

Tenterfields Primary Academy



Behaviour, Discipline and Anti-Bullying Policy

June 2019

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis. It is due for review on June 2020.

Signature..... *Suzie Norton* .

Interim Head teacher

Signature... *John Dovey*

Chair of Governors

Aims

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well.

We are a caring community, whose values are built on mutual trust and respect for all.

The school behaviour and discipline policy is therefore designed to support the way in which all members of the school can live and work together in a supportive, safe way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a Code of Conduct, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

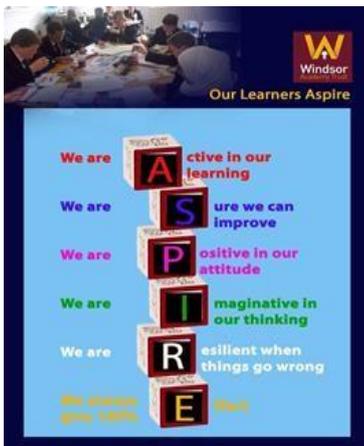
The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Code of conduct

Aspire behaviours



Tenterfields has a set of learning behaviours which children are expected to demonstrate in their lessons.

Rewards in School include:

- Verbal Praise and Congratulation
- Class Dojo points
- Stars, stamps, stickers and certificates
- Golden Table for children showing positive behaviours during lunchtimes
- Each week a child/ group of children from each class is nominated for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school and they are presented with a sticker and certificate in Praise Assembly.

Behaviour Reward and Sanction Flow charts

- Each classroom displays sanction and reward flow charts for reference (Please refer to Appendices 1 & 2).
- When individuals make really good choices in their choices, work and play, they are rewarded with 1, 2 or 3 Dojo points, in reference to the flow chart.
- Where choices are poor and a consequence is required, individuals receive verbal warnings and other sanctions depending on the stage in the flow chart.

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If repeated inappropriate behaviour happens over a series of days, then children may go on report until behaviour improves. The class teacher and/or the Head teacher will then speak with parents in order to work in partnership, and support the child's ability to make better choices, together.

Some of the more extreme behaviours such as fighting, swearing, spitting, damage to school property will immediately refer to stage 4 and 5 of the Sanction flow chart.

Dojo Points

- Dojo points will be given for good behaviour choices, individual high standards of achievement and/ or effort, and positive play at playtime.
- Dojo captains will collect house points weekly and results will be shared in praise assembly.
- Dojo points will be displayed for all to see and celebrated with an end of year reward.

Dojo Information

As children work hard and demonstrate ASPIRE values they will collect Dojo points.

- Dojos are little cartoon aliens.
- Every child has their own alien and they collect points

Lunch time reward

- Pupils will be rewarded stickers and points for positive behaviour/choices at lunchtime– on the playground and whilst dining.
- Lunchtime supervisors will indicate to teachers or leaders a sanction where appropriate and may be recorded on CPOMs.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

The class teacher discusses behaviour expectations with children regularly and it is displayed on the wall of the classroom. The expectations are also shared regularly in whole school assemblies. In this way, every child in the school knows the standard of behaviour that we expect in our school.

The school does not tolerate bullying of any kind. We act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school feeling happy and feeling safe to do so.

All members of staff are aware of the regulations regarding the use of force by teachers as set out in section 93 of the Education & Inspections Act 2006.

Staff only intervene physically as a last resort, to restrain children and prevent injury/hurt to either the child themselves or others, including staff. The actions that we take are in line with government guidelines.

The role of the class teacher

Teaching staff have high expectations of our children in terms of behaviour, and they strive to ensure that all children work and learn to the best of their ability.

All staff treat each child fairly, with respect and understanding. All children are expected to follow our behaviour policy

The role of the Deputy Headteacher / SENCo

The DHT/SENDCo will advise and support the class teacher with behaviour matters. They will ensure that IBPs are written, understood and managed well.

The SENDCo will liaise where necessary with outside agencies and parents to ensure everyone is fully informed and knows how we will move forwards together.

The role of the Head teacher

It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

The Head teacher supports the staff in the implementation of the policy and by setting the expectations for standards of behaviour.

The Head teacher (or the deputy Head teacher in the Head teacher's absence) has the responsibility for giving fixed-term suspensions/exclusions to individual children for serious acts of misbehaviour. These behaviours include kicking, biting, punching, pinching, attacking with the intent to hurt either themselves, other children or adults working within the school. It can also include the wanton destruction of school, adults or other children's property.

For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. These actions are taken after the school Governors have been notified.

The role of parents/carers

The school works collaboratively with parents, so children receive consistent messages about making good choices and how to behave at home and at school.

