to other health or Special Educational Needs come under this heading too)
- Related to home circumstances (e.g. young carers or children in care)
- Sexist (incidents perceived to be demeaning to a gender in general. If unchallenged this can eventually lead to domestic violence)
- Sexual (incidents include intrusive language, damage to sexual reputation, inappropriate touching and other behaviour perceived to involve unwanted sexual attention)
- Transphobic (incidents are those perceived to be insulting to someone's gender identity or to transgendered people)

There are different types of bullies and victims:

- Aggressive bullies – physically aggressive individuals or bully groups
- Anxious bullies – children recruited into bully gangs by intimidation
- Victim bullies - children often victims at home and bullies at school
- Passive victims - children with poor social skills/are unassertive
- Provocative victims – children who bring out the worst in other children; often have poor relationships with primary carers; can be attention seeking.
- Attention seeking victims – children with good social skills who deliberately seek the kudos of being a victim.

All children need to be overtly taught strategies which can help dissipate potential 'bullying' situations. The most simple steps to encourage them to adopt are:

- Ignoring
- Say 'no', or 'I don't like you doing that'
- Turning/walking away

- Staying with 'safe' friends (avoiding being on their own)
- Staying away from places where the known bullies tend to linger (cloakrooms, corners of playground)
- Having a quiet word with the member of staff on duty

Children who are persistently suffering through bullying need individual support. They may feel isolated, and wonder what is wrong with them. It can make them withdrawn, reluctant to face up to challenges in their work and in their socialisation. They can develop feelings of inadequacy which remain with them into adult life.

Equally it is important that bullies behaviour is challenged and they are offered help to alter behaviour and identify with victim.

Responding to Bullying

When bullying has been reported or observed then the following 7 steps will be taken:

1. INTERVIEW WITH THE VICTIM

When a teacher finds out that bullying has happened he/she starts by talking to the victim about his/her feelings and gathering information.

2. CONVENE A MEETING

The teacher arranges to meet with the pupils who have been involved, this may include by-standers. The victim must give permission for this to take place and feel easy about it. The meeting will include bystanders or colluders who joined in but did not initiate bullying.

3. EXPLAIN THE PROBLEM

The teacher tells them about the way the victim is feeling. Details of the incident are discussed.

4. SHARE RESPONSIBILITY

The teacher does not attribute blame but states that they know that the group are responsible and can do something about it.

5. ASK THE GROUP FOR IDEAS

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier.

6. LEAVE IT TO THEM

The teacher ends the meeting by passing the responsibility to the group to solve the problem. They arrange to meet with them again to see how things are going on.

7. MEET THEM AGAIN

Meet later in the school day or early the following day to discuss outcomes. Monitor the situation daily for a fixed period of a week.

The above procedure is Stage 1. If we find that the situation is not resolved after following this process and the behaviour continues, then the following stages are considered:

STAGE 2 - Contact parent/carer and convene a meeting.

STAGE 3 - Put a Behaviour Plan/Pastoral Support Plan (PSP) in place and contact other agencies e.g. Behaviour Outreach Support Service, Educational Psychologist, Police (If a child is over 10 years of age they are criminally responsible) for advice and support.

STAGE 4 - Fixed term exclusion.

PREJUDICE RELATED INCIDENTS

Any incident of racist or sexist harassment is unacceptable in our School and should be treated as a case of serious misconduct. Incidents could take the form of physical assault, verbal abuse or damage to property due to the ethnicity or sexual orientation of a pupil. The agreed procedure for dealing with any such incidents is to:

- Stop the incident and aid the victim
- Treat incident as serious misconduct and deal with according to procedures in section entitled Serious Misconduct
- Record in the Serious Incidents File
- Report the incident to the Class Teacher and Headteacher
- Inform parents

BUS POLICY

The Alford Schools have the following expectations of their pupils when they are travelling to and from School.

- When the bus is in transit there should be no standing or walking around
- Use of bad language will not be tolerated
- There should be no verbal or physical aggression
- No smoking
- No possession of potentially dangerous materials such as cigarette lighters, matches etc.

