

## Hasland Junior School

### Behaviour Policy and Anti Bullying Policy

#### Rationale

Our policy is to encourage good behaviour rather than to punish unacceptable behaviour. Our central purpose is that children should learn. Good behaviour makes effective teaching and learning possible. Poor behaviour disrupts these processes.

#### Aims

We aim to:

1. provide a set routine of which all staff, children and parents and governors are aware and in which children feel secure
2. foster socially acceptable behaviour
3. apply the agreed acceptable code of behaviour positively and consistently
4. actively praise children on task or, "doing as they are told, rather than emphasise unacceptable behaviour
5. apply rewards and sanctions consistently and fairly establishing a balance
6. deal with unacceptable behaviour promptly, in a calm consistent manner
7. avoid confrontation, shouting, humiliation and group punishments

**A whole school approach is of paramount importance.**

#### National curriculum and LEA documentation

Although this area is not a separate subject in the National Curriculum, it is of paramount importance and pervades all National Curriculum areas and is fostered at all times. Good behaviour makes effective teaching and learning possible. Our policy is congruent with the Elton Report "Discipline in Schools".

#### Planning

Behaviour is part of our cross curricular approach. Acceptable behaviour is taught and positive reinforcement is given at all times.

## Organisation

Children work individually, in a group or as a class according to the needs of the children and the situation. Children continually showing disruptive behaviour would be dealt with in accordance with our agreed sanctions.

## Resources

The house points system is used to reinforce positive behaviour.

Merit stickers will be awarded by staff for work or behaviour which is seen to be “excellent” for the individual child.

The number and reason for awarding merit stickers will be monitored by teaching staff to ensure a consistent approach throughout the school.

## Assessment and Record-keeping

Assessment of behaviour is on going and built into our teaching. Both acceptable and unacceptable behaviour is discussed with the child. The Record of Achievement is used as a record of the number of merit stickers awarded.

## Equal opportunities / Special Educational Needs

Teachers must ensure that all children regardless of race, gender or ability conform to our agreed acceptable code of behaviour. Care is taken to apply rewards and sanctions consistently and fairly. It is important however, to be aware of the difference between children and to reward effort.

All staff will be made aware of children with potential behavioural problems or of those being monitored by a behaviour programme.

They will also be informed of strategies for dealing with potential problems.

## Health and Safety

Inappropriate behaviour can often be dangerous. Such dangers will be highlighted and the inappropriate behaviour dealt with firmly in accordance with our agreed sanctions.

## Parental involvement

It is very important that all parents are aware of the school's Behaviour Policy and every effort will be made to convey the policy to parents. We aim to work in partnership with parents in order to promote the acceptable code of behaviour. Good communication between school and home is very important and can often alleviate problems.

### Liaison

We acknowledge the importance of progression. Our policy intentionally builds upon that in operation at Hasland Infants School and aims to prepare our children for life at secondary school.

### Dissemination.

This policy is made available to all staff, teaching and support staff. Any new members of staff will be given the opportunity to discuss all issues contained in this policy with the Headteacher.

A full copy of this policy will be available to parents on the school website.

### Staff training.

Staff training in management behaviour is made available to all staff as and when this is felt to be required or when requested.

### The acceptable code of behaviour.

Children are constantly reminded / made aware of the acceptable code of behaviour.

All children will be expected to behave in accordance with this code.

## THE ACCEPTABLE CODE OF BEHAVIOUR

### **The school belongs to everyone.**

The one rule for all of us in school is:

**Everyone will show respect, care consideration and politeness at all times:**

This means:

1. We expect everyone to be kind and considerate towards each other and respect possessions.
2. We expect everyone to behave in a polite manner.

This means listening carefully, following instructions, helping each other when appropriate and being quiet and sensible at all times. Words such as “please” and “thank you”, “sorry” and “excuse me” will be insisted on.

3. We expect everyone to move calmly and quietly about school.

This means never running, pushing or shouting but being ready to help by opening and closing doors and standing back to let people pass.

4. We expect everyone to keep the school clean and tidy and care for everything in it so that it is a welcoming place we can be proud of.

This means putting things away properly, putting litter in bins, keeping furniture clean and unmarked and taking care of displays, particularly of other people’s work.

Children will be constantly reminded of what is expected of them by their class teacher.

Assemblies will also be used to reinforce the acceptable code of behaviour.

