

St. Andrew's C.P. School



Kirk Ella

Behaviour and Anti-Bullying Policy

Date of last Review: Autumn 2020

Review in: Autumn 2021

Kirk Ella St Andrew's CP School
Behaviour and Anti - Bullying Policy
(Updated for COVID-19)

Vision Statement

'We encourage all our pupils to aspire to the highest levels of academic, social and physical achievements so they will develop independence and confidence and fulfil their true potential, making a positive difference to the lives of others'

Aims

- To have a school where children and staff can be happy.
- To ensure that behaviour within the classrooms and beyond allows teachers to concentrate on teaching, and children to concentrate on learning.
- To ensure the safety of staff and pupils during the coronavirus outbreak.

School Code of Conduct

This has been agreed by all staff and children and forms the basis for all behaviour within school. The Code of conduct is displayed around the school and can be used to ensure good behaviour occurs.

The code of conduct is as follows:

Treat everyone with kindness

be polite and kind to adults and children
ensure your speech is kind and supportive
get on well with each other and work together as a team
treat other people's ideas and beliefs with respect
help other people whenever you can
look after each other

Look after our school

keep the school clean and tidy
eat your food sensibly
look after school property
use the toilets properly
put rubbish in the bin

Be honest

tell the truth

never touch or take other people's
property unless the owner says you can

Listen and learn

listen to adults or other pupils in the class
never interrupt or call out
children should be allowed to learn without
being distracted by others

Be safe

walk quietly and sensibly round the school
walk in single file and keep to the left hand side
never throw anything at other people
If you see something wrong, tell an adult

Play happily

Respect others in the playground
involve others in your games, take turns and share
fighting or play-fighting at any time is not allowed

Think before you act

set a good example to others
never do things you know are wrong
make up your own mind about what you should do

**To respect the covid-related measures to protect them,
their peers and the school staff**

Promoting responsible attitudes

Children are encouraged to take responsibility for their own actions and to demonstrate a caring attitude as well as to be a positive role model for others in the following ways:

- House captains are elected every year from the children in Year 6. These represent their houses for various events and collect house points every week.
- Children in year groups 1-6 are voted by their peers to represent them on the Eco Council
- Children in year groups 1-6 are voted by their peers to represent them on the School Council
- Children from year 6 are chosen to be monitors and are given jobs around the school.

- Playground buddies are trained in Year 5 in January and continue their duties into Year 6 until the next group of buddies are trained. They are expected to demonstrate co-operative playground behaviour.
- Children from year 6 are chosen to complete jobs around the school.

Rewards System

House Points

All children and staff are placed in Houses and house points are awarded by the Head Teacher, Class teacher and Non-teaching staff for any special achievement or good conduct of behaviour. Each house point is recorded on a chart in the classroom and counted weekly by House captains. These points go towards their house score and are announced at the end of the week in the celebration assembly.

Merit Badges

Two Merit badges are given out in assembly for each class. One is for a child who has produced some good work or has had a positive attitude and the other for a child who has received the most house points in the week.

Behaviour Certificates

Certificates are also given out each term for children who have had no red cards. This will be in this order: Bronze, Silver and Gold. Children will be given one chance if they receive a red card in the year. After that, in order to receive a behaviour certificate, they must not receive any further red cards in any term for the rest of the year. This is to ensure that children, who subsequently behave well, are recognised.

Reading Certificates

Children will also receive certificates for reading well throughout the term. This will be for children who consistently read 3 or more times a week.

Headteachers Award

This can be awarded for anything a child does inside or outside school which is exceptional. This can be academic work, sporting/musical achievements or actions that are different to the norm where a child has really impressed.

Definitions of poor behaviour

The following are examples of what we consider to be bad behaviour.

- attention seeking
- disruption to the learning of others
- failing to work when asked
- defiance of a reasonable request from an adult
- answering back /arguing/talking over staff
- aggressive towards staff or peers
- bullying
- breaches/persistent breaches of covid-related rules

It should be also remembered that a right to an education is a core article in the European Court of Human Rights. It should be noted that although some of the above may seem trivial, it can be the frequency or persistence of the behaviour that insidiously erodes good learning for all children in the classroom.

