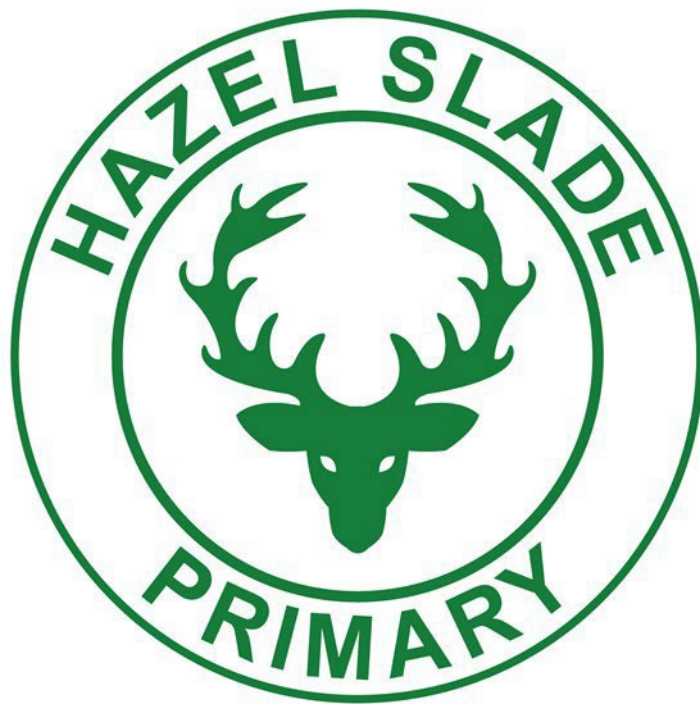


Hazel Slade Primary Academy



Behaviour & Anti-Bullying Policy

CONTENTS

BEHAVIOUR

1. INTRODUCTION	1
2. BEHAVIOUR INTENTIONS.....	1
3. CLASSROOM BEHAVIOUR PLAN	1
4. SCHOOL RULES	2
5. OUR BEHAVIOUR SYSTEM.....	2
APPENDIX A – OUR BEHAVIOUR SYSTEM.....	3
6. INFORMING PARENTS	4
7. BEHAVIOUR MANAGEMENT STRATEGIES	4
8. SUPPORT AND REVIEW.....	4
9. DEALING WITH BEHAVIOURAL ISSUES OUTSIDE SCHOOL	5

ANTI-BULLYING

10. INTENTIONS.....	5
11. WHAT IS BULLYING?.....	5
12. TYPES OF BULLYING	5
13. PREVENTING BULLYING	6
14. WHAT WILL HAPPEN IF A CHILD REPORTS BULLYING?.....	6
15. PARENTS/CARERS AND THE WIDER COMMUNITY	7
16. IT IS THE RESPONSIBILITY OF	7
17. CHILD ON CHILD ABUSE	8

BEHAVIOUR

1. Introduction

At Hazel Slade Primary Academy we aim to create a friendly and caring environment where pupils feel safe and supported and can enjoy their learning. Standards of behaviour are high and expectations about how children should behave in school and towards one another are high.

We encourage children to develop positive learning behaviours and teach them how to develop the skills they need for learning. We expect children to follow the school rules designed to keep everyone safe and to ensure that all pupils can learn without interruption. We engage in restorative practices to determine reasons for changes in behaviour patterns and work with children. Children are encouraged to take responsibility for their own behaviour and to consider the impact it has on others.

This policy is concerned with maintaining good behaviour in school at all times, keeping children safe, ensuring children know where to turn if they need support and supporting pupils and guiding them to making positive choices. Expectations are consistently high in all age groups.

2. Behaviour Intentions

The intentions are based on the following principles:

- Appropriate behaviour is a whole school issue and success arises out of a collaborative and supportive approach.
- The purpose of our behaviour intent is to ensure that teachers have the right to teach and children have the right to learn.
- We should aim to focus on the positive to motivate good behaviour.
- Practice should be based on clear expectations with certain consequences.
- Relationships should be based on mutual respect. Be assertive and not aggressive. Stay calm!
- Interventions should always be based on the language of choice.

3. Classroom Behaviour Plan

These are the procedures for managing behaviour in the classroom.

