

# Behaviour & Anti Bullying Policy

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2	Approved by FGB	May 2015		
3	Re-format in line with other policies	Feb 2017	Naming convention changes – abuser to perpetrator, preventing bullying docs link added	TJ
4	Updated policy	Sep 18	Clarification on sanctions.	GC

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## 1 INTRODUCTION

At Christ Church CE Primary, we believe a caring and cooperative ethos is essential to enable all children and staff to develop their full potential. As a Church of England school, Christian values are reflected in the way we treat each other as unique and precious individuals, respecting everyone's rights and feelings regardless of gender, race, religion, disability, sexual orientation, social position, appearance and intelligence. These values are encapsulated in our child-friendly Golden Rules which are central to this view (also in appendix A):

- We show kindness; we are gentle, kind and helpful.
- We are honest; we always tell the truth.
- We aspire to do our best; we work hard to achieve our goals.
- We are responsible; we are responsible for our actions and property.
- We show respect to others; we listen and are polite and courteous
- We are polite and courteous; we don't answer back.
- We co-operate; we work together as a team.

## 2 AIMS AND OBJECTIVES

- To make every member of the school community feel valued, secure and respected.
- To emphasise and promote good behaviour rather than focussing on anti-social behaviour.
- To help children learn from their mistakes and forgive the mistakes of others.
- To let children, families and staff help know what standards we expect and help children follow the Golden Rules displayed in every classroom and in communal areas.

## 3 REWARDING GOOD BEHAVIOUR

We believe that acknowledging and praising good behaviour is far more effective than focussing on bad behaviour. We encourage and highlight good behaviour in a variety of ways eg Stars and Badges recognising consistent good behaviour or acts of kindness; weekly Celebration Assemblies; class rewards for showing good manners; 'Golden Time' at the end of each week.

## 4 DEALING WITH BAD BEHAVIOUR

- We seek to understand why a child displays poor behaviour through discussions with the child, family and other agencies where appropriate. However, we make it clear that certain behaviour is unacceptable and will be disciplined.
- There are sanctions for children not following the Golden Rules. We have an orange and red card system for dealing with bad behaviour. (See Appendix B: Our Sanctions Flowchart).

- We have zero tolerance of rudeness to staff, refusal to follow instructions, striking a member of staff, physical aggression and threatening behaviour, truancy, racism, vandalism, and, theft . These result in red cards.
- **Bullying:** We define bullying as repeated verbal or physical hurt caused by an individual or group. It is not the occasional unpremeditated hurtful comment or action of another; we understand that children have to grow up in a world that is far from perfect and in which not everyone will behave towards us as we would like. Resilience and appropriate responses are important. We do everything in our power to ensure that all children attend school free from fear so if we discover any bullying or intimidation, we act immediately (see Appendix H) offering support to all involved.
- The children's safety is paramount. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- **Use of Force by Teachers:** Staff only intervene physically if a child is in danger of hurting themselves or others. All members of staff are aware of the regulations set out in DfES Circular 10/98 (Use of Force to Control or Restrain Pupils). Teachers in our school do not hit, push or slap children.
- We believe that the children should be given the chance to redeem themselves and start again. Therefore, the slate is wiped clean at the start of each teaching session. We encourage children to reflect on their mistakes and make genuine apologies.

## 5 ON GOING BEHAVIOURAL PROBLEMS

- Where a child needs help over a longer period, the school will keep a record of individual instances of misbehaviour. Discussion with parents/carers can help us understand the bigger picture and devise an overall strategy.
- Progress on individuals will be discussed at a termly meeting of a safeguarding group, which should contain a non-staff governor, to ensure that while individual incidents are dealt with on a day-to-day basis, an ongoing problem is not allowed to pass unnoticed.
- A regular Safeguarding Report will be made to the Teaching Learning and Achievement Sub-committee who will in turn summarise the information for the Full Governing Body.
- All staff are responsible for ensuring high standards of behaviour in school and elsewhere, such as on school visits. Adults must treat each child with respect and understanding, enforcing rules consistently.
- Class teachers regularly report to parents about the progress of each child in their class in line with the whole-school policy. Class teachers will also contact a parent if there are concerns about a child's behaviour or welfare and, where necessary, liaise with external agencies, for example the local authority's Behaviour Improvement Team, to discuss a child's needs.
- Orange and red cards are collated by administration staff in liaison with the Deputy Head Teacher. More serious incidents are recorded on a yellow incident form, which is given to the Safeguarding Team to monitor. These forms are put into the child's individual file in the Safeguarding folder. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher will seek help and advice from members of the Senior Leadership Team.

