

*'Trusting in God, together we live, learn and grow.'*

## What is acceptable behaviour?

### General Statement

The behaviour policy encompasses the school rules, code of conduct, management of behaviour, including bullying and discipline at Haresfield School and is supportive of the school aims. The ethos of the school is based on caring for one another and is central to all aspects of school life.

As a church school, our vision statement and core values are at the heart of every aspect of the school. This is particularly so in the development of our school ethos which in turn is embodied in our approach to promoting positive behaviour. At Haresfield we see good behaviour as vital to productive learning and the quality of life for everyone in the school. This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents, governors and other members of the wider school community. It is written after consultation with representatives from these groups and implementation of the policy is the responsibility of all those working in school.

The school is a community and it is recognised that each individual is important and has a valuable contribution to make towards the quality of life enjoyed by the people within it. We continually stress the importance of honesty, trust, fairness, self-discipline, mutual respect and self-esteem. We endeavour to encourage and praise good behaviour and help children to realise that this is the normal expectation. We believe that all members of school staff have a corporate responsibility in operating this policy.

Haresfield School is a Rights Respecting School and we treat all people the same regardless of ethnicity, cultures, gender, disability, age or faith.

### Aims

- To celebrate and recognise the excellent behaviour and relationships in the school
- To encourage and nurture in pupils a sense of self-discipline
- To foster mutual respect between all members of the community
- To create a learning environment in which everybody feels valued, safe and secure
- To provide the pupils within opportunity to discuss and influence the school through the school council

### The Code of Conduct

The Code of Conduct applies to **all** members of Haresfield School community (pupils, staff, parents, governors and visitors) and reflects our view that each individual is of value and has a right to be treated with respect.

- Take pride in our school
- Remember to care for everyone's feelings
- Speak and listen respectfully to everyone
- Be honest with yourself and others
- Respect the rules of our community
- Be positive

## **Creating a positive environment**

At Haresfield C of E Primary School we believe that an effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. We believe that behaviour can change and every child can make the right choices and be successful. We accept that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

## **Dealing with incidents**

When an incident has occurred ask each child to explain their own account of what has happened. This enables children to take more responsibility for their own actions and to feel that they can have a voice and are listened to. After discussion children may need to explain a second account. This enables incidents to be dealt with in a quiet, reflective manner which is efficient and effective.

## **Our system of rewards for good behaviour**

Each class will discuss and take ownership of their own classroom rules appropriate to the age of the children. These will be discussed and agreed as a whole class in September and then confirmed by the School Council and reviewed during the year. They will be clearly displayed and be an active part of behaviour management within the class.

## **Rewards**

We believe that incentives, effort grades and responsibility are powerful tools in managing behaviour. We will offer praise at every opportunity, smile, and use words like 'well done', 'good work', and 'excellent' on an immediate basis.

Children will be given merit stickers for exceptionally good work and celebrate their work with the Head Teacher. Aim High points in the form of stars are used throughout the school to reward politeness, kindness and good behaviour. An Aim High ball can be given for displaying exception learning to learn skills or attitudes, this is celebrated with the whole school.

## **Class Reward**

This will be managed on an individual class basis as follows and will be similar to this example:

- A blank 100 square/marble jar etc is displayed.
- An Aim High point is 'given' whenever any individual or group is behaving appropriately and/or achieves good work
- Agree a range of rewards for all the class when the target is completed.
- No names are attributed to the 100 square, so it doesn't matter if some children contribute a lot and some none, everyone enjoys the reward. This encourages positive peer pressure.
- The more children are 'given' squares the quicker everyone gets the reward.
- Never remove a square, if the behaviour was good when the square was 'given', that must remain and another sanction used.
- The reward must be given on the same day it is earned or early the next day.

Suggested rewards are:

- 5 minutes extra at the beginning of playtime (supervised by the class teacher)
- a short story
- music tape of the children's choice (in class)
- up to 15 minutes free time in the classroom to chat or play games
- note home to parents
- extra sessions on the activity equipment
- a special cooking session

Please agree any other rewards with the Headteacher.

Children who have produced work or behaviour of special note will be encouraged to show their work to another member of staff, or Headteacher. The Headteacher will give merit stickers to these children to be collected on their card. An Aim High Ball can also be awarded for exceptional work. These are collected together to earn a whole school reward.