There are 5 elements:

- Positive relationships based on mutual respect
- Clear Expectations
- Consequences
- Behaviour Management Techniques
- Preventative Strategies

All classes have a visual display to promote expected behaviours, these take the form of class charters. Teachers use Dojo's to promote positive elements of behaviours and learning and reward children. At the point at which they are needed, sanction cards such as Yellow and Red cards may be displayed in front of the pupil on the desk.

4. School Rules

Our school rules set out the expected standard of behaviour.

The school rules are based on the principles of:

- Respect of myself
- Respect for others
- Respect for property

The main rules are:

- Always treat everyone with kindness and respect
- Always be honest
- Always take responsibility for your own actions
- Always be careful with school property and the property of others
- Always keep the school building and environment clean and tidy

These rules are further developed and reiterated through PSHE work taking place in each class.

The school rules link with our aims displayed in coloured stars on the front of the building:

- We care for each other and our school
- We develop all our abilities and talents
- We learn through fun and enjoyable experiences
- We learn together to achieve our best

5. Our Behaviour System

It is important to teach children that consequences are a choice.

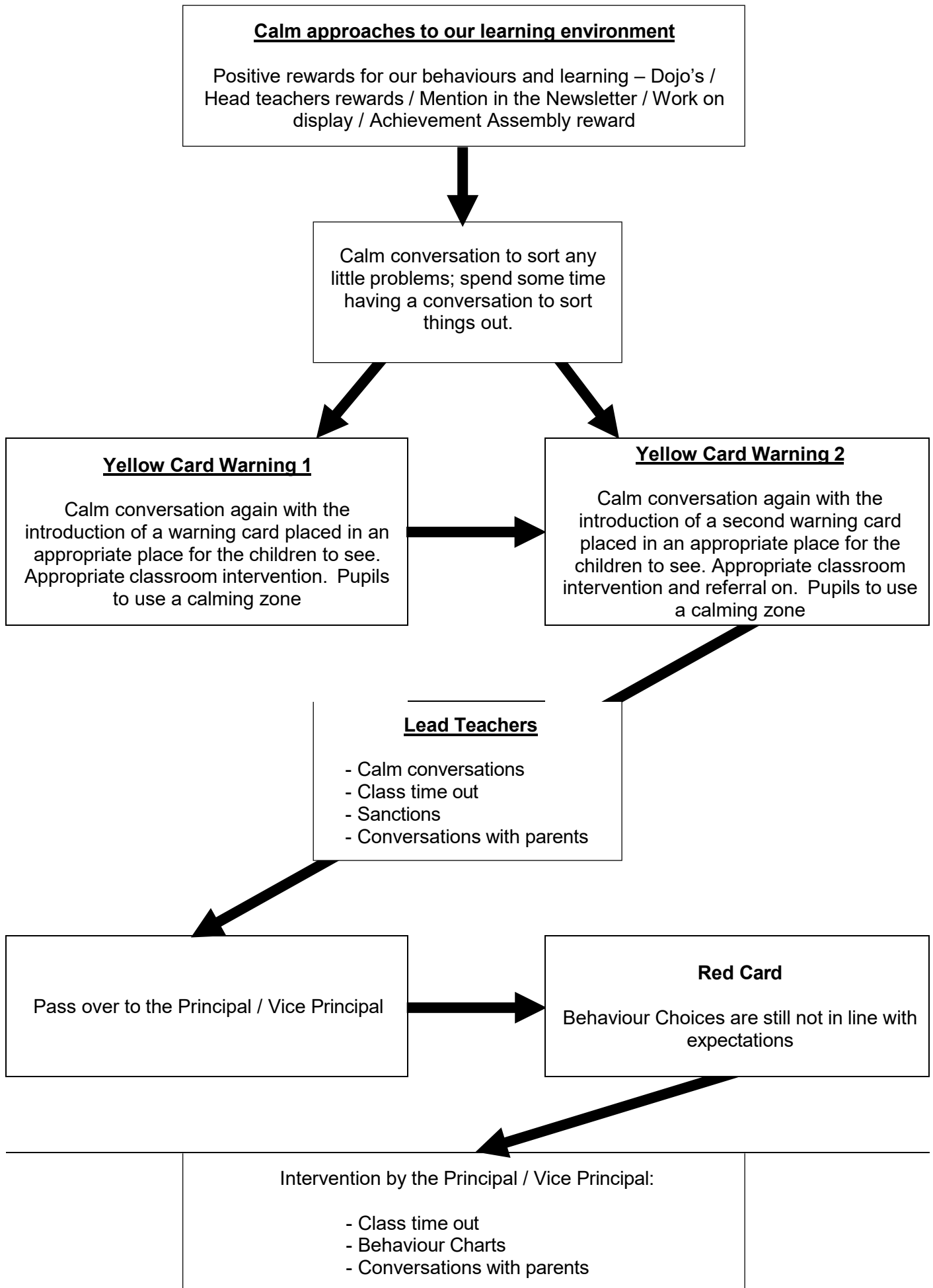
Please see Appendix A

Fast tracking – Should children be violent, rude or too disruptive it might be necessary to accelerate them to an appropriate consequence.

The Principal and Vice Principal reserve the right to intervene in an appropriate manner to support good behaviour in the school.

All incidents are reported on the CPOMs system.

Appendix A – Our Behaviour System



6. Informing Parents

Parents play an important part in supporting appropriate behaviour and therefore good learning. We recognise that what happens at school can affect behaviour at home and what happens at home can affect behaviour at school. Likewise, children are very good at playing one off against another whether that is mum and dad or school and home. What is important is consistency.

To make sure parents are fully informed of their child's behaviour we will do the following:

- Inform parents when their child has done something particularly well.
- Inform parents through Gold Book celebrations.
- Inform parents when the class teacher is concerned about a child's behaviour or changes in behaviour.
- Meet with parents if we have ongoing concerns
- Make a referral for support if a parent needs support at home

7. Behaviour Management Strategies

These are techniques that can be used to support effective behaviour management in classrooms and prevent the need to use the consequences ladder.

- Distraction Conversations until pupils are calm enough to engage in a conversation about the chosen behaviours
