



## **ARLEY PRIMARY SCHOOL**

### **BEHAVIOUR and ANTI-BULLYING POLICY**

Status of policy – Statutory

DATE REVIEWED – September 2021

DATE APPROVED

By RC, ESS, FGB

NEXT REVIEW DATE

Signed .....

**Behaviour and Anti-bullying policy**  
**Arley Primary School**  
**September 2021**

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# 1. Aims and expectations

Our aims are built on mutual trust and respect for all. This policy is designed to support the way in which all members of the school can live and work together in order to develop those values. It is essential that every member of the school community feels valued and respected, is treated fairly, and above all is happy and safe. This policy is a means of promoting good relationships, so that we can all work together with the common purpose that everyone is able to learn and reach their full potential. It supports the school community in enabling everyone to learn together in an effective and considerate way.

The policy applies to behaviour shown both in and out of school, and school will enforce its power in dealing with anti-social or bullying behaviour out of school hours if Arley Primary School pupils are involved. We aim to ensure that the behaviour management steps and procedures will be followed in all cases.

At Arley we have a positive approach to behaviour, rewarding good behaviour and recognising that a positive environment and ethos of kindness and co-operation is the desired outcome. This approach is designed to promote good behaviour, rather than merely deter anti-social or unkind acts. We involve the children in understanding the consequences of the behaviours they choose and support them in making different choices.

We treat all children fairly and apply this behaviour policy in a consistent way. In addition staff work effectively in order to get to know all of the children as individuals. 'Fairly' in this sense does not necessarily mean exactly the same; it is used to mean 'with due regard' for every individual. It is important that children are not only heard but also listened to with an emphasis on the voice of the child.

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

We acknowledge that following the pandemic, some pupils in school may have been exposed to adversity and trauma. This may lead to an increase in social, emotional and mental health concerns. As a result, we will continue to implement additional and well-constructed PHSE/well-being provision.

Tailored approaches to pastoral need will be considered. In addition, the school uses a variety of consistent approaches, Anti-bullying lessons and assemblies, Jigsaw sessions that encourage children to explore and understand their feelings and those of others, alongside a developing understanding of personal health and keeping themselves safe (through the Protective behaviours strategies), well-being assemblies and a commitment to a dynamic approach to provision driven by needs identified in questionnaires and discussions/conversations as they arise.

These resources also support children in finding solutions to any issues, both in the classroom and on the playground, during school and extended hours, and resolving them peacefully and sensibly. Children are supported through a programme of transition activities, including during potential periods of disruption as we move through the Covid restrictions. Children are supported in the key transition points from EYFS to year 1, Year 2 to year 3 and year 6 to secondary schools to arrange pupil/staff visits, meetings and the successful handover of essential safeguarding paperwork.

This policy has been written with consideration given to the contents of: KCSIE (2021), Behaviour and Discipline in Schools (DfE January 2016). The policy gives due regard to the Equality Act 2010 in respect of safeguarding and in respect of pupils with Special Educational Needs.

As a school we aim to provide a safe and secure environment where everyone can learn without feeling anxiety. Measures are put in place to reduce the likelihood of bullying and to deal with it swiftly and robustly should it occur. We therefore do all that we can in order to prevent bullying by developing an ethos in which it is regarded as unacceptable in any form (including cyber-bullying). There are a number of statutory obligations on school with regard to behaviour which establish clear responsibilities to respond to bullying.

In particular section 89 of the Education and Inspectors Act 2006 states that:

- Every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.
- Gives Head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

For the full legal requirements please see the DfE 'Preventing and Tackling Bullying' (July 2017) document. We aim to ensure that pupils are aware that their bullying concerns will be dealt with sensitively and effectively.