## Positive Discipline - Rewards and Sanctions

### Rewards

We aim to develop a positive, supportive classroom atmosphere. It is very important that the positive aspects of PRAISE AND REWARD have great emphasis.

It is agreed that children and adults respond more to praise, thanks, smiles and any other positive input than to grumbles, shouting or other negative responses.

It is particularly important to be aware of the differences between children and to reward effort. To promote our School's Acceptable Code of Behaviour and high standards of work, the following strategies are to be adopted:

#### 1. Praise

Whenever possible, good behaviour is to be praised rather than undesirable behaviour highlighted.

#### 2. House Points

House points are awarded to children for examples of good behaviour or work.

A running total of house points collected will be calculated and shared with the children during each Good Work Assembly.

These points are totalled each week to show the "winning house" who will be awarded the House Point trophy at the end of each term.

#### 3. Showing work

Special effort may be rewarded by encouraging children to show examples of their work.

During this time, children will be expected to stop work, listen and appreciate the work of others.

Work may be shown to:

- Own class
- Other classes
- Headteacher
- Visitors
- Good Work assembly

### Informing parents

Parents will be informed of examples of excellent work / behaviour by sending home certificates or in certain cases, by informing them by telephone or in writing.

## Sanctions

In order to create a positive, supportive classroom / school atmosphere, there needs to be a balance between sanctions and rewards.

We must remember that “problems” are normal where children are learning and testing the boundaries of acceptable behaviour and our success is not tested on the absence of problems but by the way we deal with them.

The majority of our children conform and are co-operative. Therefore punishments of whole classes of children is not encouraged. To deal with those who present problems, the following strategies are to be adopted:

### 1. Warnings

Warnings are given if children behave unacceptably but staff are careful not to threaten any action which they may find difficult to carry out.

### 2. Failure to complete work

If a child fails to complete a realistic amount of work due to poor behaviour or time wasting, we will expect this to be done during playtimes / lunchtimes. This must be done under the supervision of the teacher. Children will not be “kept in” for the whole playtime or lunchtime. Work may also be sent home for completion. This would be accompanied by an explanatory note from the teacher.

### 3. Disruptive behaviour in the classroom

Children who continually disrupt those around them by either talking or through unacceptable behaviour may be seated away from peers.

- Remaining in class
- Seated in adjoining area

### 4. Removal of privileges

This may result if a child, despite receiving warning, fails to exhibit acceptable behaviour.

Withdrawal from participation in specific curriculum areas should only be carried out as a last resort as this interferes with the balance of the curriculum. Children who misbehave during practical activities creating potentially dangerous situations would be withdrawn from the lesson for safety reasons.

### 5. Unacceptable behaviour in the playground

Children who continually misbehave on the playground may spend playtimes away from peers.

- With teacher on duty
- Outside Head’s office

- Sent home during lunchtimes (as a last resort).

#### 6. Headteacher

Children will be sent to the Headteacher when other members of staff feel that sanctions mentioned previously have had no effect on a child's behaviour.

#### 7. Physical Intervention

In some extreme circumstances it may be necessary to use physical intervention. In these cases school will follow the procedures as set out and published in the 'Positive Behaviour Support (Including Physical Interventions)' policy.

#### 8. Informing parents

We believe that parents should be informed if their child continually exhibits unacceptable behaviour.

The decision to inform parents will be made by the teaching staff or Headteacher. Parents will be contacted by the school as soon as we feel the situation requires such action and their support requested.

#### 9. Outside help

If it is felt that specific children require help / support from outside agencies, this will be arranged by the Headteacher or Special Needs Co-ordinator.

#### 10. Coronavirus

Due to the recent Coronavirus pandemic, this section was added to ensure the safety of all children and staff whilst in school during this time. It was updated in July 2020 in light of the government's announcement of the return to school of all children in September 2020. The safety of all those who use school is our over-riding priority above all else which is why the following rules and sanctions have been put in place and agreed by governors.

All new guidelines for timings of the school day, routines for dropping off & collecting, how to travel around school as well as other safety points as set out in the letter to parents / carers MUST be adhered to at all times.

Children MUST also follow the school's guidance in relation to the following:

- Regular, thorough and timely handwashing
- Social distancing, wherever possible, particularly with those outside of their own 'bubble' and with school staff.
- Staying in their allocated 'bubble'
- Moving around school by distancing, where possible
- Adhering to 'catch it, bin it, kill it' using the new bins provided
- Avoiding touching their faces
- Informing an adult if they feel they have Coronavirus-type symptoms

- Not sharing equipment
- Not bringing non-essential items from home
- The severity of any child intentionally coughing or spitting towards another person

This will be communicated to children and their parents so parents can remind and reinforce at home.

