

Great Tew School
PUPIL BEHAVIOUR POLICY
Behaviour and Discipline (including Exclusions) and Anti-Bullying

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1 Aims and expectations

- 1.1 It is a primary aim of Great Tew School that every member of our 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 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, secure, valued and respected
- 1.2 The school has a number of school rules, drawn up in consultation with the children, (see 2.4 below), but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children to grow in a happy, safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.7 The school uses peaceful problem solving strategies to address the consequences of misbehaviour. Staff and pupils are trained annually in these strategies.
- 1.8 The school uses the Social and Emotional Aspects of Learning programme (SEAL) in PHSE/Circle Time sessions to develop children's knowledge and understanding of behaviour.
- 1.9 This policy should be read in conjunction with the Online Safety Policy and associated appendixes.

2 Rewards and Sanctions

- 2.1 **Rewards** - We expect behaviour to be good in our school and give praise when we see it. We may use 'tangible' rewards only as part of an Individual Behaviour Plan.
- 2.3 **Sanctions** - The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
 - Listening: We expect children to listen carefully to instructions in lessons. If they do not do so and to help them concentrate the class teacher :
 - Asks them to move to a place nearer the teacher

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- Asks them to sit in another place on their own.

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- Effort: We expect children to make an effort and to try their best in all activities. If they do not do so and to help them catch up on missed work the class teacher:
 - Asks them to redo a task during playtime or hometime.
- Non-serious misbehaviour: We expect children to be respectful and tolerant in school. If a child misbehaves in class, the class teacher:
 - Reprimands the child concerned
 - The child may lose a proportion of their next playtime. During this time or when appropriate children in Y1-6 may complete a reflection sheet.
- Serious misbehaviour: Not only do we expect children to be respectful and tolerant in school but the safety of the children is paramount in all situations. If a child threatens, hurts, bullies or endangers the safety of other children or adults, the class teacher:
 - Stops the activity
 - Reprimands the child concerned
 - Isolates the child from the rest of the class until the child is in a position to work sensibly again with others
 - Records the incident in the Class Incident Book
 - Notifies the headteacher, who may contact parents
 - The child loses an appropriate amount of playtimes. During this time or when appropriate children in Y1-6 may complete a reflection sheet or write a letter of apology.
- Persistent mis-behaviour: If a child misbehaves persistently the school:
 - Contacts the child's parents and seeks an appointment in order to discuss the situation
 - Considers supporting improvement of a child's behaviour with an Individual Behaviour Plan.
- Loss of playtime: Any child who has to lose playtime may be required to sit upstairs near to the staffroom.

2.4 School Rules - The school rules (our Golden Rules) have been drawn up in consultation with the children, through whole school assemblies and School Council discussion. The head teacher and class teachers regularly remind the children about the Golden Rules, which are displayed around school. In this way, every child in the school knows the standard of behaviour that we expect in our school, both in the classrooms and outside in the playground.

2.5 Class Charters - Each class draws up a class charter at the beginning of the year. This is displayed in the classroom and all children are expected to sign their names in agreement. The children discuss their rights and responsibilities as members of a class, in line with the Unicef Rights-respecting schools agenda. If there are incidents of anti-social behaviour, the class teacher may address these with the whole class during PHSE/Circle Time.

2.6 Bullying - The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. We follow procedures (See Appendix 2)

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- 2.7 **Use of force** - All members of staff follow guidelines on the use of force as set out in "Use Of Reasonable Force. Advice for head teachers, staff and governing bodies" which is the guidance provided by the Department of Education.

Staff would only use force to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. No more force than was needed in the circumstances would be used and staff are aware of the legal duty to make reasonable adjustments for disabled children and children with special educational needs.

3 The roles of the class teacher and all teaching staff

- 3.1 **The class teacher** is responsible for ensuring that the Golden Rules and Class Charters are displayed and enforced in their class in accordance with Section 2.4 and 2.5 above and that their behaviour management strategies ensure that their class behaves in a calm and responsible manner during lesson time.
- 3.2 **The class teacher** liaises 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 LEA behaviour support service. The class teacher will inform the headteacher of any contact with external agencies and will keep a record of this contact, with a copy being placed in the child's Personal File
- 3.3 **The class teacher** reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- 3.4 **The class teacher** will set up Individual Behaviour Plans if appropriate. The Individual Behaviour Plan will be agreed by child, parents and school. It will be based on rewarding good behaviour with a tangible 'reward' and sanctions as set out in Section 2.3 above.
- 3.5 **The class teacher** will undertake conflict resolution, to resolve the consequences of misbehaviour, using Peaceful Problem Solving strategies.
- 3.6 **All staff** in our school have high expectations of the children in terms of behaviour, they make sure children understand their expectations at all times and they strive to ensure that all children work to the best of their ability. They reward good behaviour with praise, as this is what is expected in our school.
- 3.7 **All staff** treat each child fairly and enforce the school rules consistently. All teaching staff treat all children in the school with respect and understanding.
- 3.8 **All teaching staff** employ sanctions appropriately to each individual situation in accordance with Section 2.3 above.