We:

- Encourage the caring and nurturing side of children.
- Ensure we have a caring, co-operative ethos throughout school.
- Discuss friendships and bullying in their 'Circle time' activities and PHSE (Personal, Social and Health Education) opportunities across the curriculum and within class, key stage and whole school assemblies.
- Promote diversity and equality through the British Values.
- Raise issues through class/school council.
- Discuss non-violent and assertive strategies.
- Promote creative/enjoyable playground activities and ensure adequate supervision.
- Positively encourage caring and discourage bullying.
- Share policy and practice with parents and all within the school.
- Work effectively with outside agencies.

## 2. Rewards and Consequences

### Praise for positive behaviours and celebrations of achievement.

We praise and reward children for good behaviour in a variety of ways. We encourage teachers to congratulate children and praise them for hard work both verbally and throughout our various whole school, class and key stage systems which celebrate successes.

### Awards presented in whole school assemblies

Each week two children in each class are identified to be praised in front of their peers across school. Parents are notified of this excellent achievement and a certificate is awarded. At the end of each half term a values ribbon is awarded to those children identified as showing a commitment to the 'Arley 8': resilience, positivity, empathy, tolerance, respect, kindness, independence and honesty.

All of the awards are given to the children for recognition of their achievements and values as we strive towards our school vision of 'new beginnings, endless possibilities' where each day, hour, lesson or moment is a new beginning.

### Superb moment celebration

When children have a superb moment and complete something spectacular for them, they are encouraged to come and show a member of the senior leadership team and ultimately the Head teacher, who share the superb moment, praises their work and awards a special sticker.

### House points

This system runs across the school and encourages personal endeavour and the contribution to team work and collaborative working. House points are actively used and encouraged. They are recorded in classes and collected each week by house captains.

Each child is allocated 'house membership' to either: Alberic, Athelflaed, De-Clinton and Bassingburn.

House points can be awarded in lessons and around school and for competitions organised by staff. Each half term the house points are collated and a reward is given eg: wearing their house colours for the day. Suggestions will also be gained from school council meetings.