- Teachers and teaching assistants have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (See Section 90 and 91 of the Education and Inspections Act 2006).
- Teachers are permitted to power to screen and search children and confiscate prohibited items (See section 9 below and Appendix C)

## 6 THE ROLE OF ADULTS IN THE SCHOOL

### 6.1 The Role of the Head teacher

- The head teacher is responsible for setting standards of behaviour, for supporting staff in their implementation of the policy and for reporting to governors, when requested, on the effectiveness of the policy.
- The head teacher keeps records of all reported serious incidents of misbehaviour.
- The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified. (See section 12 and Appendix D)

### 6.2 The Role of Parents/Carers

- We collaborate actively with parents/carers so that children receive consistent messages about how to behave at home and at school. We expect families to cooperate with the school, as set out in the Home–School Agreement (Appendix E).
- We explain the Golden Rules in the school prospectus, and expect parents/carers to read and support them.
- We inform parents/carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to discipline a child, we expect parents/carers to support the actions of the school. If they have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they may contact the head teacher and, if informal discussions cannot resolve the problem, the school has a policy on formal complaints.

### 6.3 The Role of Governors

- The governing body is responsible for establishing general guidelines on standards of discipline and behaviour and for reviewing the policy and its effectiveness.
- Governors visit the school regularly and comment on standards of behaviour.
- Governors support the head teacher who has the day-to-day authority to implement the school's policy on behaviour. However, where the full governing body gives a formal view on particular issues, the head teacher must take this into account when making decisions about matters of behaviour.

## 7 POLICY ON PROHIBITED ITEMS

We have a zero tolerance policy towards any prohibited items, including illegal drugs and alcohol being brought into school. Appendix C gives guidance on this matter.

## 8 DEALING WITH SERIOUS INCIDENTS

The very infrequency of serious incidents makes it difficult to set fixed guidelines fitting every type of problem. The Head teacher's role is therefore crucial in defining the appropriate response. Apart from the obvious priority of ensuring the welfare of the children concerned, the SLT and staff are briefed on procedures to be followed (see Appendix F)

Keeping children safe in education, September 2018 introduced new guidance on Peer on Peer abuse. This policy should be read in conjunction with the school safeguarding policy.

## 9 DEALING WITH PREJUDICE AND DISCRIMINATION

- All matters of prejudice, discrimination or harassment related to gender, ethnicity, religion or disability are always fully investigated
- The school has procedures when an incident is witnessed or reported (See Appendix G)
- The school has procedures when incident of bullying is reported (See Appendix H).

## 10 FIXED TERM AND PERMANENT EXCLUSIONS

We do not wish to exclude any child from school, but sometimes this may be necessary. We follow current government guidance on exclusion from maintained schools and academies. (For procedures for exclusion see Appendix D)

## 11 MONITORING AND REVIEW

- The head teacher monitors the effectiveness of this policy on a regular basis, reports to the governing body and, if necessary, makes recommendations for further improvements.
- Class teachers record minor classroom incidents. The head teacher records incidents in which a child is sent to him/her on account of bad behaviour. Play and lunchtime supervisors record any incidents in the Incidents Book kept in the staff room.
- The head teacher keeps a record of any child who is excluded for a fixed-term or who is permanently excluded.
- The governing body is responsible for monitoring the rate of suspensions and exclusions, and for ensuring that the policy is administered fairly and consistently paying particular attention to current government guidance and legislation on matters of equality and discrimination in schools.
- The governing body reviews this policy every two years. 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.



## APPENDIX A: GOLDEN RULES

### Our Golden Rules & Dealing with Breaches of the Golden Rules

#### The Golden Rules

- We show kindness; we are gentle, kind and helpful.
- We are honest; we always tell the truth.
- We aspire to do our best; we work hard to achieve our goals.
- We are responsible; we are responsible for our actions and property.
- We show respect to others; we listen and are polite and courteous
- We are polite and courteous; we don't answer back.
- We co-operate; we work together as a team

