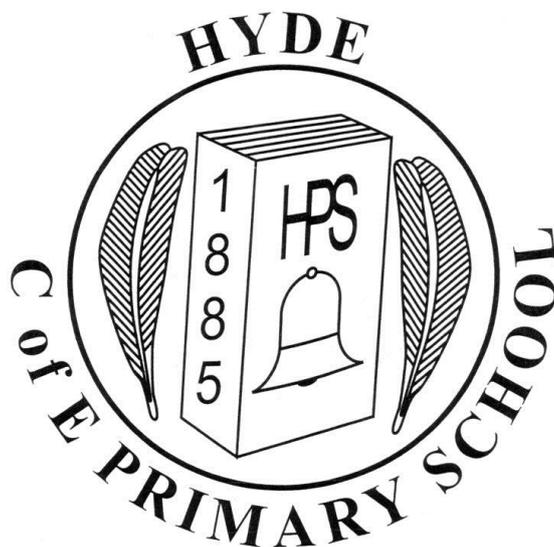


HYDE C. E. PRIMARY SCHOOL



BEHAVIOUR POLICY including ANTI-BULLYING POLICY

Endorsed by Governing Body: 14th February 2017	Review Date: February 2018
Headteacher: Julie Dalziell	Signature of Headteacher: 
Chair of Governors: Fiona Leith	Signature of Chair of Governors: 

HYDE C. E. PRIMARY SCHOOL

BEHAVIOUR POLICY

RATIONALE

At Hyde C.E. Primary School, we promote Christian values within a caring, family environment in which purposeful teaching and learning can take place. Everyone is valued equally and encouraged to develop their individual potential.

We promote positive behaviour patterns through respect for one another and appreciating the rights, views and property of others. We regard trusting relationships and teamwork as essential for learning and self-development to take place and we seek to develop positive and co-operative attitudes at all times.

AIMS

The aims of this policy are;

- to provide a stimulating, caring and safe environment which reinforces good behaviour, where everyone is valued equally and where there exists an ethos of kindness and co-operation.
- for all children to be sensitive to the needs of others; to appreciate their values, ideas and achievements and to develop their own sense of self-respect, self-discipline and independence.
- for all children to become spiritually aware, developing both a sense of moral responsibility and purpose
- to encourage partnerships of mutual respect and trust with parents, governors, the Church and both the local and wider communities.
- to ensure that all children have access to a curriculum which is broad and balanced and relevant to their individual needs and to contemporary society

ROLES AND RESPONSIBILITIES

We believe that high standards of behaviour can only be achieved through a consistent approach which is understood by all. Therefore, **all members of the school community** have a responsibility to uphold the aims of this policy by;

- fostering and promoting good relationships and a sense of belonging to the school community
- respecting the rights, values and beliefs of each individual
- providing a caring and well-ordered environment in which everyone is fully aware of behavioural expectations
- caring for and taking pride in the physical environment of the school
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures and traditions
- not tolerating any conduct involving bullying, harassment or racism
- helping to develop strategies to eliminate unacceptable behaviour and applying these consistently
- encouraging, praising and positively reinforcing good relationships, behaviour and work
- encouraging all children to celebrate the cultural and racial diversity of society
- by being a good role model

The **Headteacher** will;

- take the lead in the establishment of a positive school ethos
- monitor and review behaviour throughout the school
- evaluate the success of this policy and ensure that any necessary revisions are undertaken
- support members of staff in the practical application of this policy, identifying any staff training that may be required
- record and report incidents of serious misbehaviour
- have responsibility for excluding individual children for serious acts of misbehaviour. Any action taken will follow *Exclusions Guidance for Hampshire Schools, (Summer 2015)*.