If children do not follow these new expectations, the following steps will be taken:

1. A verbal reminder will be given to the child by a member of staff as to how they should be following the school's new rules.
2. If the child then does not follow any of the new rules after this reminder, the headteacher (or member of the SLT in the headteacher's absence) will speak to them and inform them that another incident will result in a phone call home.
3. Additional reminder from the class teacher again if repeated.
4. Further non-compliance will result in the child's parent / carer being contacted. An agreement will be put in place (possibly conducted over email due to distancing rules) as to how their child will behave and adhere to the school rules from this point onwards.
5. Additional reminder from the class teacher again if repeated.
6. A further incident will result in the child's parent / carer being contacted again and informed that one further breach of the same action could result in exclusion, at which point the school's Exclusion Policy would be applied.
7. One final verbal warning.
8.
  - i. If the breaches of the rules have all been at lunch time, the child's place will be removed for lunchtime only. Parents / carers will be asked to collect and take their child home for lunch, initially for one week, after which the child can be tried again for lunch in school. If there was a repeat after steps one to four were followed again, then the child's lunch place would be removed indefinitely.
  - ii. If the breaches of the rules have been in the school building, the school's Exclusion Policy will be adhered to.

School reserve the right to bypass steps one to three if a child intentionally puts others at risk by coughing or spitting deliberately at another person.

Other more serious incidents will be addressed as set out in section 10 and with reference to the school's Exclusion Policy.

Rewards will be given in line with other rewards for those children following the new rules.

There will be allowances made for those children with SEND where their difficulties may make it harder for them to understand the new measures. Parents / carers in this instance may be contacted earlier for increased liaison as to how they can best support their child and therefore the school to be as safe as possible during this time. However, repeated non-compliance will still result in the steps outlined above being followed to ensure the safety of all those who use the school.

## 11. Exclusion

The ultimate sanction is to exclude a child either for a fixed period or permanently.

This step would only be taken in cases of serious or persistent misconduct or where the welfare or safety of other members of school were threatened. Procedure will follow those outlined in our Exclusion Policy.

# **Hasland Junior School Anti Bullying Policy**

## **Hasland Junior School Anti-Bullying Policy**

### **1) Objectives of this Policy**

This policy outlines what Hasland Junior School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children will be tolerated.

### **2) Our school community:**

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate

### **3) Definition of bullying**

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally and involves an imbalance of power". (DfE "Preventing and Tackling Bullying", October 2014)

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

### **4) Forms of bullying covered by this Policy**

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).

- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic and biphobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology –“cyberbullying”

## **5) Preventing, identifying and responding to bullying**

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils’ social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create “safe spaces” for vulnerable children.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

## **6) Dealing with Incidents**

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached

- A clear and precise account of the incident will be recorded and given to the head teacher or Anti Bullying Coordinator
- The head teacher/ Anti Bullying Coordinator will interview all concerned and will record the incident
- Teachers will be kept informed of all bullying incidents through discussion at staff meetings.
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Parents/carers will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted

### **Supporting Pupils**

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised that a record has been kept of the bullying, as evidence
- Inform parents/carers
- Discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges, fixed-term and permanent exclusions.
- Speaking with police or local services

### **Supporting Adults**

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the Anti Bullying Coordinator and/or a senior member of staff/headteacher
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.

- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action

## **7) Involvement of pupils**

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

## **8) Liaison with parents and carers**

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

## **9) Links with other school policies and practices**

This Policy links with a number of other school policies, practices and action plans including:

- School Council's Anti Bullying Policy

- Behaviour and discipline policy
- Complaints Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- e-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and citizenship and computing
- Searching and confiscation

## **10) Links to legislation**

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

## **11) Responsibilities**

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher/Anti Bullying Coordinator to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

The named Governor with lead responsibility for this policy is: Su Chopra

The named member of staff with lead responsibility for this policy is: Mrs Joanne Hutchinson

## **12) Monitoring & review, policy into practice**

This policy was approved by the Governing Body on:

This policy will be monitored and reviewed on: March 2021

On a regular basis, the governing body will be informed of incidents of bullying and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.