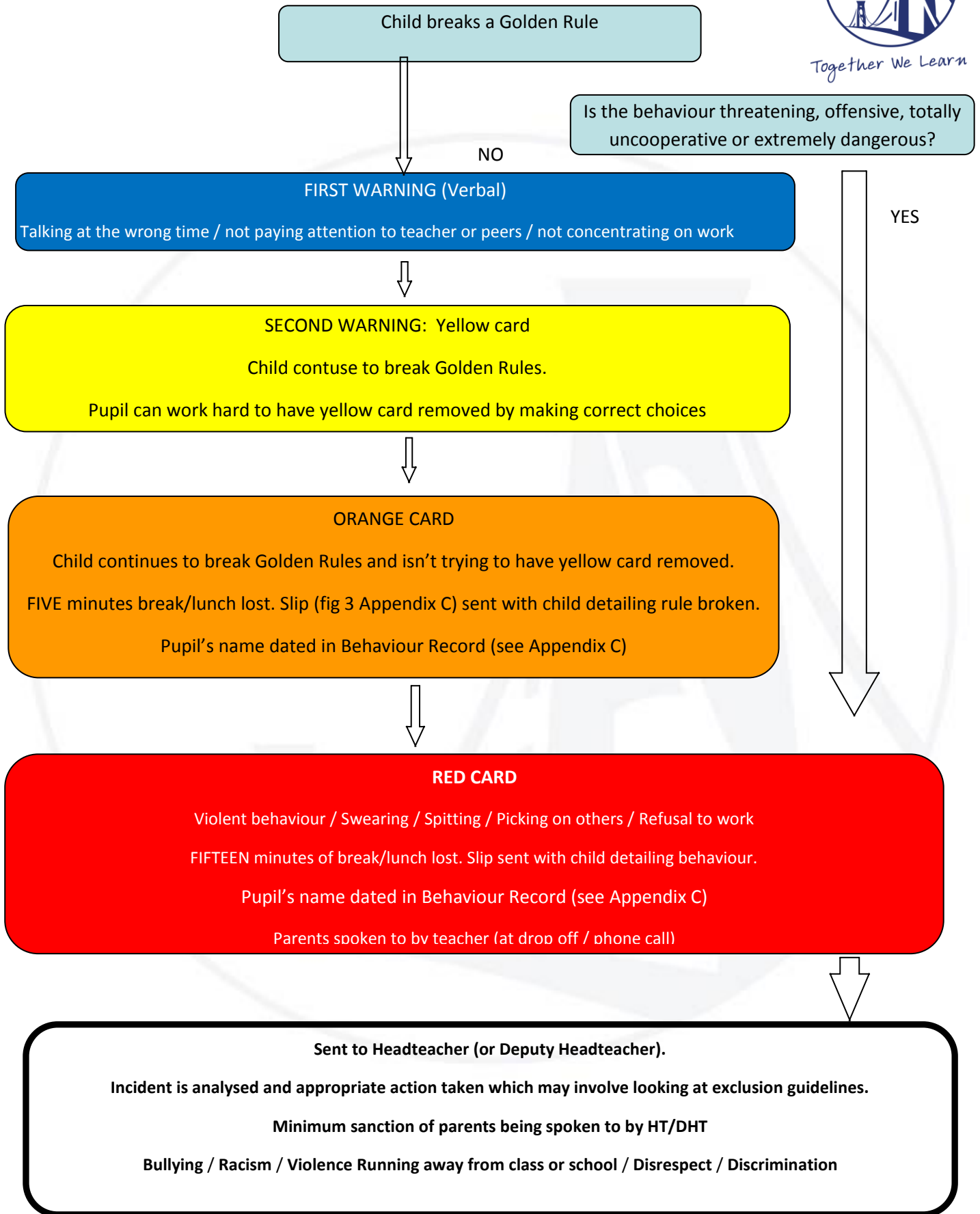


When children breach the Golden Rules, teacher discretion is required. Because we believe that teachers and their classes aim to forge strong relationships, teachers should judge cases on their merits. Knowing the child, their background and their needs is essential so the school aims to ensure that professionals communicate well with each other so that we act appropriately and in a measured way.

Some children may need a simple understated reminder, such as a raised eyebrow, hand gesture or quiet word, to moderate their behaviour. However, to ensure consistency, where this is not enough, the school has a series of flowcharts that detail sanctions to follow should a child or children continue to demonstrate bad behaviour. The aims of these flow charts is to enable a shared understanding of the process by teacher and pupil and to reduce overtly emotional responses from the situation. Appendix B details the procedures taken when the Golden Rules are breached.