All staff will;

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- treat all children equally, irrespective of gender, race or religion,
- play an active part in building up a sense of community and apply the agreed standards of behaviour consistently,
- be alert to signs of bullying and racial harassment, deal firmly with and alert other staff to such problems,
- record any incidents of bullying and racial harassment
- deal sensitively with children in distress, listen to them and deal with any incident appropriately,
- support each other in maintaining good classroom management and show sensitivity to the needs and difficulties of others
- consistently apply and enforce the school's Code of Behaviour

Children are expected to follow the Code of Behaviour detailed in our Home-School Agreement:

- Always do my best work, listen carefully, take turns and celebrate the good things others can do.
- Always make everyone welcome in the school or at playtime.
- Be kind to everyone and treat others as I want to be treated.
- Take care of anything belonging to the school or other people.
- Walk sensibly around the school and behave safely and sensibly on the common.

Parents have a vital role in promoting good behaviour and positive attitudes towards school and so effective home/school liaison is important. As set out in our Home School Agreement, we ask that parents:

- ensure that their child attends regularly and arrives at school on time or provides the school with an explanation for any absence by 9am on the first morning of absence
- attend parent –teacher interviews to discuss their child's progress
- take family holidays outside term time
- support their child with any work they are asked to do at home
- support the school's policies and routines
- inform the school of any circumstances that might affect their child's learning or behaviour

We endeavour to build a supportive dialogue between home and school and we inform parents if we have concerns about their child's welfare or behaviour. If we have to use reasonable sanctions, parents should support the actions of the school.

If parents have concerns about the way that their child has been sanctioned then they should contact the class teacher in the first instance. If a concern remains then the Headteacher should be contacted. If these discussions cannot resolve the problem then a formal complaint can be made by following the school's Complaints Procedure which is available to view on the school's website.

The Governing Body;

- has responsibility for stating the general principles of behaviour for the school and for reviewing their effectiveness annually.

PROCEDURES

The Curriculum and Learning

We believe that a broad and balanced curriculum which is relevant to children's individual needs, together with effective learning, contributes to good behaviour. Careful planning for the needs of individual pupils, the active involvement of children in their own learning and structured feed-back all help to avoid disaffection which can lie at the root of poor behaviour.

Teaching staff plan lessons with clear objectives which are understood by the children and are differentiated to meet the needs of children of different abilities and cultural backgrounds. Marking is used as a supportive activity which provides feed-back to the children on their progress and achievements and is affirmation that the children's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

At Hyde School, classrooms are organised to provide a welcoming environment, developing both independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour; materials and resources are organised to aid accessibility and reduce uncertainty and disruption. Displays demonstrate the value of every individual's contribution and thus help to develop self-esteem.

Teaching staff use a range of teaching methods which encourage enthusiasm and active participation for all. They teach lessons which develop the skills, knowledge and understanding needed to enable children to work and play, not only independently, but also co-operatively with others.

Praise is used to encourage good behaviour as well as good work.

Rules and Expectations

The Code of Behaviour set out in our Home-School Agreement defines the expectations of children's behaviour. Each class discusses the code and draws up its own class charter which is then displayed on the wall of the classroom. In this way every child understands the expectations and standards of behaviour for our school.

Circle time, P4C, collective worship and PSHE lessons are all opportunities for children to learn more and develop a deeper understanding of the relationships and skills needed to contribute to a caring and thriving community.

REWARDS AND SANCTIONS

We believe in a system of positive reinforcement of children's good behaviour.

Rewards

We believe that rewards motivate children, enabling them to see that good behaviour is valued. Their achievements and positive behaviour are recognised in many ways:

- **Praise.** This may be formal or informal, public or private, to individuals or groups and may be earned for the maintenance of good standards as well as for notable achievements and being a good role model.
- **Team Points** earned for good behaviour, responsibility, work and attitude.
- **Well Done** certificates awarded for a particularly good effort in any area of school life.
- **Stars of the Week** are selected by teachers in recognition of positive learning attitudes, positive behaviour or academic achievement and are celebrated on our weekly newsletter.
- **Celebration Assembly** is held weekly on a Friday. We acknowledge and celebrate kindness, effort, skill and achievement, both inside and outside of school by reflecting on the week as a whole school community.
- **End of Year Awards** are presented at our Leavers' Service and special end of year celebrations and include sports awards, Year 6 Leavers' Award and the Spirit of Hyde cup.