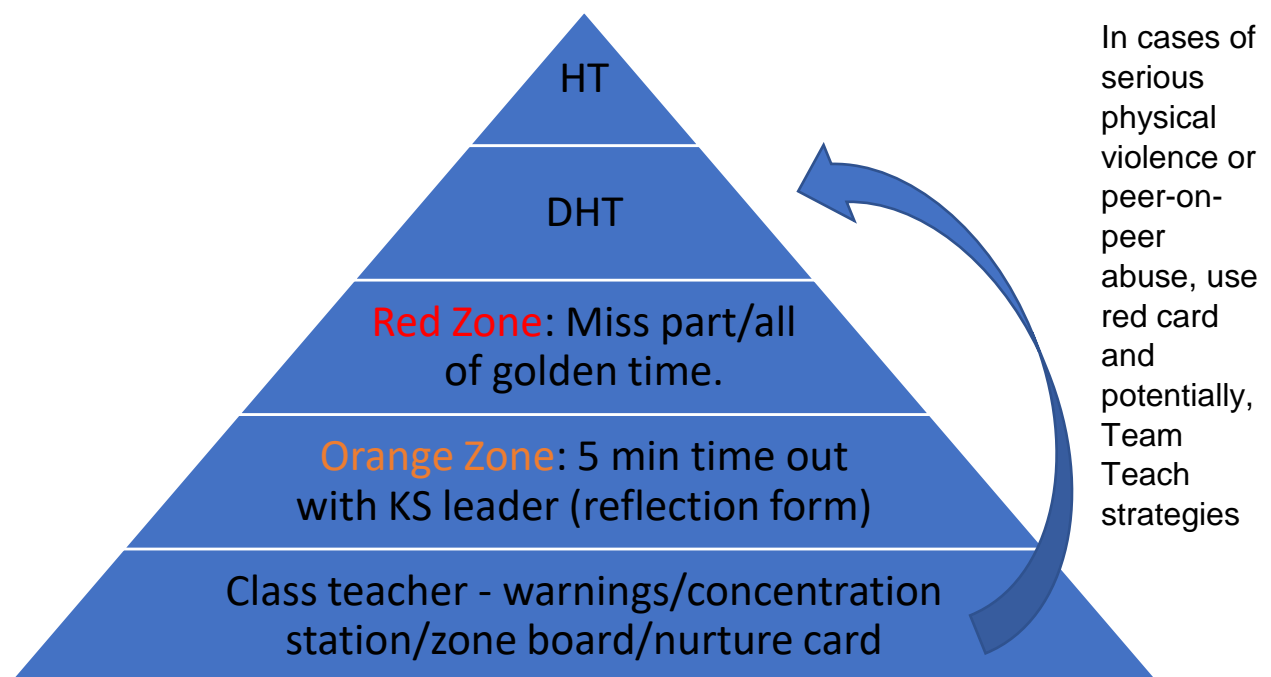
## Expectations of acceptable behaviour

Arley Primary School employs a number of consequences to ensure school rules are followed effectively, therefore promoting a safe and positive learning environment. In order to help us to achieve this, we use a zone board to clearly demonstrate to children where their choices may fall short of expectations and to encourage them to move towards the more positive zones by understanding and adjusting their behaviour.

- ✓ All pupil who are behaving in the expected manner are deemed to be in the green zone.
- ✓ Any pupil who chooses to fall short of these expectations is given a verbal warning.
- ✓ If the pupil continues to behave inappropriately after a warning they are given a second warning and moved to the orange zone and encouraged to think about their behaviour choices with a 5 minute time out.
- ✓ Continued poor behaviour in the same session will result in being moved to the red zone and a consequence involving losing some/all golden time to complete work or use the 'Behaviour Choices' poster as a handwriting exercise.

We use this principle during lessons, after school clubs and during lunch and break times. This system is not used to support non-completion of work unless this is specifically a behaviour choice.

## Consequences



Some Children have specific personal strategies which should be adhered to at all times. See the Lead for SEND for this information.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the adult will act swiftly.

If a child threatens, hurts or bullies another child, the adult records the incident and the child receives the appropriate consequence. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

With regards to bullying: the DfE (Department for Education) defined bullying in its 2017 key guidance document. Preventing and tackling Bullying as 'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically or emotionally'. As a school, we do not label a child as a 'bully', but rather recognise the behaviour as 'bullying behaviour'. Bullying may be for a variety of reasons and the reasons may not be immediately obvious. It may be related to:

- Prejudice based and discriminatory bullying including that based on gender, race, ethnicity, religion or culture.
- Ability, Special Educational Needs or disability.
- Appearance or health
- Circumstances – eg young carers, social background.
- Sexual orientation.
- Sexual harassment or sexism.

Bullying can take the form of:

- Physical (hitting, kicking, pinching, theft)
- Verbal (name calling, racist, sexist or homophobic remarks)
- Material (theft, extortion).
- Indirect (spreading rumours, tormenting text messages/e-mails, malicious use of social media).
- Social exclusion
- Cyberbullying

Bullying is behaviour that is meant to be hurtful, and which happens on a regular basis making it difficult for the person concerned to defend themselves. There is usually a power difference between the perpetrator and the victim. The school works hard to ensure that all pupils know the difference between bullying and 'falling out'. For a more extensive and detailed set of descriptors please see the 'Preventing and Tackling Bullying' document. Early signs of distress and things to look out for:

- Uncharacteristic changes in temperament
- Becoming uncharacteristically withdrawn
- Deterioration of work
- Spurious illness
- Isolation
- Desire to remain with adults
- Attention seeking
- Erratic attendance
- General unhappiness/anxiety/fear

- Uncharacteristic late arrival at school
- Uncharacteristic reluctance to attend school.

### 3. The Role of Teaching and Support Staff

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Non Statutory Guidance 2007 relating to Section 93 of the Education and Inspections Act 2006, and the DfE's 'Use of Reasonable Force' (July 2013). Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself, others or property or prejudice good order and discipline. The actions that we take are in line with government guidelines.