Mental health and behaviour Covid-19 Update

After the lock down, children will be unsettled and potentially anxious. We believe that whilst it is important to recognise and make reasonable adjustments for this, children take their cues from adult. We will allow children time to talk about their experiences, and to reconnect with each other. This is an important stage before we can make significant moves to accelerate their learning. A sympathetic, but calm response from staff, reminding them about the positives will help children move on and feel secure.

We are aware that in any class there are typically 3 or 4 children with mental health problems. All staff must be aware that behavioural difficulties could be a sign of underlying mental health issues.

The responsibility for the first tier response to low level transient issues rests with the class teacher and the school. (SEND code of practice 2015)

For mental health disorders such as anxiety/depression (4% of children), conduct disorder such as defiance, physical or verbal aggression etc., ADHD, should be dealt with initially in the school in liaison with the SENDco/ and or the SMT and in liaison with parents.

Where this behaviour persists the school may need to seek external support. The governor with responsibility for mental health is _____. The member of staff responsible is Mr Church and Mrs Hodgson who both have a certificate in Mental Health

In the first instance the class teacher must keep records and show that s/he has taken action to provide support.

We are aware that in some cases a disability can cause behaviour which appears as 'bad' behaviour. The school will seek to be aware of those children (e.g. those on the autistic spectrum / Asperger's syndrome) for whom this is an issue. Staff will make reasonable adjustments, balancing the need for understanding with the need for good discipline. Where appropriate staff will seek to support by avoiding known triggers, providing strategies to manage conflict and providing advice as it is needed. Training has been provided for key members of the teaching staff, support staff, including midday supervisors annually. This is conducted by either the Headteacher or an outside provider.

It should be acknowledged however, that even with disabilities, children can be naughty, and need to develop a sense of cause and consequence when crossing boundaries. Children who have misbehaved will still therefore be subject to sanctions as appropriate to their age, ability and understanding.

School Visits Covid-19 Update

School visits will continue during Covid-19 but will be assessed accordingly to ensure they are safe and do not compromise the year group bubbles. Ensuring the organisation have the same levels of cleanliness and stringent routines to ensure all staff and children are safe.

Where behaviour is potentially an issue, careful consideration needs to be given to all pupils' safety on school visits. The DfE (Source: The Key, May 2015) says that the decision whether to take a pupil on an educational visit rests with the school.

Therefore it is possible for a school to say that a pupil with challenging behaviour will not be taken on a school trip and that it is up to the Head teacher to decide the circumstances in which his/her school refuses to take a pupil on a school trip or visit. It is also up to the school to decide what provision is made for any pupils who consequently cannot take part in the trip. The school should ensure that all parents are aware of this position.

Parents/carers need to be made aware as soon as possible, so that where possible pupils can be included. If there is a behavioural issue linked to a disability the school may decide that it is necessary to e.g. invite a parent carer on the visit to take responsibility for a pupil's behaviour.

It is, however, our wish that all children be included if possible.

Sanctions system

The school uses a traffic light card system. The children start on green and the majority will stay there throughout the day. If a child chooses not to follow school rules then the following procedures are carried out by all staff and will be adhered to ensure consistency across the whole school.

Step 1

In general, all children will be given a clear warning if they are not following the school code of conduct or specific rules and instructions. This should suffice for most children.

Step 2

If a child continues to misbehave or not follow the school code of conduct, a yellow card is given and the card displayed in the classroom. The child is able to return to green if their behaviour improves within the day.

If the child still has a yellow card at the end of the day this is recorded by the class teacher. If a child gains three yellow cards in a short time then parents are notified. If the child receives up to 5 yellow cards in a half term, this is then recorded as a red card on the system. Judgements are made by class teachers for specific cases depending on the needs of the child.

In Year 2 upwards, a yellow card can also be given if it is clear that the children should know the rule already. This is to ensure the children do not get into the routine of thinking they have one warning before they get a yellow card and so abuse it. e.g. misbehaving in line and constantly having to be reminded with a warning when their behaviour should have been changed.