### **Good work**

Each teacher and Teaching Assistant may give a teacher award once a week for good work. These will be presented in Friday's Celebration worship.

### **Our range of disciplinary sanctions**

#### **Consequences – for day to day poor behaviour**

It is important to separate the child from their behaviour. We will follow the route 'I like you, but your behaviour is unacceptable and there are consequences for poor behaviour. Everyone makes choices.'

Teachers are expected to keep their own records on children's progress and behaviour. However there is a behaviour log kept centrally for recording unwanted behaviour in the head teacher's office. Please add negative behaviour incidents to CPoms as soon as they happen and at least on the same day.

Route that staff will follow if a child behaves inappropriately in class in a day:

- The teacher will intervene or divert if possible by:  
e.g. moving in, eye contact, 'the look', praise a child near them,

*If a child is not observing the rules:*

- *move closer*
- *make eye contact*
- *warn*
- *move child elsewhere*

Each class is to agree a system of warnings e.g. traffic lights. **A child may be sent to another class with the agreement of that teacher. The child must have work and a clear idea of why and for how long.** The Headteacher will be involved if these sanctions do not result in good behaviour. If the Head sees a child for a second time the parents will be informed.

**EACH DAY IS A FRESH START.**

**Playtime behaviour** will be managed by staff on duty, who will keep children next to them if they are not able to keep to the school rules. Any incidents will be shared with the class teacher.

**At lunchtime** the midday supervisors will operate the same structure as at playtime except the Headteacher will be on call to deal with the children who are not able to keep the school rules. The MDSAs will report incidents to the class teacher of the child/children involved.

**At wet playtime and lunchtime** the children will be in the classroom. Activities for wet playtime will be agreed by the class at the beginning of the year. Supervision will be carried out by staff on duty. Children will be expected to stay in class. Laptops or library computers are not to be used at wet play. Year 6 children will act as class monitors in classes 1 & 2.

### **Racism and Hatred**

We will not tolerate any form of racism or behaviours motivated by hatred or extremism at our school. Any incident will be treated seriously and the action taken will depend upon the child's understanding of what they have said or done, depending on the circumstances this could include exclusion.

We do not tolerate the use of remarks which may cause offence due to a person's race or skin colour. In these cases, (depending on the child's understanding of what they have done):

- o A child may be reprimanded, the head teacher is informed and a record of the incident kept.
- o For a repeated offence, a record is kept and parents will be informed. Sanctions will be increased.
- o In persistent cases, parents may be asked to discuss the matter with the head teacher or a school governor in line with the school's equal opportunities policy.

### **Consequences for major incidences of poor behaviour**

#### **In the event of a 'crisis' of behaviour:**

- Send for another adult.
- The adult moves the child out of class, or moves the class away from child.
- The child needs to be quietened as soon as possible, speak continually in **calm reasonable tones**.
- If they are aggressive send a responsible child for the Headteacher.
- Do not discuss the issue with the child until they are calm.
- If a member of staff is hurt or distressed they must speak to the Headteacher as soon as possible. Parents will be informed.
- The child must have a consequence for the crisis.
- If a child hurts another child physically, or seriously upsets them, we ask for a letter of apology to be written in their next break-time. A copy of the letter must be dated and kept in the child's file. Parents will be informed.

If this does not result in an improvement in behaviour then the parents will be invited to attend a meeting to discuss the next steps and the support and strategies the school will implement to help the child improve their behaviour. This may include regular feedback to parents, child working with a TA, child working out of the classroom, missing playtime or similar.

### **Positive Handling**

This policy should be read in conjunction with the school policy on Positive Handling which includes information on the use of reasonable force to control or restrain pupils.

## **Communication and Partnership with Parents**

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school's vision statement and rules when a child begins their school life, and we expect parents to read these and support them.

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. The Head teacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Head teacher who will take appropriate action.

## **Bullying**

We will not tolerate bullying at Haresfield C of E Primary School. Bullying will be treated very seriously and may be referred to the Headteacher for further sanctions. Our definition of bullying is: 'Repeated intimidation of a victim that is deliberately carried out in order to cause physical or emotional hurt' Using this definition any of the following could be bullying if they are carried out repeatedly;

- Name calling
- Mocking clothes/games
- Exclusion from games
- Hitting a child 'for just being there'
- Teasing another child's family or culture
- Making fun of work.
- Making threats
- Cyber-bullying
- Physical violence/force

### **Bullying is not:**

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset.