The Bus Companies in collaboration with the children, should report badly behaved individuals to their respective School as soon as possible.

Once reported the agreed policy for sanctions would be applied ie.

- On the first occasion a verbal warning will be given to the pupil concerned.
- On the second occasion a letter will be sent to parents warning them that any further incidents of poor behaviour will lead to their son/daughter being banned from the School bus for a fixed period/permanently. In the case of a ban County Transport need to be informed. (Cases of very bad behaviour could result in an immediate ban).



Our Vision, Aims and Values

‘Learn well, have fun, be safe’

Vision:

That children learn actively in a caring, inclusive and stimulating environment so that they are motivated to do their best and reach their potential.

Aims:

To ensure that every child is safe and happy in our School and develops as an independent learner, encouraging them to voice opinions and give feedback on teaching and learning.

To provide equal opportunities for all, regardless of culture, race, faith, gender or ability.

To provide the highest quality teaching in order to secure outstanding learning.

To nurture curiosity and a love of learning through a varied and stimulating curriculum which enables children to enjoy school and develop socially, morally and intellectually.

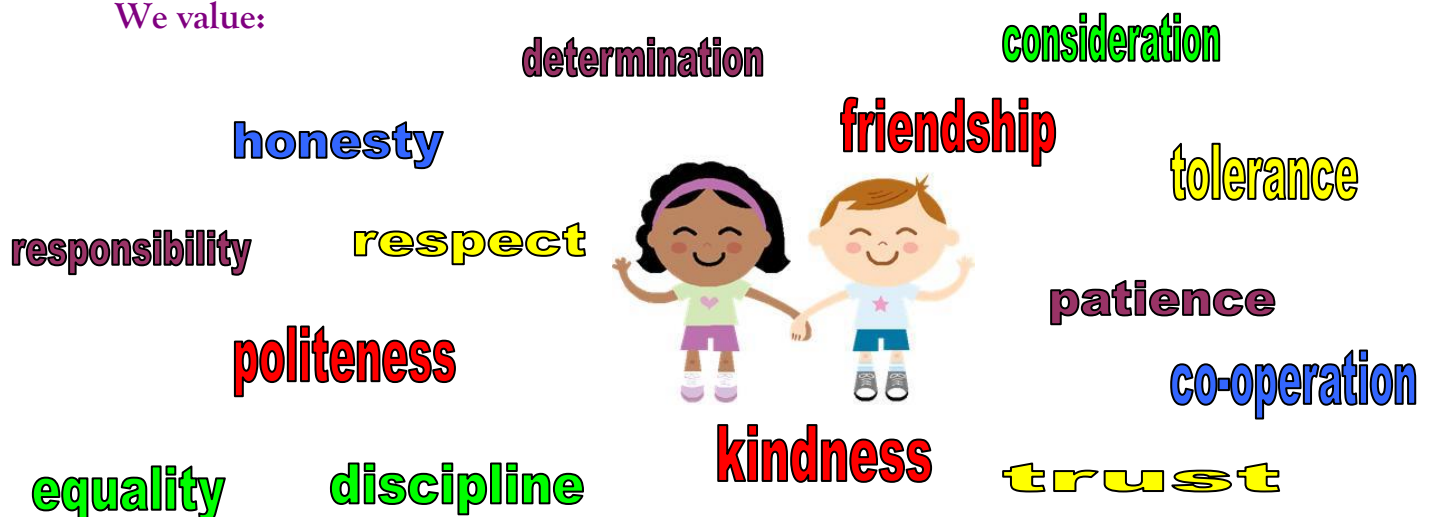
To foster a caring community by promoting the importance of working together and showing respect and support for each other.

To provide a wide range of extra-curricular activities and experiences to develop children’s understanding of healthy lifestyles and the wider world.

To encourage children to make a positive contribution to local, national and global communities.

To work together with parents in order to support children’s development and education.

We value:



We do not accept bullying. This is seen as persistent, deliberate, unkindness which can be physical, verbal or through the use of technology.