Teachers have the right to give out another warning if an incident occurs that is not related to a previous yellow card incident.

e.g. a child receives a yellow card for talking in class in the morning and then the child was not listening to instructions in the afternoon. A teacher could issue another warning in this instance before another yellow card.

Step 3

If a child continues to misbehave or not follow the school code of conduct, a Red card is given and the incident placed on the school database Scholarpack. This indicates the child, the date, the incident and the member of staff. This is then communicated to the parent/carers via ClassDojo, verbally or by phone.

The children are then given 'Time out' or any other sanction that the teacher deems appropriate similar to the time out. Time out is different in Foundation as they use other sanctions when children misbehave. The rest of the school will use loss of 10 minutes play time or lunch time in the first instance or a child may be require to re do some work if required. Further time can be given for more serious incidents. This could involve loss of lunchtime(s)

There are other times when a Red card can be written straight away.

These are for:

- Fighting
- Kicking
- Deliberately pushing
- Name calling
- Showing any form of aggression
- Refusal to obey rules of a game
- Disrespecting staff members

Procedure for writing the Red card outside the classroom.

If the Red card is issued outside the classroom, the incident is explained to the child's class teacher as soon as possible when it is convenient. The class teacher can then speak to the child. It is in within the teacher right to rescind the Red Card if after further investigation they find it is not necessary.

Class teachers keep a record of Red cards on Scholarpack.

Serious incidents are passed on to the Department heads who can have further discussions with the child.

Departmental Heads will pass on incidents to the Head teacher, if necessary

Parents are informed of Red cards

Step 4

If a child receives three red cards in a $\frac{1}{2}$ term then parents are contacted to explain that they need to modify their behaviour.

If a fourth red card is received then parents/carers will be asked to come in to the school to discuss a behaviour plan and possible sanctions if there is no improvement.

Step 5

If the Headteacher or Departmental Head believes an incident is of a more serious nature they will contact the parents/carers to discuss behaviour and a behaviour plan may be put in place. Other staff such as SENDco and LEA Behavioural Support may be asked into the meeting depending on the child and the nature of the incidents.

Covid 19 Update *If pupils display such behaviour that restraint would be required, they will sent home and this will be recorded as a fixed term exclusion.

In these cases it might be required for staff to use of reasonable force e.g. to prevent them putting themselves or others at risk of harm, damaging property, to avoid disorder*, or if the child refuses to comply with a reasonable instruction (e.g. to leave the classroom). This will be undertaken by staff who have had 'Team Teach' training and in accordance with the Safer Handling of Challenging Behaviour Policy.

Step 5

If interventions are not working and the children still refuses to comply, the Head Teacher may exclude for a fixed period of time (in consultation with Chair of Governors), following LA guidelines.

Mr Church has overall responsibility for reviewing and writing the policy in conjunction with all staff, school council and working party made up of parents.

Monitoring Behaviour

Behaviour is monitored by all staff and patterns can be established. Where there are patterns of poor behaviour this is addressed in staff meetings.

Beyond the school gates

Poor behaviour on the way to and from school remains within the remit of the school and the same standards of behaviour apply; sanctions can and will be applied to pupils in the case of behaviour likely to bring the school into disrepute. The same applies to misuse of social media sites.

Breaches of the social media & mobile phone policies

Misuse of mobile phones or social media also comes within the remit of this policy. Children who use social media to offend or upset pupils or staff, or who use social media to bring the school into disrepute will be liable to sanctions. Children who cannot use social media responsibly, in line with the policy, will not be allowed to bring mobile

phones into school and they will be confiscated if they continue to do so after being warned about their behaviour.

BSP

Behaviour Support Plans are used to support children who have difficulty in modifying their behaviour, after the above has failed. This means that the child is included on the special educational needs register. If this is the case, the child's teacher will discuss it with the SENCo who is also responsible for behavioural aspects of the code of practice for special needs. She will provide advice and support in the drawing up and implementation of appropriate plans or arrangements, liaising with the child's parents and enlisting their support.

