

The Robert Drake Primary School

Behaviour Policy & Anti-Bullying





Co-ordinator with responsibility: Mrs L Rawling & Mrs N Jackson

BEHAVIOUR & ANTI-BULLYING POLICY

Aims of the Policy Related to Behaviour

- To encourage a calm, purposeful and happy atmosphere within the school
- To foster positive and caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- To make boundaries of acceptable behaviour clear and to ensure safety
- To raise awareness about appropriate behaviour
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.
- To ensure effective maintenance of health and safety measures put in place in light of the Covid-19 pandemic, as explained in the COVID19: Restricted Attendance Risk Assessment and Action Plan.

Aims of the Policy Related to Bullying

- For all governors, teaching and non-teaching staff, pupils and parents to have an understanding of what constitutes 'bullying'
- For all governors and teaching and non-teaching staff to know what the school policy is in regard to bullying, and follow it when bullying is reported
- For all pupils and parents to know what the school policy is in regard to bullying, and what they should do if bullying arises
- For all members of the school community to understand that bullying, in any form, is not tolerated.

Statement of Intent

All of our expectations with regard to behaviour are based upon respect, kindness and honesty. Our Behaviour Policy helps us to create a positive learning environment in which teachers can teach, and children can learn without disruption. We also ensure that behaviours within the school keep the

children safe. The emphasis is on rewarding and encouraging good behaviour whilst dealing promptly, but fairly, with any unacceptable behaviour.

The Robert Drake Primary School is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell a member of staff. All pupils understand the school's approach to bullying and what they should do, including if they become involved as a bystander.

Children's Responsibilities are:

- To treat others fairly and with respect
- To tell an adult if somebody has hurt or upset them
- To be aware of appropriate behaviour in and out of school
- To understand and accept the consequences of their actions
- To follow instructions
- To take care of property and the environment in and out of school
- To co-operate with others
- To respect differences
- To tell the truth
- To attend school regularly and to be punctual
- To be tidy in appearance
- To complete assigned work on time and to the best of their ability
- To follow COVID 19 School Behaviour Procedures, as set out in the COVID19: Restricted Attendance Risk Assessment and Action Plan, including the additional school rules. See Appendix B.

Staff and Governor Responsibilities are:

- To treat others fairly and with respect
- To be a good role model
- To raise children's self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions clearly and consistently
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- To be aware of individual needs and respect differences
- To provide guidance regarding social education.

The Parents' Responsibilities are:

- To treat others fairly and with respect
- To ensure that children attend school regularly, on time and properly attired in school uniform
- To make children aware of appropriate behaviour in all situations, including government social distancing guidelines for school
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school
- To support the school in the implementation of this policy
- To be aware of the school rules and expectations
- To provide guidance regarding social education.

Encouraging Good Behaviour in and out of School

- We make clear our expectations of good behaviour
- We discourage unsociable behaviour by promoting mutual respect
- We formulate a set of class rules at the beginning of each school year which are based on The Robert Drake School Rules
- We encourage children to take responsibility for their own actions and behaviour
- We set standards of behaviour through example and within the PHSE and the planned RSE curriculum which takes a systematic approach to teaching children about the importance of respecting and celebrating differences
- We praise good behaviour and have a system of rewards. See Appendix A.

The Robert Drake School Rules

Our rules are based around the three main expectations that children have when attending school:

- To learn
- To be safe
- To be respected.

These rules are displayed in all classrooms and other areas of the school. The additional school rules linked to COVID-19 are displayed in all classrooms. See Appendix B.

Staff Powers to Discipline

These powers apply to all paid staff with responsibility for pupils.

Staff can:

- Discipline pupils whose behaviour is unacceptable, who break the school rules or who don't follow 'reasonable' instructions or who don't follow COVID 19 School Behaviour Procedures, as set out in the COVID19: Restricted Attendance Risk Assessment and Action Plan, including the additional school rules. See Appendix B.
 - Discipline pupils for bad behaviour outside of school
 - Impose a loss of privileges including: school trips, after school clubs, whole school workshops and representing the school at sports fixtures
 - Search for and confiscate property
 - Apply sanctions and rewards. See Appendix A.

Pupils' Conduct Outside of the School Gates

The school will seek to discipline pupils if they become involved in non-criminal bad behaviour and bullying off the school premises and this behaviour is either witnessed by a member of staff or reported to the school by a member of the public.

A pupil can be disciplined when:

- Taking part in any school organised or school related activity
- Travelling to and from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Or if their behaviour:

- Has repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

The School's Behaviour Policy will apply.