- Proximity control
- Use of 'I' statements
- Language of choice, "Either ... or ..."
- Body Language
- Good routines support good behaviour

School staff will consider whether misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

For individual children it may be necessary to develop an Individual Behaviour Plan which may include strategies for physical intervention. The school would follow the Restrictive Physical Intervention (RPI) Policy and consult with parents/carers and the Educational Psychology Service in formulating an RPI plan.

8. Support and Review

It is important to realise that you are not alone when dealing with difficult behaviour. Difficult behaviour from individual children is not the sole responsibility of the class teacher as it affects all the school community. Support is provided by:

- Senior Leaders
- SENCO
- District Behaviour Support Team.
- Educational Psychology service

- CAMHS
- Safeguarding
- Police
- Family Support

9. Dealing with behavioural issues outside school

The School will impose a sanction, where the School is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the School:

- have repercussions for the orderly running of the school;
- pose a threat to another pupil, a member of staff or member of the public; or
- could adversely affect the reputation of the school

All incidents are reported on the CPOMs system.

ANTI-BULLYING

10. Intentions

Hazel Slade Primary Academy Anti-Bullying Policy outlines what we will do to tackle bullying. At Hazel Slade we are committed to providing a caring, friendly and safe environment for all pupils so they can reach their full potential. Bullying of any kind is unacceptable at Hazel Slade. School staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with the school policy. Staff will be vigilant and be aware that victims of bullying may choose to suffer in silence rather than report the bullying.

Consultation with staff, children, governors and parents/carers has taken place with the formulation of this policy. The policy fulfils the requirements of Keeping Children Safe in Education DfE 2018, The Children Act 1989, The Education and Inspection Act 2006 and The Equality Act 2010.

11. What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

DfE “Preventing and Tackling Bullying”, October 2014

12. Types of Bullying

Physical – Pushing, shoving, tripping up, kicking, spitting, pinching, biting and punching.

Emotional – Humiliating someone, name calling, leaving someone out, using insulting names or comments.

Driven by prejudice – This might be homophobia, racism or victimising those who have special needs or disabilities. It may be picking on a looked after child because they are cared for away from home, a family who have recently had a bereavement, parents that are separated or picking on a child who cares for a sick relative.