## APPENDIX B: SANCTIONS FOR BREACH OF THE GOLDEN RULES

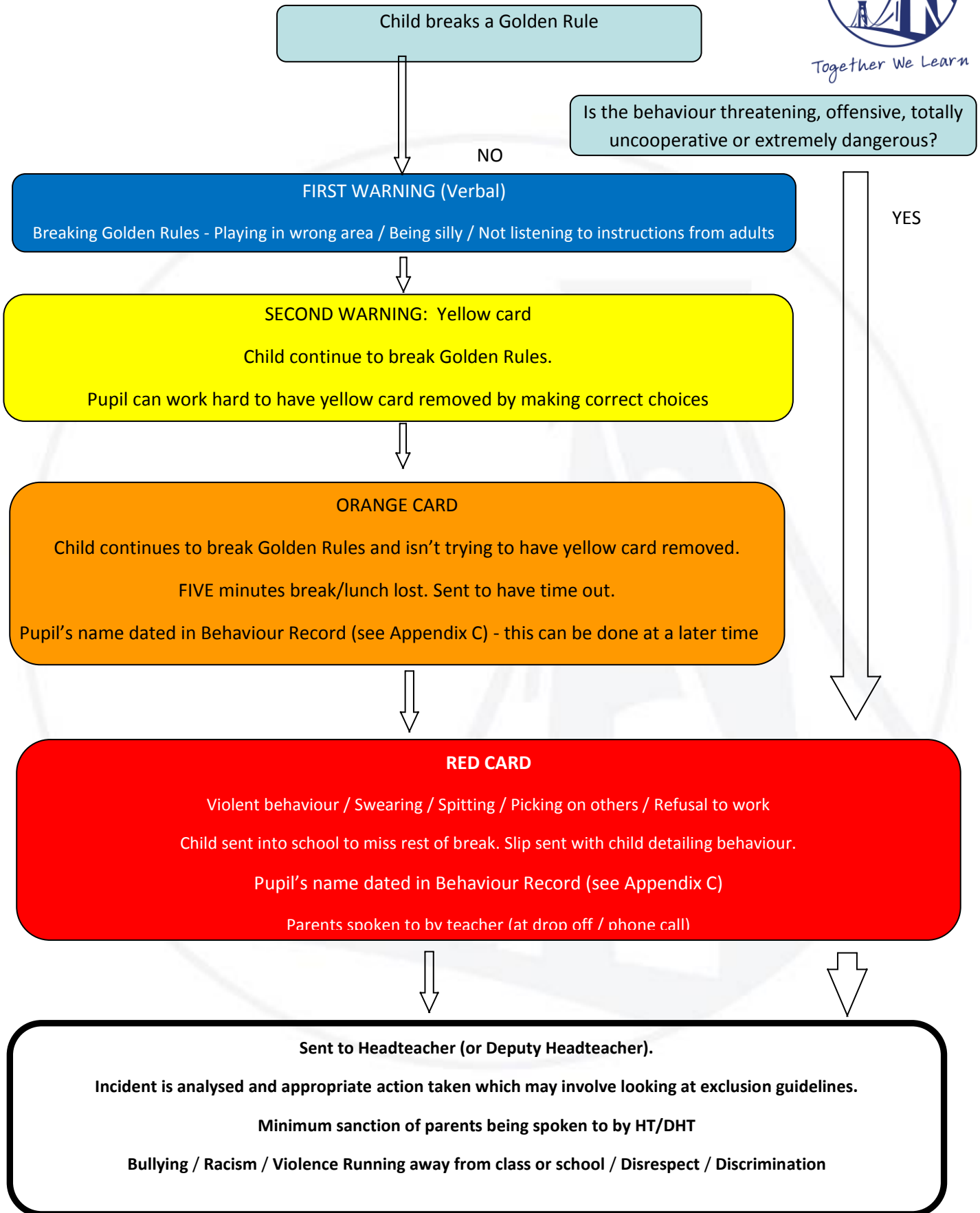
In the classroom (Flowchart)



# APPENDIX B: SANCTIONS FOR BREACH OF THE GOLDEN RULES



In the Playground (Flowchart)





# APPENDIX C POSITIVE BEHAVIOUR RECORD



Termly green record of children behaving wonderfully – following class/school golden rules

- Children with blank record at end of each small term will receive a reward in the class/year group. Children who don't earn the reward will miss out.
- Record children who receive orange/red cards, (fig 1)
- At the start of a new term children start with blank record
- Children can work hard to improve behaviour, therefore having their orange/red cards wiped from their record during a term. (fig 2)
- Teachers should check record weekly. SLT will monitor record and liaise with class teacher. This will allow them to earn the whole class/year group reward
- Record to be kept at the front office.
- Please share information from record with parents at drop off/pick up and at parents' evenings.

6CE Snapshot on 14/09/18			
Name			
John Lennon			
Liam Gallagher			
Carole King	R 14/09/18		
Elton John			
Keith Richards			
Ella Fitzgerald	R 14/09/18		
Debbie Harry			
Dolly Parton			
Billie Holiday	O 12/09/18		

6CE Snapshot on 21/09/18			
Name			
John Lennon			
Liam Gallagher			Pupils have their red and orange cards scored out; they have worked hard to make correct choices. They are back on track to have whole class / year group reward.
Carole King			
Elton John			
Keith Richards			
Ella Fitzgerald			
Debbie Harry			
Dolly Parton			
Billie Holiday			

<b>Name</b> _____	<b>Class</b> _____	<b>Behaviour Slip</b>
<b>Card Colour</b> Orange / Red		
<b>Reason</b>		
.....		
.....		