Where there is criminal behaviour, whilst there may be other legal sanctions imposed, the school reserves the right to impose sanctions under this Behaviour Policy where it is proportionate to do so.

NB: The behaviour of pupils outside school can be considered as grounds for exclusion.

Strategies for Dealing with Inappropriate Behaviour

- Tactical ignoring – initially staff ignore the behaviour unless it puts the child or others at risk (emotionally and/or physically)
- Use of body language – looks to show disapproval
- Visual prompt cards modelling expected behaviour for younger pupils or those with SEND or EAL
- Talking with the child, clearly pointing out what we see as undesirable behaviour and ask the child what the correct behaviour should be in this situation

- The child works in an area at the back of their classroom away from other children for a specified period of time
- The child spends five minutes at breaktime or lunchtime with the adult on duty discussing the behaviour
- The child spends time in the 'Reflection Zone' at lunchtime or break time, where they are encouraged to discuss their behaviour with the learning mentor.
- Time for Reflection: if a child's behaviour is inappropriate (including deliberately swearing, using inappropriate/offensive language or hurting another child), they will be separated from the other children, spending time in the 'Reflection Zone', for break and/or lunchtime. They will either talk to an adult or write down or draw their thoughts following reflection time if necessary. Suggestions and strategies will be discussed to help support the child with any future behaviour issues. The length of time is dependent on the inappropriate behaviour.

The incident may be discussed with parents and further action taken as appropriate.

Strategies for Dealing with Ongoing Behaviour Concerns

1. Parents will be contacted by the teacher/relevant member of staff.
2. Class Teacher/Learning Mentor will note the behaviour on the electronic behaviour system (CPOMS). The Phase Leader will be informed. Consideration will be given to links with attendance and Safeguarding when records are reviewed.
3. Phase Leader will become involved in monitoring behaviour.
4. If concerns remain the Deputy Headteacher or Headteacher will implement a more formal behaviour programme.
5. Outside agencies will be involved if deemed necessary.

At all stages, the child will be supported and given strategies to help them to make the correct choices in respect of their behaviour.

Exclusion

Temporary or permanent exclusion (depending on severity of incident/s) will be made if there is a breach of this Behaviour Policy or a persistent breach of school rules (except in exceptional circumstances). Behaviours that will result in exclusion include but are not limited to:

- Breaches of new rules in place to ensure health and safety as a result of Covid-19, as set out in the *COVID19: Restricted Attendance Risk Assessment and Action Plan*
- A physical/verbal attack against a member of staff

- A physical/verbal attack backed by evidence or witness accounts on any pupil in the school
- Deliberate/severe damage to school building or resources
- Disruption to others
- Possession of knives or drugs.

A decision to exclude a pupil permanently will 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 (in line with School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and DfE Guidance 2017).

Definition of Bullying

Bullying is defined as **deliberately** hurtful behaviour, which is **persistent** and **unprovoked**. It may take various forms, including physical, verbal and indirect.

Bullying is: 'To consistently intimidate, ill treat or overawe'. It is the use of aggression with the intention of hurting another person and results in pain and distress to the victim. It can be emotional or physical.

The Essex Definition:

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'
Government advice on Behaviour, Discipline, Searching Pupils, Preventing Bullying & Use of Reasonable Force in Schools July 2013

Bullying can be:

- Emotional: being unfriendly, excluding others, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist /Religious: racial/religious taunts, graffiti, gestures
- Verbal: name calling, sarcasm, spreading rumours, teasing
- Gender related: gender orientated bullying
- Based on differences: family situations taunts and gestures
- Cyber based: all areas of internet, such as email, social media and internet chat room misuse. Mobile using text messaging, Whatsapp & calls to upset people including threats. Misuse of associated technology, i.e. camera & video facilities.

Prevention

The school will use various strategies to prevent bullying. As and when appropriate, these may include:

- reward positive, non-aggressive behaviour
- friendship week
- displays
- assemblies
- writing a set of school rules and class rules
- including lessons about bullying in the PSHE curriculum
- reading stories about bullying or having them read to a class or assembly
- using role play situations.
- having discussions about bullying and why it matters
- make clear to parents that it is unacceptable to 'hit back'. This is not in line with the school policy
- in-service training for the staff
- sign a behaviour contract
- the involvement of outside specialists e.g. Behaviour Support.