Indirect – Spreading rumours whether true or not.

Cyberbullying – Any form of bullying using a mobile phone or the internet, chat rooms, social networking sites, instant messaging, online games or emails.

It may also be bullying when:

- The same person or group always leaves someone out or shuns them.
- Someone makes threats of violence against someone else.
- Someone damages someone else's kit or clothing deliberately.
- Someone takes someone else's belongings deliberately.
- Someone tries to force someone else to do something they do not want to do.
- Someone tries to force another to do something sexual they do not want to do.

NB: Although these acts are serious and require adult intervention, they may not be regarded as bullying unless they are an ongoing pattern of behaviour against the victim

13. Preventing Bullying

- All adults model respectful behaviour.
- Every child will have their rights respected.
- We will work to help everyone understand and respect people with disabilities.
- We will use curriculum approaches e.g. through PSHE (**P**ersonal, **S**ocial, **H**ealth and **E**conomic education) and Citizenship lessons and E-Safety lessons. Also through our approach to the importance of British values.
- We will carry out Anti-bullying projects e.g. poster competitions, writing poetry, stories, drama etc.
- We will recognise national Anti-Bullying week and Safer Internet Days.
- We will set up easy ways for children to report bullying e.g. through worry boxes in class.
- We will use 'Play Leaders' to support pupils at break and lunch time.

The School Council state, "That all classes have an agreement of behaviour that are acceptable for school."

14. What will happen if a child reports bullying?

- We will listen respectfully to the child.
- We will take steps to stop the bullying.
- We will provide support for children who have been bullied and work with anyone who bullies to help them change their behaviour.
- We will monitor and follow up incidents to ensure the bullying has stopped.
- We will liaise with parents/carers as needed.
- We will involve outside agencies as appropriate.

The School Council state, “that it needs to be found out why the bullying is taking place, otherwise it won’t stop.”

Staff will:

- Record the disclosure.
- Talk to the child and agree actions to resolve the situation.
- Encourage the perpetrator(s) to recognise and acknowledge the hurt that they are causing and work with them to learn to change their behaviour for the future.
- Follow the schools Behaviour and Anti Bullying Policy Policy to ensure sanctions are applied fairly, consistently and reasonably, taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. Staff will liaise with parents/carers to support children individually.
- Monitor and follow up incidents to ensure the child is safe.
- Report any incidents to the Head teacher.
- Ensure they are aware of the Anti–Bullying Policy and approach.

The School Council state, “The staff need to make sure the ‘victim’ feels safe and that it doesn’t happen again.”

15. Parents/Carers and the wider Community

- Parents /Carers are to contact their child’s class teacher if any concerns are raised by their child at home regarding bullying in school.
- We will contact/ respond to parents promptly when bullying issues come to light, whether their child is the one being bullied or the one doing the bullying.
- We will ensure that the parents/ carers are aware of the school’s complaints procedures.
- We will work with parents, carers and the local community to address bullying issues that arise out of school.

The School Council state, “That any incident should be reported to the school, so the school is aware that the child does not feel safe or that they are being bullied.”

16. It is the responsibility of:

- Academy leaders and governors and SBMAT leaders and to take a lead in monitoring and reviewing this policy and ensuring that staff receive relevant and professional development as appropriate.
- The whole school community to be aware of this policy and implement it accordingly.
- Pupils to abide by this policy.
- Parents / Carers to liaise with the class teacher and school.

This Anti Bullying section reviewed by Hazel Slade School Council December 2019

17. Child on Child Abuse

At Hazel Slade Primary academy staff are aware safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying); sexual violence and sexual harassment: physical harm; sexting and initiating/hazing type violence and rituals. Staff must challenge any form of derogatory and sexualized language or behaviour. Staff should be vigilant to sexualized/aggressive touching/grabbing. Behaviours by children should never be passed off as “banter” or “part of growing up”. The DfE states “peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection issues”

Concerns about child on child abuse should be reported to the schools designated safeguarding lead. Victims of child on child harm will be referred to specialist agencies if appropriate.

All incidents are reported on the CPOMs system.

Links with other school policies:

Safeguarding Policy
Complaints Policy
PSHE Policy
Internet Safety Policy