## APPENDIX D: POWERS TO SCREEN, SEARCH AND CONFISCATE



Guidance taken from *Searching, screening and confiscation*, DfE publication Feb 2014

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/279245/searching\\_screening\\_confiscation\\_advice\\_feb14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279245/searching_screening_confiscation_advice_feb14.pdf)

### What the law allows:

- There are two sets of legal provisions which enable school staff to confiscate items from pupils.
- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, 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.
- A confiscated item shall be returned to the child's parents/carers following a consultation between the school and home as long as it not one of the prohibited items.
- Staff 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; any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- The legislation sets out what must be done with prohibited items found as a result of a Search: Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.
- In addition to the prohibited materials, Christ Church CE Primary reserves the right to confiscate any items, particularly electronic items, which are used by pupils in the pursuit of bullying or cyber-bullying or those which cause severe distraction in class to other pupils/staff.

### Procedures for searching for prohibited/ inappropriately used items:

- Establish the facts
- Call for a member of the SLT to assist with the procedure
- Any searching of pupils must be made by a school adult of the same gender who is witnessed in the search by another staff member
- Keep the item as evidence in the head teachers' office
- In the case of electronic items, staff should only look for relevant evidence of misbehaviour and not access all personal information on a device
- Write down everything as evidence
- Ask parents to come in to school and discuss with them the evidence presented by their child's ownership and use of particular materials
- Act appropriately in the light of evidence presented
- Remember that civic proof is enough to discipline a child: it does not have to be beyond reasonable doubt

## Information Pertaining to Illegal Drugs or Alcohol

- It is forbidden for anyone, adult or child, to bring illegal drugs onto school premises. Any child bringing an illegal substance into school will be disciplined by a temporary exclusion, and, where necessary the police and social services informed. The child will not be readmitted until the head teacher has discussed the incident with the parent/carer and other relevant authorities and an appropriate course of action agreed. If the offence is repeated, the child will be permanently excluded.
- Some legal substances, such as solvents or alcohol, can be dangerous if misused. The parents/carers of any child bringing such substances into school will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be disciplined by fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the appropriate authorities informed.
- If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and, at the Headteacher's discretion, the appropriate authorities informed.
- Any child found to have deliberately brought illegal substances into school and distributed these for money, will be permanently excluded from the school and the police and social services informed.
- The parents/carers of a child needing medication should seek permission from the school for it to be brought into school. Medicines should be taken directly to the school office for safekeeping and taken under the supervision of a teacher or other adult worker.