The Importance of Responding to Bullying

All members of the school have a responsibility to recognise bullying and to take prompt action when they are aware of it happening. The child being bullied should always be assured that he/she has acted correctly in reporting the bullying.

Cyber bullying is dealt with in exactly the same way as other forms, whether on or off-line. Only the tools and technologies change, not the behaviour of children.

At The Robert Drake Primary School we have a fair and consistent approach to disciplinary measures, taking into account any special educational needs and disabilities. We also make reasonable adjustments for those children with any identified needs.

Everybody has the right to be treated with respect. No one deserves to be a victim of bullying. Pupils who are bullying need to learn different ways of behaving.

Procedures

At The Robert Drake Primary School there are consistent disciplinary measures where intervention in bullying incidents is necessary. They are as follows:

1. Report bullying incidents to a member of staff. It may be appropriate for a pupil to report to the adult with a friend for support. The member of

staff will listen and establish whether the incident reported constitutes bullying.

2. If it is a bullying incident both the perpetrator/s and victim/s within the class bubble will be spoken to as part of the investigation. Children will be encouraged to see other points of view ie “How would you feel if..?”
3. The member of staff will emphasise that bullying of any kind is totally unacceptable.
4. If bullying has occurred, the incident will be recorded in the electronic behaviour system (CPOMS)-
5. The Support Group process may be instigated (see 10 below).
6. Where perpetrators are clearly identified, they will receive consequences as deemed appropriate by the member of staff.
7. The victim will receive support and be given the opportunity to discuss strategies for dealing with the situation. A time for follow up will be arranged.
8. The perpetrator will be asked to make a genuine apology, either verbally or in writing, as appropriate.
9. If possible, the pupils will be reconciled.
10. In cases of serious or repeated bullying, the incidents will be recorded as usual and the Support Group approach implemented. This will be monitored by staff.
11. As a final resort, temporary or permanent exclusion may take place.

Parents/carers will be informed of any bullying incidents by a member of staff.

Staff Training

All members of school staff receive regular and appropriate behaviour management training.

Monitoring and Review of the Policy

The school will review this policy annually, at the beginning of every school year, and will assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Updated: Autumn Term 2020

Date of Next Review: Autumn Term 2021

Appendix A

Sanctions:

- Warning given linked to the unacceptable behaviour
- If no change in behaviour, second warning given and behaviour is visually noted
- Five minutes break or lunch to be missed – discussion with class teacher about inappropriate behaviour
- Time spent with learning mentor in 'Reflection Zone' to discuss behaviour – strategies and suggestions to be made that could be used. The length of time is dependent on the inappropriate behaviour
- Phase leader to be informed. Appropriate behaviour and expectation to be discussed
- Parents to be contacted
- Deputy Headteacher to be informed who will implement a more formal behaviour programme
- Parents to be invited in to discuss behaviour with Headteacher.

Rewards:

- Verbal praise
- Good behaviour stickers and certificates
- Phone call home to recognise and celebrate good behaviour
- Deputy Headteacher and Headteacher to be informed of good behaviour – special stickers awarded
- Recognition in Celebration Assembly
- School team points to be awarded to individuals as agreed by the School Council and as displayed in individual classrooms:
 - Good manners
 - Being helpful
 - Being a good friend
 - Looking after school equipment well
 - Good presentation
 - Showing respect
 - Perseverance
 - Being kind
 - Team work
- Team points are collected weekly and the running total shared with children during weekly attendance assemblies
- At the end of each half term, the children in the team with the most points has a non-uniform day when they can wear something in their team's colour.

Robert Drake COVID 19 School Rules:

❖ TREAT EVERYONE WITH RESPECT



- ❖ Wash or sanitise your hands when entering and leaving the classroom
- ❖ Keep social distance from each other – 1 – 1.5m where possible
- ❖ Stay within your own designated area of the classroom, playground and field at your timetabled times
- ❖ Only one person from each class is allowed in the toilet at once. If you see someone else in there, wait outside at a safe distance until they have finished. Then you can go in.
- ❖ Try to cough or sneeze into your elbow or sleeve and whenever possible, use a tissue. Then dispose of it safely in the bin.
- ❖ If possible, do not touch your eyes, nose and mouth
- ❖ Only use your own individual equipment, including tissues.
- ❖ All water bottles must be kept on your table and cannot be re-filled
- ❖ Keep your packed lunch near your table
- ❖ Only eat your own snack and lunch
- ❖ Keep your coat on the back of your chair
- ❖ Do not deliberately touch anyone or anything that is not yours
- ❖ Do not spit at anyone