- Teachers and Teaching Assistants in our school have excellent classroom management skills and high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- Teachers and Teaching Assistants treat all children in their classes with respect and understanding and act as positive role models at all times.
- The class teacher keeps a record of any serious incidents of unacceptable behaviour and this is referenced on 'class notes'. This is reviewed half-termly by the Family Support Worker and DHT. In the first instance, the class teacher deals with incidents, following the behaviour steps. However, if undesirable behaviour continues, or the behaviour is deemed serious, this can be escalated to a senior member of staff.
- In the event of a racist incident, a DSL must be informed and a green safeguarding form completed as this is a form of peer on peer abuse. This will also be reported to governors.
- In the event of an incident that has required physical intervention to ensure safety, a further record is kept using the Team Teach recording system. A number of staff are 'Team Teach' trained in school and are fully aware of the part they play to ensure safety.
- The class teacher liaises with the Family Support Worker and SLT to support and guide the progress of each child. This may also be discussed with the Local Authority SEMH team.
- Continued professional development is in place to support all members of staff in delivering the behaviour policy and consultation has taken place to ensure agreement and expectations of adults in school.
- Lunch time supervisors support this behaviour policy to ensure that our high expectations related to children's behaviour are adhered to.
- If disputes arise, all children involved will be given a chance to explain their case and will be encouraged and supported to find a solution.
- Lunch time supervisors inform class teachers if there have been any incidents of unacceptable behaviour at lunchtime, and how it has been dealt with using their record books.



- Children are provided with a variety of playground activities and equipment to reduce the risk of boredom which could lead to unacceptable behaviour.
- Lunch time supervisors are made aware of any children with behavioural needs. They support the class teacher with any specific behaviour management strategies, rewards and consequences that are appropriate.
- Our pastoral team will carry out high level monitoring for any children who display unacceptable behaviour.
- Leaders of clubs support this behaviour policy to ensure that our high expectations related to children's behaviour are adhered to. They inform school staff if there have been any incidents of unacceptable behaviour and how it has been dealt with. Serious and/or repeated incidents of unacceptable behaviour are recorded. If necessary, parents are contacted or club leaders may decide to remove the child from roll.

Arley Primary School is an anti-bullying school. All stakeholders follow this ethos and the systematic approaches used to tackle bullying in schools.

- Teachers use a range of methods such as PHSE, Jigsaw, circle time, art, drama and role play, alongside a curriculum of anti-bullying sessions and assemblies which help prevent bullying and establish a climate of trust and respect for all. They aim to help pupils understand the precise definition of bullying, to consider the feelings of all those involved in a bullying situation and to practise the restraint required to avoid lapsing into a bullying behaviour.
- All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- Teachers keep records of all incidents that happen in their class and liaise directly with the Family Support Worker and SLT.
- The Head teacher is made aware of all incidents of bullying and once initial discussions have taken place with the children involved, we may then invite the children's parents into the school to discuss the situation.
- In more extreme cases, for example where these initial discussions have proven ineffective, the Head teacher may contact external support agencies.

#### 4. The role of the pupils

We have an expectation that children behave well, make sensible and responsible behaviour choices and show respect and thoughtfulness towards their peers and adults, both in and out of school.

- We develop the children's ability to manage their own behaviour by specific lessons within PHSE and through the whole curriculum and school day. We stress to children that they make behaviour choices. We teach that actions have consequences, explaining the rewards and consequences clearly, so that they are aware of the outcome of their chosen behaviour.

- Through class discussion and School Council children have opportunities to improve the school and to influence decisions and rules and for their voice to be recognised.
- Children are encouraged to use their protective behaviours strategies to report any worries, concerns or incidents of bullying behaviour.

## 5. The role of the Head teacher

It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, Section 61, to implement the school behaviour policy 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 children in the school.

- The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified and in accordance with government guidelines.

