

Positive Behaviour and Anti Bullying Policy

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Townley Primary School and Pre-School, Behaviour and Anti-Bullying ratified Feb 2016 Policy Number 37.

Our Golden Rules

Be the best you can be.

Be kind.

Remember your manners.

Be respectful.

1. **Aims and expectations**

- 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's 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. It aims to promote an environment where everyone feels happy, safe and secure and has a voice.

- The primary aim of the behaviour policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community to adopt a restorative approach.

- The school expects pupils, staff, parents and carers of this school community to behave in a considerate way towards each other.

- Townley School and Pre-School does not tolerate bullying and harassment in any form.

- We treat all children fairly according to their needs and apply this behaviour policy in a consistent way.

- This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community and beyond.

- 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.

2. **Principles:**

• All children, staff and visitors have the right to feel safe at all times at school.

• Townley School and Pre-School is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies.

• The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.

• Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.

• Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied.

• It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary.

• The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort.

• The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning.

• The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

• The Governors expect the Head teacher to include guidance on the use of reasonable force, within the Behaviour Policy.

3. Rewards

We praise and reward children for good behaviour in a variety of ways:

- Staff congratulate children.
- Each week we nominate a child from each class to be 'student of the week'.

- Each week six children from each class receive a certificate in the school sticker assembly.
- We award stickers to all children, either for good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- The school acknowledges all the efforts and achievements of children, both in and out of school.
- Head Teacher's award – for children who do something exceptional.
- Termly attendance awards.

4. Restorative Approaches

- This school use restorative approaches to encourage everyone to take responsibility for their behaviours. All staff have been trained in restorative approaches and will apply them to resolving situations in the school. This approach starts with a restorative enquiry. If conflict arrives, over low level issues i.e. friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests. If incidents are sustained or reoccur the meeting between pupils will be recorded on a pupil meeting log (see Appendix 1).

  When an argument happens ask these questions in a calm and caring manner (Ask the child who you think caused the upset first and the child who was upset second.)

  - What happened?
  - What were you thinking?
  - What needs to happen to put things right?
  - What are you going to do differently next time?

  Check that the victim and the wrong doer are both happy with the outcome.

  In the majority of these issues the outcome will be an apology and an acceptance of wrong doing.

  Restorative Circles are a way of dealing with issues relating to groups of pupils.

  Restorative Circles work on the same principles of circle time, but as with enquiry, restorative dialogue is crucial. Circles are effective in classroom environments to:

  - Tackle classroom disruption where all pupils are expected to take responsibility.

- Educate pupils on restorative principles and practices, and how they fit into the concept.
- Allow each pupil to perform a 'check in' (i.e. how they are, what they are feeling etc.).

Restorative Circles are often conducted at the beginning of a lesson or during a PHSE lesson. Restorative circles can be used effectively at break times to resolve conflict.

Restorative circles allow everyone to:

- Have a voice and feel listened to
- Be an equal member of the group
- Feel safe and in a confidential setting
- Share responsibility for decisions and actions.

If issues are of a more serious nature i.e. physical assault, bullying or where restorative enquiry and circles have not brought about a change in behaviours where children have not learnt from their experiences a restorative conference may be suitable.

Restorative Conferences may be suitable in the following situations

- Pupil at high risk of exclusion
- Pupil being re-integrated after exclusion
- Incident occurs in wider community
- Other restorative practices may have failed

The difference between conferencing and (2) circles is that harm caused is always already acknowledged but the wrong doer and they are willing to find ways to repair that harm done in the presence of family, teachers and most importantly the harmed party.

The script for restorative conference is enclosed as Appendix 2. Parents will be informed of the above restorative approaches through a parent and pupil leaflet issued at the start of each academic year. See Appendix 3.

- The class teacher discusses the school rules with each class at the start of each academic year and revisited when necessary. In addition to the school rules, each class also has its own classroom rules, 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 during circle time.

- The school follows the County PSHE curriculum that promotes positive self esteem, teaches strategies for anger management and helps children to identify their own and others feelings.

- Annually parents/carers, children and the school review and sign the home school Agreement.

5. Sanctions

Where the restorative approach is used, the children will be able to set their own sanctions and also in cases where the restorative approach is not appropriate, the punishment used must be reasonable and must not breach any other legislation (disability, SEN, race and other equality acts). A firm reprimand from a member of staff is expected to be sufficient to correct most misbehaviour. However, if this fails, then the following procedures are likely to be adopted:

- Time out
- Completing extra work or repeating work until it meets the expected standard.
- Short term loss of privileges eg withdrawal from a visit or to represent the school
- Loss of free/ play time
- During play time a pupil may be taken indoors for an appropriate cooling off period.
- Removing graffiti or tidying an area disrupted by the child, including picking up litter (age appropriate).

If the above sanctions do not lead to an immediate modification of behaviour, the following actions are likely to be considered.

- Exclusion from a favoured activity – long term or permanently; not including mandatory curriculum sessions but for non-mandatory curriculum activities eg after-school clubs and may also be used on residential visits.
- Exclusion from the right to represent the school.
- The establishment of a behaviour record/log or home school report book.
- A verbal disciplining from a senior member of staff.
- A requirement for a written apology.
- A regular behaviour report/log to be given to the Headteacher.
- A letter/telephone call to a parent.
- A meeting with parents.
- Other sanctions following discussion between parents, class teacher and headteacher.
- PSP pastoral support programme.
- Exclusion from school [LA guidelines to be followed for either temporary or fixed term, or permanent exclusions]

This school will not use detentions imposed outside the normal school hours as a sanction or punishment.