When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

It is bullying if it is done repeatedly and on purpose.

We are committed to providing a caring, friendly and safe environment for all our pupils so that they can grow and learn in a safe and relaxed atmosphere.

Why do we tackle bullying?

We tackle bullying as an issue because we are an effective, caring school and we believe that:

- bullying makes people unhappy and leads to low self-esteem.
- children who are being bullied are unlikely to concentrate fully on their schoolwork.

- some children avoid being bullied by not attending school.
- children who observe unchallenged bullying behaviour may copy this anti-social behaviour.
- we wish to build the self-esteem of all children's, especially bullies and victims.

Staff cannot deal with bullying if they are not aware of the difficulties children are facing so it is vital that children speak to an adult at the time of any incidents. Parents are asked to allow the school to take a lead in dealing with bullying whilst keeping lines of communication open.

**Links to other policies:**

- **Anti-bullying**
- **E-safety and Internet**
- **Harassment**
- **Home school agreement**
- **Positive Handling**
- **Safeguarding (child protection)**
- **Staff policies**

**Monitoring and Evaluating**

This policy will be monitored and evaluated by the Head teacher and the Governors through the Curriculum Committee.

Date of policy                      Sept 2021 reviewed annually

Next review                         Sept 2022

Signed .....(Head)

Signed ..... (Chair of Governors)

# Haresfield Primary School Anti-Bullying Policy

2019 – 2020



## **Definition of bullying**

Bullying is behaviour which is intended to hurt, threaten or frighten someone else. It damages individual children.

It is deliberately hurtful behaviour repeated over a period of time. Ofsted defines bullying as aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms. It is difficult for victims to defend themselves against it. Bullying can include (this is not an exhaustive list);

- Name calling
- Verbal harassment
- Malicious gossip
- Teasing
- Intimidation
- Ganging up on an individual
- Ostracising
- Theft
- Damaging someone's property
- Violence and assault
- Jostling, pinching and kicking
- Extortion
- Cyber bullying

Schools owe a duty of care to protect pupils from bullying as part of their responsibility to provide a safe and secure environment for them.

Sections 3 (5) and 87 (1) of the Children Act 1989

Section 175 of Education Act 2002

Section 157 of Education Act 2002

Bullying is taken very seriously and is not acceptable behaviour. Every incident of alleged bullying will be discussed with all the children concerned and the member of staff will decide as to whether the incident does constitute bullying. Bullying is a word often used loosely by children to describe an argument between two pupils! When a more serious incident has occurred or bullying is persistent, the Headteacher will inform parents and it may lead to exclusion.

## **Strategies to combat bullying**

The school will annually spend time considering this area. The Values for Life scheme used in worship will cover this. This work raises awareness about bullying, increases understanding for victims and teaches pupils about relationships. This work continues throughout the year in weekly PSHE and Citizenship lessons according to the school scheme of work. All staff encourage children to report any perceived incidents of bullying.

We also incorporate;

- Befriending Buddy classes across year groups
- Circle of friends as and when needed
- Support groups as and when needed
- Mediation by adults teachers and TAs available, and children have personal journal type communication with staff
- Mediation by peers Peer mentors as and when needed
- Assertiveness training groups as part of PSHE lessons

**Dealing with bullying incidents**

- Suspected bullying should never be ignored
- Staff should not make premature assumptions
- All accounts of the incidents should be listened to
- The school should adopt a problem solving approach which encourages pupils to find solutions rather than simply justify themselves

Schools should keep records of all incidents and the school’s response.

Staff need to be vigilant as some parts of the school premises are considerably more likely to be the locations where bullying behaviour takes place;

- Toilet areas
- The playground
- Areas hidden from the main part of the school

**This policy has written in line with all other Safe Guarding policies in school and has been seen and reviewed by the Governing Body.**

**Monitoring and Evaluation**

By Head and Governors through the Curriculum Committee.

Date of policy Sept 2019 reviewed annually

Next review Sept 2020

..... Head

..... Chair of Governors