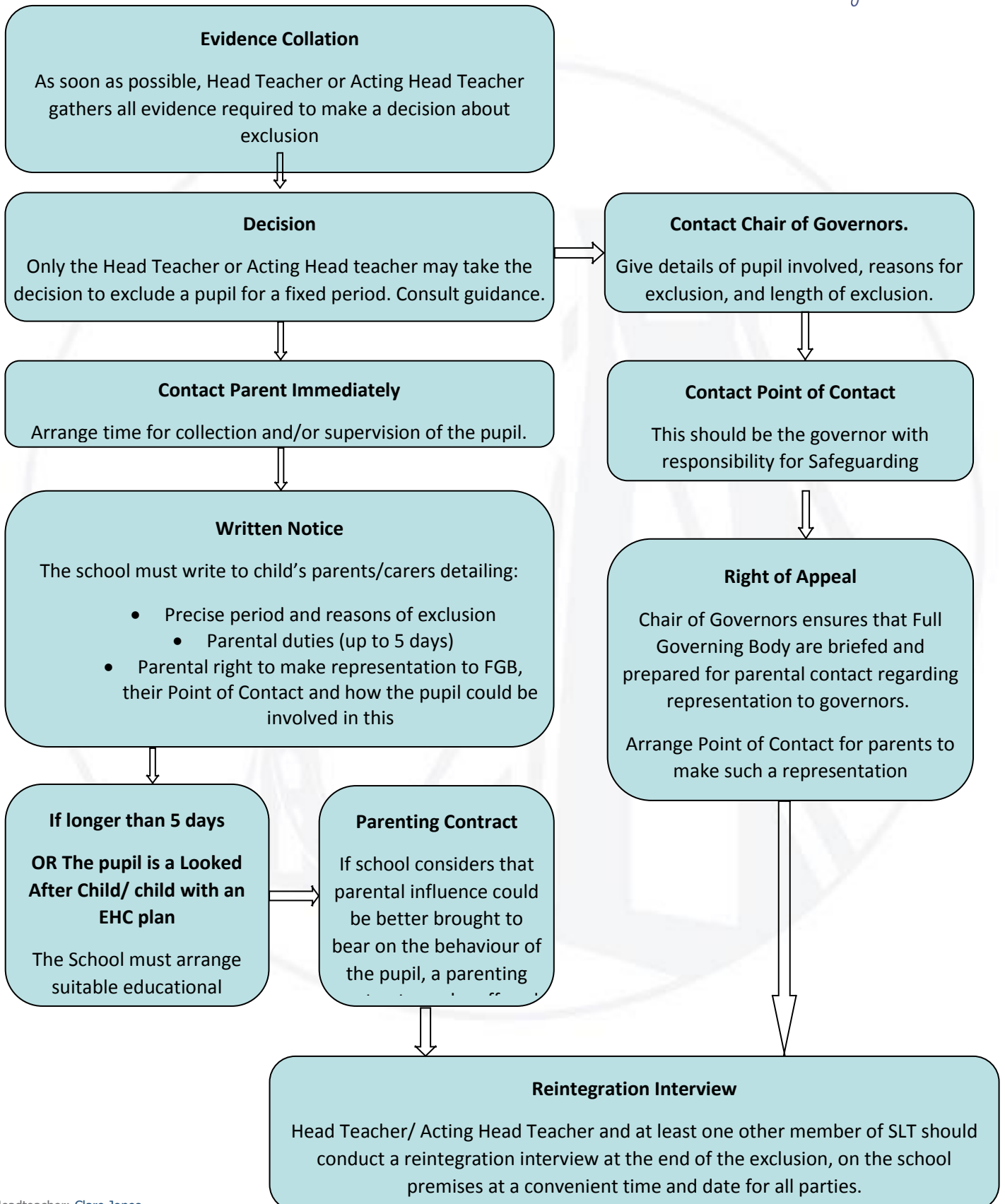


## APPENDIX E: PROCEDURES FOR EXCLUSION

- If the Headteacher decides to exclude a child, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school will inform the parents how to make any such appeal.
- The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- Shorter term exclusions are reported to the governing body through the Headteacher's report.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- When necessary the governing body will form a discipline committee made up of between three and five members to consider any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and consider whether the child should be reinstated. The LA may also make representations over permanent exclusions.
- If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.
- If/when the child returns to school, every effort will be made to reintegrate him/her

## Fixed-term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary and the process is flowcharted below.





## APPENDIX F: THE GOLDEN RULES



Christ Church C of E Primary School

'Together we Learn' Golden Rules



We (the school) undertake to -	I (the pupil) will try to -	I (the parent/carer) will aim to-
Provide a rich and balanced curriculum delivered in ways that are developmentally appropriate to our children in accordance with the School Charter	Do my best	Have read the School Charter. Encourage my child to have a positive attitude to learning
Develop each child's potential, both in educational terms and as a member of society	Concentrate on learning and let others do the same	Support the Aims, Values and Policies of the school
Encourage your child to develop lifelong learning skills and positive attitudes to life's opportunities and challenges	Work on building my own learning power	Model for your child the learning skills and values covered by the school
Provide a safe, orderly and caring school experience for your child	Follow the school rules – take care of each other, our building and equipment	Support your child in following school rules. Follow the Driver's Code of Practice and park my/our car considerately
Aim to be inclusive in all things	Respect differences	Let us know if you or your child feels excluded
Treat children, parent/ carers and one another with respect and tolerance. Show zero tolerance to bad manners and unkind behaviour	Be polite, kind and thoughtful towards everyone	Treat staff, other parents and children with politeness and respect
Keep you informed about school, its curriculum, organisation and your child's progress	Join in review sessions so that I know how I am progressing. Work on improving my targets	Read school communications and respond if appropriate. When homework is set, ensure that it is completed within the set time schedule
Provide guidance to enable you to support your own child's learning at home	Read at home every night and complete any homework given	Share your child's reading book; prompt them to bring one home
Respond promptly to any concerns you or your child may raise with the school	Tell a member of staff if something is worrying me or if I am hurt or not feeling well	Approach the appropriate person with regard to any concerns or information
Welcome your support and involvement in the work of the school and your child's development	Wear my school uniform daily. Look after my own belongings, share good ideas with staff for improving things at school	Ensure your child attends regularly, is punctual and wears their school uniform each day. Avoid taking children out of school during term time



