

London Borough of Richmond-upon-Thames



**Carlisle & Hampton Hill Federation**



# **BEHAVIOUR AND ANTI-BULLYING POLICY**

This policy was reviewed:	January 2018
Responsibility:	Headteachers
Statutory Policy?:	Yes

## Introduction

This policy defines a Federation commitment to ensuring behaviour that is fully supportive to a consistent and caring environment with positive learning outcomes for all.

## Aims

- Promote a positive and inspirational ethos and climate that supports pupils to achieve and progress.
- Create a consistent environment that encourages and reinforces good behaviour.
- Emphasise the importance of rules and why we follow rules.
- Encourage and expect consistency of response from all staff and adults operating within the federation.
- Promote self-esteem, self-discipline and behaviours that are supportive to positive relationships and sustained friendships.
- Encourage the involvement of both home and school in the implementation of the policy.
- Ensure a thorough and informed pupil transition procedure that is supportive to positive outcomes.

## To achieve these aims as a staff we will:

- Model high standards of behaviour in our interactions with children, colleagues and the wider community.
- Create and maintain a calm, safe, happy and purposeful learning environment.
- Foster positive, kind, caring attitudes towards everyone.
- Use a wide range of strategies for dealing with difficult behaviours.
- Reward the efforts of pupils to improve and the demonstration of consistently appropriate behaviours.
- Use a consistent approach to behaviour management by:
  - ~ Praising and encouraging children's appropriate behaviour
  - ~ 'Catching them being good'.
  - ~ Being proactive and striving to pre-empt inappropriate behaviours.
  - ~ Delivering rules, rewards and sanctions in fair, transparent and consistent ways- taking into account the individual needs of pupils.
  - ~ Ensuring fair treatment for all: regardless of age, gender, race, ability and disability.

Rules are used to promote and support positive behaviour. These rules are regularly shared with the children and are displayed prominently.

At CIS these are called the Golden Rules:

## Golden Rules

- We are gentle. We don't hurt others.
- We are kind and helpful. We don't hurt anybody's feelings.
- We listen. We don't interrupt.
- We are honest. We don't cover up the truth.
- We work hard. We don't waste our own or other's time.
- We look after property. We don't waste or damage things.

We also have Golden Rules for the playground and dining hall.

At HHJS, classes set rules that are then used to inform decisions in regard to how pupils are progressing toward their daily **Good to Be Green/ Great to be Gold** expectations.

## **Rewards and Sanctions**

Children are rewarded for following rules through Golden Time (CIS) and Reward Time (HHJS). Children are given opportunities to decide on the activities they would like to do in this time. If children break a rule they will be given a warning and a reminder of the rule they have broken. If the rule is broken again they can lose 4-5 minutes of their reward time. The warning card is designed to be a bridge back to good behaviour- not a means of causing confrontation. Children are reminded that behaviour is their choice. The teacher should record any loss of Golden/Reward Time.

## **Other ways of promoting and rewarding good behaviour**

In addition to Golden/Reward Time, good behaviour will be reinforced in other ways, such as:

- Verbal/written feedback for good work.
- Celebration assemblies to showcase work or acknowledge children's achievements out of school

## **The Curriculum and the Learning Environment**

We believe that an appropriately planned curriculum and effective teaching and learning contribute to positive learning behaviours. We plan for the needs of individual pupils and involve pupils in their own learning. The classroom environment is an important influence on children's behaviour and should give a clear message about the extent to which the children and their efforts are valued.

## **Pupil Learning Outcomes**

- Know and understand it is not acceptable to bully, name call or use inappropriate language.
- Know that they can and should talk to an adult about any concerns they have in regard to behaviour.
- Know that they will be treated in a fair and friendly way.
- Begin to solve social problems in an independent way.
- Understand that they have choices with regards to behaviour.
- Understand that behaviour can have consequences.
- Have respect for self and others
- Take responsibility for own actions

## **Monitoring and Evaluation of the policy**

The effectiveness of this policy is monitored on a regular basis and it is promoted to our community. Behaviour records are kept- to inform and track responses and interventions.

## **Staff development and support**

All staff are made aware of the high standards of behaviour expected of all pupils at all times. Staff development, training and support is included in our annual programme and informed by staff, parent and pupil surveys.

## **Pupil Wellbeing**

When pupil behaviour or response gives cause to suspect that a child is suffering, or might suffer harm, staff follow the schools' safeguarding policy.

A multi-agency assessment or other external input may be considered.

This policy acknowledges the school's legal duties under the Equality Act 2010.

## **Pupils' conduct outside the school gates**

This policy is written with reference to DFE guidance. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable."

Teachers may discipline pupils for misbehaviour when the pupil is taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform or in some other way identifiable as a pupil at the school, or if they pose a threat to another pupil or member of the public or could adversely affect the reputation of the school.

The teacher will only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### **Detention**

When lunchtime detentions are given, staff will allow reasonable time for the pupil to eat, drink and use the toilet.

### **Confiscation of inappropriate items**

A member of staff can confiscate, retain or dispose of a pupil's property, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

### **The Power to search without consent**

Staff will operate this (if required) with reference to DFE Prohibited items list:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Items on the list (such as weapons and knives and child pornography) will be handed over to the police.