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4 The role of the headteacher

- 4.1 It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, 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 headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3 The headteacher regularly reviews class and playground incident books.
- 4.4 The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

5 The role of parents

- 5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in communications to parents, and we expect parents to read these and support them.
- 5.3 We expect parents to support their child's learning, and to co-operate 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 immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, they should contact the school governors.

6 The role of governors

- 6.1 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 headteacher in carrying out these guidelines.
- 6.2 The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

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7 Fixed-term and permanent exclusions

Exclusion from school is a last resort and we expect this sanction to be used rarely, if ever.

In cases where exclusion is being considered the school will follow all government and County Council advice, in particular the DCSF document, "Improving Behaviour and Attendance – Guidance on Exclusion from Schools and Pupil Referral Units" September 2007"

8 Monitoring

- 8.1** The headteacher monitors the effectiveness of this policy on an annual basis and reports back to the finance and personnel committee, making recommendations for further improvement if necessary.
- 8.2** The school records incidents of misbehaviour in the following way: Each class has their own Class Incident Book, kept in the classrooms and there is a Playground Incident Book, kept in the School Office. The Class and Playground Incident Books are regularly monitored by the headteacher. Copies of incident reports are given to the Headteacher and stored centrally.
- 8.3** The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- 8.4** It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

- 9.1** 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.

November 2017

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APPENDIX 1

Our Golden Rules (drawn up in consultation with the children)



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APPENDIX 2

Anti-Bullying Policy

1 Definition

1.1 Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)

1.2 Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

1.3 This policy to be read in conjunction with attached appendices 3-5.

2 Aims

2.1 The aim of the anti bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

2.2 Pupils and parents must be encouraged to report bullying in schools.

2.3 Schools' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

3 Statutory duty of schools

2.1 Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parent and pupils.

4 Implementation

4.1 The following steps may be taken by the school 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 account of the incident will be given to the headteacher.
- The headteacher will interview all concerned and will record the incident.(see Appendix 3 – Incidents of Bullying Record Sheet)
- The class teacher will be informed.
- If bullying persists the headteacher will inform parents.

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- Disciplinary measures will be used as appropriate and in consultation with all parties concerned.

4.2 Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their class teacher or a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence
- Offering the pupil an information support sheet (see Appendix 4)

4.3 Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parents or guardians to help change the attitude of the pupil (Appendix 4 and 5)

4.4 The following disciplinary steps can be taken:

- Official warnings to cease offending
- Detention
- Exclusion from certain areas of school premises
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion

4.5 Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

5 Monitoring, Evaluation and review

5.1 The finance and personnel sub committee of the Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

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APPENDIX 3
Incidents of Bullying Record Sheet

This record sheet will be photocopied, completed and stuck into the relevant Class or Playground Incident Book by a member of staff when any pupil is involved in incidents of bullying. It will be used to monitor and evaluate the effectiveness of the school's strategies to combat bullying in school.

Name

Class

Brief description of what happened:

Agreed action to be taken:

Signed (Pupil) _____ Date _____

Signed (Staff) _____ Date _____

Follow up notes, if appropriate:

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APPENDIX 4

Information for Children

"Don't Suffer in Silence"

If you are being bullied;

- Try to stay calm and look as confident as you can
- Be firm and clear - look them in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult what has happened straight away

After you have been bullied;

- Tell a teacher or another adult in your school
- Tell your family
- If you are scared to tell an adult by yourself, ask a friend to come with you
- Keep speaking up until someone listens and does something to stop the bullying
- If your school has a peer support service, use it
- Don't blame yourself for what has happened

When you are talking to an adult about bullying, be clear about;

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already

If you find it difficult to talk to anyone at school or at home;

- Ring ChildLine
- Telephone number is Freephone 0800 1111
- Or write to, Freepost 1111, London N1 0BR.
- The phone call or letter is *free*. It is a *confidential* helpline.

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APPENDIX 5

Information for Parents

Bullying: Don't Suffer in Silence:

Every school is likely to have some problem with bullying at one time or another. Your child's school must by law have an anti-bullying policy, and use it to reduce and prevent bullying, as many schools have already successfully done.

Bullying Behaviour includes:

- Name calling and nasty teasing
- Threats and extortion
- Physical violence
- Damage to belongings
- Leaving pupils out of social activities deliberately and frequently
- Spreading malicious rumours

Parents and families have an important part to play in helping schools deal with bullying.

First, discourage your child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without using violence or aggression.