Sanctions

Just as rewards encourage good behaviour, sanctions are needed to register the disapproval of unacceptable behaviour and to maintain the safety and stability of our school community. Where poor behaviour is identified and falls below any member of staff's expectations then it must be made clear to the child that such behaviour is unacceptable and why a sanction is being given. The sanction will be in proportion to the behaviour/repeated behaviours exhibited and may include one or more of the following:

- Verbal reprimand/removal to another place of work within the classroom/time out
- One to one discussion about the unacceptable behaviour
- Removal to work in another classroom by arrangement with the class teacher

- Loss of playtime/lunchtime
- Extra work or repeating unsatisfactory work until it meets the required standard
- If the behaviour is repeated and does not change, a call from the teacher to parents
- Referral to Senior Teacher/Headteacher
- Letter or phone call to parents from the Senior Teacher/Headteacher
- Withdrawal from school trip or sports event if child/ren are at risk
- Exclusion from school in line with HCC and DfE guidelines or a managed move to another school.

Where a child frequently displays anti-social, disruptive or aggressive behaviour, the imposition of sanctions alone may not be appropriate: Careful analysis of the timetable, curriculum, classroom organisation and whole school procedures will be undertaken to identify possible triggers for the behaviour. All incidents will be recorded on an ABCC sheet to aid analysis. It may be appropriate for the child to receive support from the ELSA. Additional specialist help and advice from the Educational Psychologist or Behaviour Support Service may be required; this possibility will be discussed fully with parents, the SENCO and the Headteacher. An Individual Behaviour Plan and possibly a Risk Assessment would then be put into place and the child added to the SEND register.

CONFISCATION OF INAPPROPRIATE ITEMS

All staff have the right to confiscate pupils' property. Any confiscated items will be held safely by the teacher or taken to the school office for safekeeping. The teacher will decide when and to whom the item will be returned i.e. the child or the parent/carer. Staff are not liable for any loss or damage to items.

School staff also have the power to search without consent for "prohibited items" including:

- 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.

If it is necessary to carry out a search, two adults must be present, one of whom should be a teacher. The incident should be recorded and reported to the Headteacher the same day.

PUPILS' CONDUCT OUTSIDE THE SCHOOL GATE

We encourage all children to be ambassadors for our school and expect high standards of behaviour at all times when children are wearing their school uniform. We expect that parents will uphold and support these high expectations both before and after school when they have responsibility for their children.

If, however, a child's behaviour outside the school gate is adversely affecting the reputation of the school or poses a threat to another child or member of the public, staff have the power to discipline the child using the sanctions previously stated.

BULLYING

At Hyde School we understand bullying to be the behaviour of one person or a group of people towards someone else with the intention to harm them either physically or emotionally, usually repeated over time.

We do not tolerate bullying of any kind and we have a separate policy which details how we deal with bullying behaviours, (see Appendix 1, Anti-Bullying Policy).

MALICIOUS ALLEGATIONS

If an allegation is made against a teacher the quick resolution of that allegation will be a clear priority for the benefit of all concerned. All allegations should be reported immediately to the Headteacher, (or to the Chair of Governors if about the Headteacher), who will contact the Local Authority Designated Officer, (LADO) for advice on how to proceed.

Pupils who are found to have deliberately invented or made malicious allegations will be considered to have breached the school's behaviour policy:

- The Headteacher will consider whether disciplinary action is appropriate against the pupil who made it or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.
- The Local Authority Designated Officers should refer the matter to the children's social care services to determine whether the child concerned is in need of services or may have been abused by someone else. (*Paragraph 193, Keeping Children Safe in Education, DfE 2016*)

USE OF REASONABLE FORCE, (See *Restrictive Physical Intervention Policy*)

All staff are aware that they have the power to use reasonable force to prevent children committing an offence, injuring themselves or damaging property, and to maintain good order and discipline in the classroom.

The actions we take are in line with government and Hampshire County Council guidelines.

MANAGING PUPIL TRANSITIONS

As a very small school all staff know all children very well and are aware of individual children's needs. All children have the opportunity to spend time with their new class teacher in the summer term prior to moving year groups at the start of the following academic year.