### **Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Physical interventions are used positively, minimally and as a last resort to keep pupils and staff safe. Individual staff are trained in *Team-Teach* positive handling techniques. Physical interventions will normally form part of a child's individual behaviour support plan. Any instance of physical intervention will be documented and communicated with parents.

The school will follow LBRuT's guidance as to disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

### **Seclusion / isolation requirements**

Disruptive pupils can be placed in an area away from other pupils for a limited period. The reason and procedure will be made clear to the individual pupil. The school will ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

### **Temporary, permanent and lunch time exclusions**

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision on whether to exclude is for a headteacher to take.

Whilst an exclusion may still be an appropriate sanction, headteachers should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Headteachers should also consider the use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour. Such assessments may pick up unidentified special educational needs but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems

Where a pupil has received multiple exclusions or is approaching the legal limit of 45 school days of fixed period exclusion in an academic year, headteachers should consider whether exclusion is providing an effective sanction.

**(from Exclusion from maintained schools, Academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion (DFE))**

A number of options are available in response to a serious breach of behaviour policy;

- restorative justice**
- mediation,**
- internal exclusion**
- managed move** (to another school)
- The length of a fixed –term exclusion will depend on the severity of the behaviour. If repeated exclusions prove necessary, a permanent exclusion may need to be considered. Any child excluded for more than 5 days will be provided with tuition. Where shorter temporary exclusions are concerned homework will be provided.
- When a child returns from a fixed-term exclusion, a reintegration meeting is set up. This will involve the parents, the child, the Local Authority Inclusion Officer and the Headteacher.
- As per the DfE directive, where an exclusion does not take a pupil's total number of excluded days above five per term, the governing body must consider any parental representations but does not have the power to overturn the Head teacher's decision.

Any incidents will be documented and reported to Governors by the Headteacher in his termly report; serious incidents will be reported to the local authority.

**NOTIFICATION OF EXCLUSION FORMS**

We will follow Local Authority templates and guidelines. (Ref: Adrian Bannister, Lead Exclusion & Reintegration Officer, LBRuT).

(Reference: Behaviour and discipline in schools, Advice for headteachers and school staff (DFE))

## **ANTI BULLYING POLICY**

We are committed to providing a caring, friendly and safe environment for all our children to enable them to learn in a positive and secure setting. We believe that bullying behaviour is totally unacceptable and will not be tolerated. We will take prompt action to deal with incidents. This policy should be read in line with the school's Behaviour Policy.

### **AIMS**

- Every child to feel safe and secure to learn and develop in a relaxed atmosphere.
- Every child to be treated fairly and with respect.
- All staff to listen carefully to what children are telling us and take appropriate and prompt action.
- To ensure parents/carers know who to approach if they are worried their child is being bullied.

### **WHAT IS BULLYING?**

*'The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace'*

#### **The Anti-Bullying Association**

Physical – pushing, hitting, kicking, pinching, spitting, any use of violence, taking belongings.

Verbal – name-calling, spreading rumours, teasing, sarcasm.

Emotional – excluding, tormenting, racial remarks, gestures.

Children's understanding of bullying behaviour varies with age. Young children may confuse it with fighting or nasty experiences generally making it difficult to identify actual bullying. Bullying is not the occasional falling out with friends, the occasional name-calling or argument.

### **ROLE OF STAFF**

The first point of contact is usually the class teacher, however, whichever member of staff has been approached will:

- Always listen.
- Keep an open mind.
- Recognise the parents/carers may be angry/upset.
- Make it clear that appropriate action will be taken immediately (including informing a line manager, the Head /Deputy Headteacher or a member of the leadership team- who may then take a lead role in the response).

### **Supporting pupils**

- All children are reminded and encouraged to tell a member of staff if they have any concerns in regard to bullying.
- They are encouraged to share feelings during class circle times and at any other opportunity as required.
- They are given support to develop friendships and resolve difficulties.

### **Dealing with incidents of bullying**

If a child has bullied another pupil they will be made aware of the seriousness of their actions and possible consequences. They will be closely monitored by the class teacher, teaching assistants and SMSAs. Parents/carers will be informed and invited to discuss the situation to seek solutions.

### **STRATEGIES TO PREVENT BULLYING BEHAVIOUR**

- ☑ Raising children's awareness through the curriculum (e.g PSHE), events such as Anti Bullying Week, drama/ role play, story writing, social stories, assemblies etc.
- ☑ Listening carefully to children and providing opportunities (e.g. Circle Time) for them to express their views.
- ☑ working closely with parents/carers, victims and perpetrators.
- ☑ Ensuring children know what to do and who to talk to when they need help.

- ☒ raising staff awareness about signs of bullying behaviour to look out for.
- ☒ closely monitor situations to ensure bullying behaviour has ceased.
- ☒ Recording incidents and actions in formats such as termly LA racist incident returns.

### **MONITORING AND EVALUATION OF THE POLICY**

The Headteacher and Senior Leadership Team monitor the effectiveness of this policy. The school keeps records of incidents of bullying behaviour. Staff talk with children during Circle Time and other shared opportunities and Playground observations are carried out on a daily basis by staff to inform this process.