Second, ask to see the school's anti bullying policy. Each school must have an anti bullying policy which sets out how it deals with incidents of bullying. You have a right to know about this policy which is as much for parents as for staff and pupils.

Third, watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to detect symptoms of bullying, through sometimes school nurses or doctors may first suspect that a child has been bullied. Common symptoms include headaches, stomach aches, anxiety and irritability. It can be helpful to ask questions about progress and friends at school; how break times and lunchtimes are spent; and whether your child is facing problems or difficulties at school. Don't dismiss negative signs. Contact the school immediately if you are worried.

If your child has been bullied:

- Calmly talk to your child about it
- Make a note of what your child says – particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened
- Reassure your child that telling you about the bullying was the right thing to do
- Explain that any further incidents should be reported to a teacher immediately
- Make an appointment to see your child's class teacher
- Explain to the teacher the problems your child is experiencing

Talking to teachers about bullying:

- Try and stay calm – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident

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APPENDIX 5 cont.

Information for Parents page 2 cont.

- Be as specific as possible about what your child says has happened – give dates, places and names of other children involved
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child or the school
- Stay in touch with the school – let them know if things improve as well as if problems continue

If you think your concerns are not being addressed;

- Check the school anti bullying policy to see if agreed procedures are being followed
- Discuss your concerns with the parent governor or other parents
- Make an appointment to meet the headteacher, keeping a record of the meeting
- If this does not help, write to the Chair of Governors explaining your concerns and what you would like to see happen
- Contact local or national parent support groups for advice
- Contact the Director of Education for your authority, who will be able to ensure that the Governors respond to your concerns
- Contact the Parentline Plus helpline for support and information at any of these stages
- In the last resort, write to the Secretary of State for Children, Schools and Families

If your child is bullying other children;

Many children may be involved in bullying other pupils at some time or other. Often parents are not aware. Children sometimes bully others because:

- They don't know it is wrong
- They are copying older brothers or sisters or other people in the family they admire
- They haven't learnt other, better ways of mixing with their school friends
- Their friends encourage them to bully
- They are going through a difficult time and are acting out aggressive feelings

To stop your child bullying others;

- Talk to your child, explaining that bullying is unacceptable and makes others unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how to join in with other children without bullying
- Make an appointment to see your child's class teacher; explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop them bullying others
- Regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when they are cooperative or kind to other people

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APPENDIX 5

Information for Parents, page 3 cont.

Organisations who can help:

Advisory Centre for Education,

IC Aberdeen Studios, 22 Highbury Grove, London N5 2DQ.
Tel: 0207 704 9822 Tel helpline: 0207 354 8321 (Mon-Fri 2-5 pm).
Advice line for parents on all matters concerning schools

Anti Bullying Campaign, 185 Tower Bridge Road, London SE1 2UF.

Tel: 0207 378 1446 (9.30 am - 5.00 pm).

Advice line for parents and children.

Children's Legal Centre, Tel: 01206 873 820

(Mon-Fri 10 am - 12.30 pm and 2 pm - 4.30 pm).

Publications and free advice line on legal issues.

Kidscape, 2 Grosvenor Gardens, London SW1W 0DH.

Tel: 0207 730 3300 Fax: 0207 730 7081

Has a wide range of publications for young people, parents and teachers.

Bullying counsellor

available Monday to Friday, 10-4.

Parentline Plus, 520 Highgate Studios, 53-79 Highgate Road, Kentish Town,
London NW5 1TL.

Tel: 0808 800 2222.

National helpline for parents (Mon-Fri 9-9; Sat 9.30-5; Sun 10-3).

Anti Bullying Campaign, 185 Tower Bridge Road, London SE1 2UF.

Tel: 0207 378 1446 (9.30 am - 5.00 pm).

Advice line for parents, children, teachers. Publishes parents' fact sheet,
resource pack.

Calouste Gulbenkian Foundation, (UK Branch), 98 Portland Place, London
W1N 4ET

Tel: 0207 636 5313 Fax: 0207 637 3421

Has initiated and supported a wide range of anti-bullying projects and
publications.

Countering Bullying Unit, University of Wales Institute, Cardiff School of
Education, Cyncoed Road, Cardiff CF23 6XD

Tel: 029 2041 6070 Fax: 029 2041 6788

Resource centre for the study of bullying, and publishes booklets, packs and
videos.

Kidscape, 2 Grosvenor Gardens, London SW1W 0DH.

Tel: 0207 730 3300 Fax: 0207 730 7081

Has a wide range of publications for young people, parents and teachers.

Bullying counsellor available Monday to Friday, 10-4.

Anti Bullying Alliance,

Tel: 0207 843 6095 Fax: 0207 713 7280

www.ncb.org.uk/aba