6. Racist remarks:

- Any words or actions that cause offence to another person and are considered racist by the offended person will be deemed as a racist remark. In this case the pupil will be reprimanded, the Headteacher is informed and a record of the incident is kept. The LA (PRIDE reporting), governors and parents are informed. In persistent cases, parents may be asked to discuss the matter with the headteacher and referrals to other agencies may be made.

7. Anti Bullying

- We believe that all forms of bullying are unacceptable and should not be tolerated. We want children to be and feel safe from bullying and discrimination. We also want everyone who works with children to take bullying seriously and know how to resolve it positively. We seek to empower them to challenge, remedy and prevent bullying, creating a culture where every child is treated with dignity and respect and takes seriously their responsibility to treat other in the same way. With staff, pupils and parents working together we help to create a safe and caring learning environment, which promotes personal growth and self esteem for all.

- **Definition**

  Bullying is an act of aggression, which repeatedly causes embarrassment ,pain or discomfort to another.

  - It is deliberately intended to hurt
  - It can take a number of forms: physical, verbal, emotional, gesture, extortion, exclusion and cyber
  - It can be planned or it may be unintentional
  - Individuals or groups may be involved.
  - Bullying behaviour can take place both inside and outside of school

- **Some examples of bullying include**:

  Any form of physical violence such as hitting, pushing or spitting on others.

  - Interfering with another's property by stealing, hiding, damaging or destroying it.

- Using offensive names, teasing or spreading rumours about others or their families.
- Using put downs
- Writing or texting offensive notes including those on social networking sites about others.
- Making degrading comments about another's culture, religion or social background.
- Hurtfully excluding others from a group.
- Making suggestive comments or other forms of sexual abuse.
- Ridiculing another's appearance.
- Forcing others to act against their will.
- Inducing others to bully.

- **Implementation**

  To prevent bullying and harassment at Townley School and Pre-School:

  Staff will be required to:

  - Ensure parent awareness of the school's Positive Behaviour and Anti-Bullying Policy.
  - Ensure pupil awareness of the school's Positive Behaviour and Anti-Bullying Policy.
  - Implement a classroom program to educate children about bullying that promotes resilience, assertiveness, conflict resolution and problem solving.
  - Be observant for signs of distress or suspected incidents of bullying and harassment.
  - Watch the children on the playground during supervision duty.
  - Investigate and report suspected incidents to the appropriate staff member.
  - Encourage children to report bullying incidents.
  - Use restorative approaches

  Children will be required:

Report incidents or suspected incidents where bullying has occurred to themselves or others to a staff member.

The school recommends that parents/carers:

- Watch for signs of distress in their child such as:

  1. anxiety
  2. insecurity
  3. loss of appetite
  4. bed wetting
  5. low self-esteem
  6. headaches
  7. sleeping difficulties
  8. abdominal pain
  9. sadness
  10. depression

- Take an active interest in their child's social life and friends.
- Advise their child to tell a staff member about any incidents involving bullying and harassment.
- Inform the school if bullying or harassment is involved.
- Do not encourage their child to retaliate.
- Be willing to attend interviews at the school if their child is involved in a bullying incident

8. Intervention

Intervention strategies that will support the restorative approaches adapted by this school. The school may use the following intervention strategies to support all pupils and behaviour, this is not an exhaustive list

- Trigger Behaviour Consequences (TBC) records to look for patterns in behaviour
- SEND Team through annual meetings
- The locality for advice and support
- Common Assessment Framework (CAF) to access other professional agency support
- Referral to other support agencies.

All members of staff and adults are aware of the regulations regarding the use of force. See policy on touch policy by Staff to control or restrain pupils.

9. Physical restraint

- In very rare situations, where a child is refusing to follow a reasonable instruction to stop their behaviour, which may;
    - be causing harm to themselves or another person
    - involve damaging property

  The law allows paid staff to physically restrain a pupil using 'reasonable' force.
  Should a child ever be physically restrained, then the parent of the child would be notified. Any parent who requires further information regarding physical restraint can request further details from the school office.

10. The role of the class teacher

- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- It is the responsibility of class teachers to ensure that school procedures are followed in line with this policy.

11. The role of the head teacher

- It is the responsibility of the head teacher, to implement this consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all adults and children in the school.
- The Head Teacher facilitates appropriate liaisons 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 head teacher can at any time exclude a child for inappropriate behaviour.

(Internal exclusion- where a child will be supervised in school by their parent/carer).

12. The role of parents

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

- We include a copy of the school rules in the school brochure, and we expect parents to read them and support us.

- 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 if we have concerns about their child's welfare or behaviour.

- If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher in the first instance and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

13. 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 Head Teacher in carrying out these guidelines.

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

- Governors have a legal duty, alongside the headteacher, to ensure the safety of pupils in their care – this includes responsibilities for tackling bullying

- The governors will appoint an appropriate governor when required, to address issues related to bullying. The headteacher will consult with the chair of governors and agree a nominated governor due to small nature of the school.

14. Fixed-term and permanent exclusions

- Only the Head teacher (or the acting Head teacher) has the power to exclude a child from school. The Head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion,if the circumstances warrant this.

- If the Head teacher excludes a child, they must inform the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher 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 Head teacher informs the LA 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 child or extend the exclusion period made by the Head teacher.

- The governing body has a discipline committee which is made up of four 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 child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

- If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with this ruling.

15. Special Educational Needs

Some children have particular behavioural, emotional and social needs that require special assessment and programmes. In these cases sanctions are applied at the discretion of the headteacher in consultation with parents. We will receive support from outside agencies as appropriate to the child's needs.

16. Monitoring and review

- The Head teacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

- The Head teacher keeps a record of any child who is suspended for a fixed term, or who is permanently excluded.

- It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

- The governing body reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.