Some children find such transitions challenging and for these children we create further opportunities to spend additional time with their new class teacher in what will be their new classroom. When it is appropriate to do so, a more gradual transition to the new class is made with the child building up time spent in the class over a longer period of time at the start of the new school year. This arrangement would form part of the child's Individual Behaviour Plan.

When a child transfers to another setting or school we liaise closely with the receiving school passing on all relevant information and records. We aim to make such transitions as smooth as possible for the children.

For new pupils entering the school at the beginning of Year R, we hold a series of induction mornings so they can familiarise themselves with the school and the classroom. Each child in Year R is matched with a Year 6 'Buddy' who meets them on one of the induction days and looks after and supports them during their first year at school.

We encourage other new entrants in Years 1 -6 to spend a 'taster' day at the school prior to joining. This ensures they are familiar with both school and classroom routines and have the opportunity to form friendships ahead of their first day with us. Class teachers ensure that any new children have at least one special friend assigned to them to help them settle in.

MONITORING AND EVALUATION

The Headteacher is responsible for the monitoring of behaviour throughout the school:

- All staff are encouraged to air concerns directly to the Headteacher. In addition there are opportunities for more formal reviews and discussions of behaviour issues at weekly staff meetings.
- Lunchtime Supervisory Assistants record any incidences of unacceptable behaviour in their own behaviour record books. Minor offences are directed to the child's class teacher; more serious incidents are referred directly to the Headteacher.

- Children have the opportunity to discuss behaviour issues during regular class circle time sessions and at School Council meetings.

The Headteacher informs the Chair of Governors of any serious incidents of unacceptable behaviour and reports the termly exclusion rate to Governors.

This policy is to be reviewed and evaluated annually by staff and the Governors' School Improvement Committee. However, if Headteacher monitoring identifies the need for a revision of procedures then it will be amended before the stated review date.

This policy has been written in accordance with:

- *Behaviour and Discipline In Schools; Advice for Headteachers and School Staff, DfE, January 2016*
- *Keeping Children Safe in Education, DfE September 2016*

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

HYDE C. E. PRIMARY SCHOOL

ANTI-BULLYING POLICY

RATIONALE

Bullying can and does occur in any school or community. At Hyde C.E. Primary School, we promote Christian values within a caring, family environment in which purposeful teaching and learning can take place. Everyone is valued equally and encouraged to fulfil their individual potential. We do not tolerate any form of bullying and therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.

AIMS

We aim to:

- create a safe, secure and caring environment where everyone can learn without fear or anxiety
- promote good behaviour and discipline so that standards of behaviour are acceptable at all times
- encourage respect for and understanding of others
- maintain a climate in which children can tell and be sure that adults will listen
- ensure that the whole school community understands our opposition to bullying and the role they play in its prevention
- ensure that bullying behaviour towards any member of the school community is dealt with quickly and effectively

WHAT DO WE MEAN BY BULLYING?

Bullying is the behaviour by one person or a group of people towards someone else with the intention to harm them either physically or emotionally. Bullying happens when the behaviour is repeated again and again by a stronger or a more powerful person or group of people.

Bullying can be:

Emotional	being unfriendly, excluding or constantly tormenting someone.
Physical	pushing, kicking, hitting or punching another person, or any use of violence against someone.
Verbal	teasing, being sarcastic, calling someone names, ignoring them, spreading rumours or making hurtful comments.
Cyber	threatening or abusing someone by text message, phone calls, through email, chat rooms, social networking sites, video, or any other technologies.
Material	damaging or stealing someone's belongings.
Racial or religious	calling another person racist names or making racist comments or gestures to or about someone.

Sexist	making abusive comments or engaging in behaviour relating to whether someone is male, female or transgender.
Sexual	making unwanted physical contact or sexual comments or abusing someone sexually.
Homophobic	inappropriate comments or behaviour made towards to someone who is openly, or thought to be, gay or bisexual.
About learning difficulties/disabilities	making fun of someone's disability, calling them names, laughing at them or not letting them join in because of their disability.
About any sort of difference	abusing someone because of what they look like, what they believe, how clever they are, how much money they have, where they come from, where they live, with whom they live, etc.