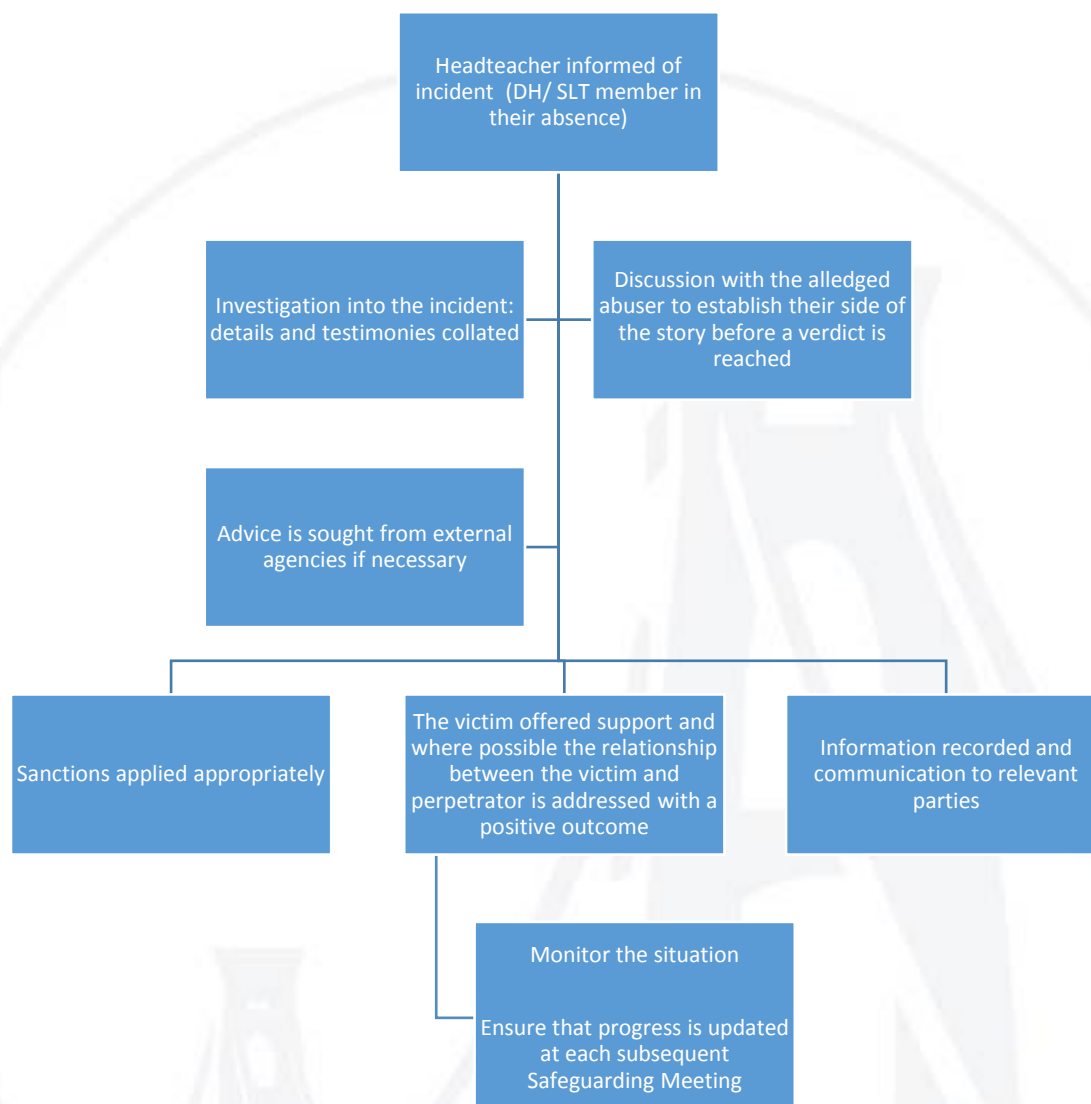
## APPENDIX G: PROCEDURES FOLLOWING SERIOUS INCIDENTS



- Teachers are briefed on
  - The importance of recording evidence as soon as possible while memories are still fresh and uncontaminated;
  - The circumstance requiring referral to social services, police or any other external body;
  - The need to contact any parents or carers concerned as soon as possible. The need to inform the Chair of Governors and either the vice Chair or another non-staff Governor.
- The governing body will be briefed in due course while accepting that there may be limitations on the disclosure of information where children of parent governors are involved in order to protect the children's identities.
- We should control the spread of rumour by providing factual evidence to the school community, unless this conflicts with the welfare of any child.