It is the responsibility of the Head teacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The school work together to deal with allegations of bullying.

- The Head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in our school. The Head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head teacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour is wrong.
- The Head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

## 6. The role of the parent/carer

- We aim to build a supportive dialogue between home and school, and we inform parents if we have concerns about their child's welfare or behaviour.
- We explain the school values which have been devised through consultation and communication with all stakeholder and value parents support.
- Parents/carers should contact their child's class teacher if they have any concerns.

**It is a statutory requirement that all schools have an anti-bullying policy. However, it is important that parents and schools work together to action this.**

- We advise that you do not inadvertently 'give permission' for bullying by making remarks such as, 'go and hit them back', 'boys will be boys', 'it's part of growing up', 'you must learn to look after yourself'.
- Parents should share any bullying concerns with school at the earliest opportunity. In the first instance approach the class teacher in order to discuss your concerns and possible ways forward. These will be followed through. Make an appointment to have a 'follow-up' meeting.
- Both the alleged bully and the recipient of bullying behaviour will be supported to eliminate such behaviours.
- If parents feel that the bullying behaviour is continuing the SLT will be involved (if they haven't already had an involvement).
- If parents/carers feel that the bullying behaviour is continuing despite these strategies being implemented, they should follow the complaints policy.

## **7. 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 adhering to 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.

The governing body supports the Head teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in school, and any incidents of bullying that do occur will be taken seriously, and dealt with appropriately.

## **8. Fixed-term and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, 'Exclusion from maintained schools, Academies and pupil referral units in England (DfE 2017). We refer to this guidance in any decision to exclude a child from school.

Only the 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. In extreme and exceptional circumstance, the Head teacher may exclude a child permanently.

If the Head teacher excludes a child, she/he informs 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 Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond the 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 may delegate its functions with respect to the consideration of exclusion to a designated sub-committee consisting of at least 3 governors.

Please refer to Exclusion from Maintained Schools, Academies and referral units in England, September 2017.

## **9. Allegations against a member of staff**

All allegations should be reported immediately to the Head teacher using a 'yellow form', or in the case of the Head teacher being the subject of concern, the Chair of Governors. The Local Authority Designation Officer (LADO will also be informed for advice and monitoring of cases.)

Please see DfE guidance for further detail.

## **10. Inclusion and Equal Opportunities.**

The school has a legal duty under the Equality Act 2010 in respect of safeguarding all pupils and providing equal opportunities for pupils with Special Educational Needs and/or disabilities (SEND).

Each child is valued and respected regardless of ability, race, gender, religion, social background, culture or disability and is offered a child-centred curriculum, opportunities to develop to their full potential, the means to develop physically, intellectually, emotionally and socially and the chance to develop good behaviour and responsible attitudes for life.

## **11. Monitoring**

The Head teacher and SLT monitor the effectiveness of this policy on a regular basis. This is also reported to the governing body in order to make recommendations for further improvements.

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.

In order to prevent behaviours from escalating, professional external support will be requested where appropriate and the school has regular contact with a range of teams.

With regards to anti-bullying, this is also the responsibility of governors and the Head teacher will analyse information for patterns of people, places or groups and use this to inform policy and procedural updates.

## **12. Review**

This policy will be reviewed annually by the governing body.

The policy will be reviewed before this should new information or circumstances become relevant.

## **13. Related policies**

Please also see the following policies:

- Attendance policy
- Child protection policy
- E-safety and Acceptable Use policy
- Disability Equality Policy
- Race Equality Policy
- PHSE policy
- Safeguarding Policy
- Mental Health and Well-being Policy
- Confidentiality Policy
- Complaints Policy

## **14. Resources for children and parents**

NSPCC (National Society for the Prevention of Cruelty to Children), provides information on keeping children safe and guidance for parents.

Anti-bullying Alliance, provides advice for parents.

Young Minds, provides advice for parents to improve the emotional health of children.

DCSF, Safe to Learn document.