Anti - Bullying Policy

The school has a responsibility to ensure all children are able to learn, grow and develop in a safe environment.

Kirk Ella St Andrew's CP School will not tolerate bullying of any kind including the bullying of:

- A child / children by another child or group of children.
- A child / children by a member of staff
- A child / children by a member of the wider community, including parents.
- A member of staff by another member of staff.
- A member of staff by a parent / parents.
- A parent by a member of staff.

Definition of Bullying

An individual(s) are being bullied if they suffer from aggressive or intimidating behaviour, verbal, physical, written or through the use of technology from another individual(s) which is hurtful and deliberate and which is sustained over a period of time. (i.e. more than one occasion).

Bullying takes many forms. It can be:

- Physical e.g. hitting, kicking, taking or damaging belongings
- Verbal e.g. name calling, insulting, repeated teasing, racist or homophobic remarks
- Indirect e.g. spreading nasty rumours or excluding someone from social groups.

Any complaint / suggestion of bullying will be taken extremely seriously by all staff at the school. When a child is bullied, their lives are made miserable which could lead to a lack of confidence and self-esteem. This, in turn, can have a detrimental effect upon their concentration and educational progress.

If it is suspected that an incident of bullying has occurred, it will be immediately investigated by the respective class teacher and Departmental Head. This is discussed with the Headteacher. If it is possible bullying may have taken place, the following procedure is then put into place:

Stage 1: The Head Teacher will interview all children involved and record statements and incidents that occurred. A decision is then made.

Stage 2: If it is deemed that bullying has taken place, the Headteacher completes an Incident of Bullying form. The parents of the offending child / children will immediately be contacted and asked to attend school to discuss the matter with the class teacher and Departmental Head. The child / children will then be given appropriate sanctions e.g. a report on behaviour, loss of lunchtime/playtimes

The parents of the child that is being bullied are also contacted so they understand what is happening.

Stage 3: The Head Teacher will set further dates for following up the incident in the next two weeks to follow up the situation to ensure that the incidents of bullying have been eradicated. If this is not the case then Stage 4.

Stage 4: The Head Teacher, in conjunction with the Chair of Governors, will exclude offending child / children for a fixed period of time, following LA guidelines. If the child continues to bully children then Stage 5.

Stage 5: The Head Teacher and Governing Body will exclude child / children permanently following DfE guidelines.

In an attempt to minimise incidents of bullying the school:

- Undertakes sessions of Jigsaw PSHE work, giving children the opportunities to discuss any issues or conflict.
- Does not allow mobile phones (unless a child needs it for after school clubs / activities. Then signed parental consent is required and the named phone is to be placed in the safe throughout the school day). Any mobile phones found at school will be confiscated by any member of staff and given to the Head Teacher.

- Does not allow children the unsupervised use of the Internet at any time throughout the school day.
- Discourages the children from using Social Networking Sites out of school and explores the possible dangers of doing so.
- Regularly reminds parents of the possible dangers of the children using Social Networking Sites and pleads with them to monitor their children's communications.
- Promotes healthy well-being and high self-esteem through the Jigsaw programme
- Provides / organises Anti-Bullying Workshops / Theatre Groups for children in Years 1 - 6.
- Provides opportunities to develop resilience.
- Addresses bullying at the School Council meetings.
- Provides Playground Buddies.
- Ensures all children of all ages have appropriate play space.
- Always takes reports of possible bullying extremely seriously.
- Encourages all children to wear the correct school uniform.
- Emphasises anti-bullying through assemblies and Jigsaw.

Support Networks

Due to the size of the school, it is divided into 3 departments. Early Years (Foundation Stage & Year 1); Middle Years (Years 2, 3 & 4); and Upper Years (Years 5 & 6). Each department is led by a Departmental Head. The Departmental Heads are responsible for the pastoral care of all the children and staff within their department. This has been designed to ensure quality networks for supporting the children, staff and parents are in place. The Head Teacher has overall responsibility for everyone involved with the school and provides support as and when necessary.

This will be reviewed in Spring 2022