## APPENDIX H: PROCEDURES FOR DEALING WITH INCIDENTS OF PREJUDICE AND DISCRIMINATION

We take all incidents of prejudice and discrimination very seriously. To ensure that we investigate matters in a sensitive and effective way, the following flowchart is followed:

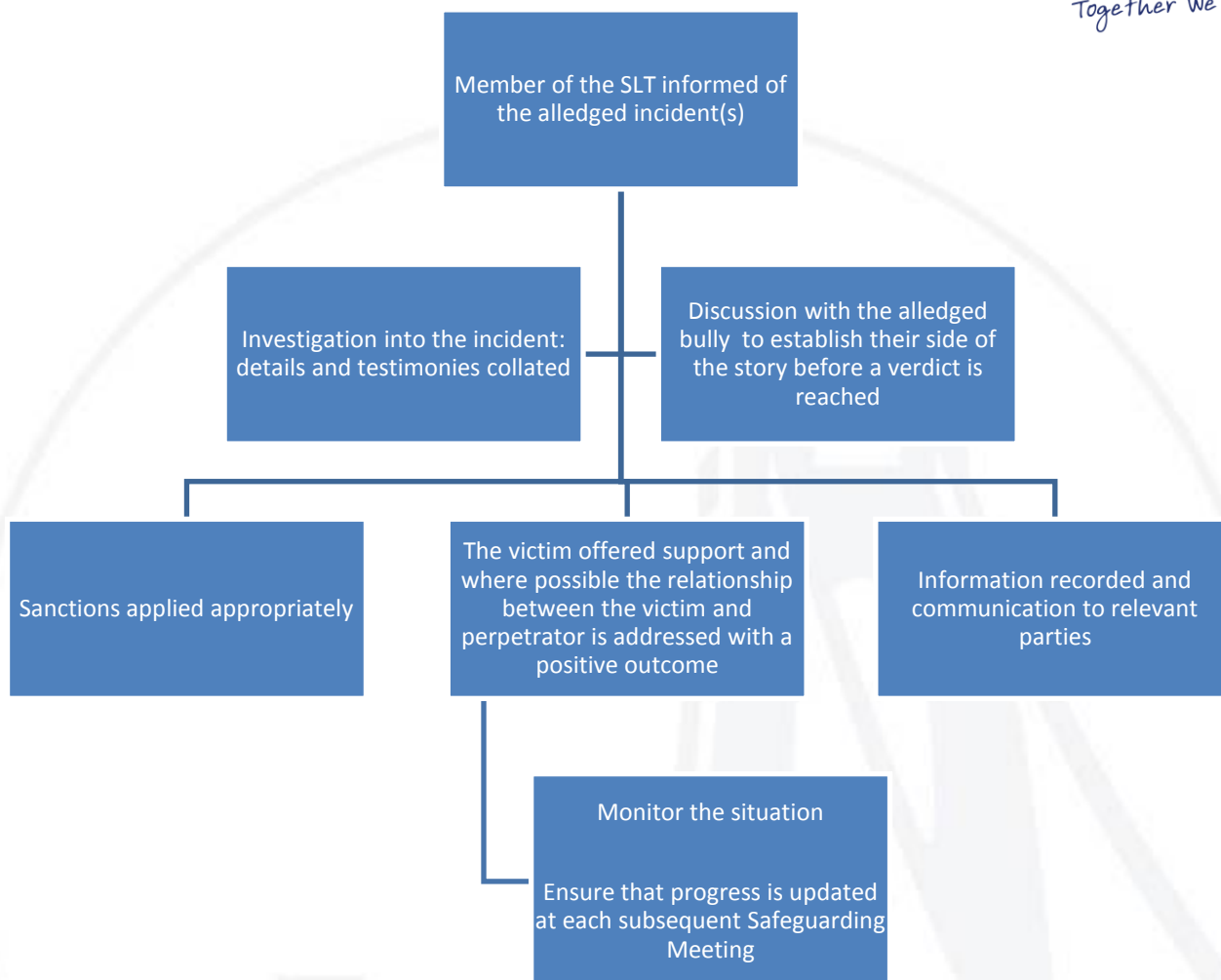


The school will log all instances and report the number of instances to the FGB on a termly basis.

The level of parental involvement is at the Headteacher's discretion, depending on the circumstances of the incident. .

## APPENDIX I: PROCEDURES FOR DEALING WITH BULLYING

Similar procedures apply as with the incidents of prejudice and discrimination



Please refer to DFE document Preventing and Tackling Bullying Advice for Headteachers, staff and governing bodies October 2014 - [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444862/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf)

# APPENDIX J – ILLUSTRATION OF SINGLE/DOUBLER REWARD STARS



**The Single**



**The Doubler**

*Kindness*

Cooperation

*Respect*

The Single / Doubler Stars are  
awarded for displays of  
brilliance in our school values.

*Aspiration*

Responsibility

*Honesty*