If a child is:

- unwilling to go to school (school phobic), always feels unwell in the morning.
- stops eating
- becomes withdrawn anxious, or lacking in confidence
- cries themselves to sleep at night or has nightmares/ bed wetting
- begins to do poorly in school work
- has possessions which are damaged or " go missing"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

it may be an indication that s/he child is being bullied: These behaviours may be the signs of other problems, but bullying should always be considered a possibility and investigated.

PREVENTING BULLYING

We work hard to prevent incidents of bullying by encouraging the development of the caring side of children's nature and by ensuring they are well supervised.

School staff do this by:

- promoting positive behaviour through Circle Time, P4C, PSHE lessons and Collective Worship
- rewarding positive behaviour through consistent application of our Behaviour Policy
- encouraging co-operation, respect and a caring ethos throughout the school
- providing positive role models
- treating children and other adults with respect
- pairing a Class 3 child with a Year R child as a buddy
- arriving punctually for the start of classes and playground supervision
- looking out for potential trouble spots and situations when on duty

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- ensuring children always know who to tell
- ensuring that children know they can approach an adult within school with any concerns or worries and know they will be listened to. This may be their teacher, a teaching assistant or any adult staff member.
- helping children distinguish between bullying behaviour and behaviour which is spontaneous, uncontrolled, boisterous or high-spirited but not premeditated

Children have identified that they should:

- respect other people, not call them names or get into fights
- look out for younger members of the school community and help them feel happy at school
- tell others, including teachers or carers, when someone is being bullied in school
- support their friends if they are feeling bullied and help any other pupils who might be in distress

Parents:

- have a responsibility to support the school's anti-bullying policy and to actively encourage their children to be a positive member of the school community
- who are concerned that their child might be either a victim or perpetrator of bullying should contact their child's class teacher, the Senior Teacher or Headteacher immediately.

IDENTIFYING AND RESPONDING TO BULLYING

Where behaviour deemed as bullying is brought to the attention of a member of staff, the priority is to determine whether bullying has occurred. The following will happen:

- Victim and if appropriate, the perpetrator (s) will be spoken to in private, with or without friends, by the Headteacher or Senior Teacher to ascertain the problem.
- Both parties, with the Headteacher or Senior Teacher as facilitator, will take responsibility for suggesting and agreeing a solution.
- The solution will be supported and monitored by all staff.
- Victim will report back to the Headteacher or Senior Teacher for the next few days; expected code of behaviour will be re-affirmed through collective worship, PSHE, P4C and/or circle time.

If bullying behaviour persists:

- An incident log will be started and updated as necessary. Parents will be informed.
- Parents will be asked to meet with the Headteacher and a course of action will be agreed to stop the bullying behaviour.
- Follow up meetings will be held with parents and child until the bullying stops.

At all stages support will be given to both the victim and the perpetrator in order to change their bullying behaviour.

Children who have been bullied will be supported by:

- the offer of continuous support from a chosen member of staff who will monitor whether the bullying has ceased
- help to restore self-esteem and confidence through sessions with the ELSA
- the drawing up of an agreed plan to keep the child safe
- close monitoring of the situation by the class teacher and by staff on duty at break times and lunchtimes.

Children who have bullied will be helped by:

- discussing what happened and establishing why they became involved
- establishing the wrong doing and understanding the need to change the behaviour
- informing parents or carers so they to help to change his/her attitude of the pupil

It may be appropriate to explore the underlying causes for bullying by consulting with outside agencies such as the Behaviour Support team or the Educational Psychology Service This would be done with the permission of the child's parents.

MONITORING AND REVIEW

The Headteacher is responsible for the monitoring of behaviour throughout the school and will inform the Chair of Governors of any serious incidents of bullying.

This policy is to be reviewed and evaluated annually by staff and the Governors' School Improvement Committee. However, if Headteacher monitoring identifies the need for a revision of procedures then it will be amended before the stated review date.