Parents/carers are expected to support their child's learning, and to co-operate fully with school. We work to build a supportive dialogue and communication between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use the sanctions to reinforce the school behaviour system, parents should support the actions of the school.

If parents have any concern about their child they should initially contact the class teacher. If the concern remains, they should contact the Middle leaders, Deputy and then the Head Teacher.

The role of Governors

The Local Advisory Board has the responsibility in setting down these general guidelines for standards of discipline and behaviour, and of reviewing their effectiveness.

The Governors support the Head teacher in carrying out these guidelines. The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Head teacher (or deputy in her absence) has the power to exclude a pupil from school.

The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed term exclusion into a permanent exclusion.

If the Head teacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head teacher informs the LA and the Chair of the Local Advisory Board about any fixed-term exclusions for a pupil reaching 15 days in an Academic Year or permanent exclusion.

The Local Advisory Board must arrange a Pupil Discipline Committee meeting to consider parental representations if requested by the parent or when 15 days is reached. The LAB role in this instance is to review the Head Teachers decision and to explore other actions that could lead to improved behaviour.

In the instance of a permanent exclusion the LAB must meet within 15 School days of the date the permanent exclusion to consider the Head Teachers decision and receive representations from the parents. The LAB will take a decision to uphold the Head Teachers decision or to reinstate the pupil.

For a Permanent Exclusion the Pupil Discipline Committee will be made up of 3 members who have no knowledge of the case and not employed by the School.

Monitoring

The Head teacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour.

The Head teacher and Deputy Head keep a record of behaviour concerns on CPOMs.

The Head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the Local Advisory Board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Dinnertimes and Playtimes

Our pupils are regularly reminded how important it is to make good choices. It is part of growing up to learn to make the right decisions about behaviour, no matter what others are doing.

Dinner times and playtimes are excellent opportunities to practise making the right choices and prepare pupils to be good citizens for the future.

Many different clubs run during lunch times. Playground leaders are effective in their roles during these times.

Good behaviour is rewarded by dinner staff giving out class Dojo points and the opportunity to sit at the Golden Table.

Wet Play

On rainy days, the school rules still apply. Each class has a selection of games, art resources and books.

Children Going Home for Dinner.

Children who go home for dinner should return at 1.15pm for Key Stage 1 and Key Stage 2.

Review

The Local Advisory Board 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 Local Advisory Board receives recommendations on how the policy might be improved.

Anti-Bullying Policy.

Tenterfields Primary Academy is committed to the inclusion of pupils and stakeholders, regardless of age, race, gender or disability, and expects all members of our school community to share in this commitment. Where necessary or appropriate we will make reasonable adjustments to ensure inclusion for all."

Definition

Bullying can be described as a deliberate act done to cause distress in order to give a feeling of power, status or gratification to the bully. It can range from name calling, teasing, threats and extortion, through to physical assault on persons and/ or their property.

It can be an unresolved single frightening incident which casts a shadow over a child's life, or series of such incidents.

At Tenterfields we all work together to create a happy and caring, learning environment where children can achieve their full potential.

Bullying, either verbal, physical or indirect will not be tolerated.

Parents view

Parents have commented that bullying is not really an issue at Tenterfields, but do acknowledge that it does exist at times. What is most important is that every allegation is taken seriously and is investigated fully and resolved. Parents, Governors and stakeholders have been consulted in the formulation of this policy document.

Staff View

Bullying is covered through careful planning throughout the curriculum in a variety of ways. All staff are aware of the procedures to follow if an allegation of bullying is made.

Children's view

STOP: Several Times On Purpose: Our children understand that bullying behaviours are several times on purpose. Younger children tend to see minor incidents as bullying. Older children are clearer on what constitutes bullying. It is still important to acknowledge isolated incidents that may, if carried out persistently, constitute bullying.

It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Strategy for dealing with bullying

At Tenterfields Primary Academy, we believe that there are three ways in which bullying can be addressed.

Preventative:

The following points are all adopted at Tenterfields Primary Academy:-

Anti-bullying and issues surrounding bullying are covered extensively through careful planning of the curriculum in PSHE, RE, focus weeks, Assemblies, posters and theatre groups. Additionally:

-  Staff model positive behaviours and pupils are expected to do the same.
-  Children are empowered and encouraged to speak up and talk about bullying if it occurs.
-  We work with external agencies such as the police on choice and consequences.
-  Specialised computer software monitors the use of the likes of the internet and emails, to ensure appropriate use, and to prevent further inappropriate use.
-  Student Senate speak up on behalf of the children.
-  The Behaviour, Discipline and Anti-Bullying Policy clearly states what behaviours are acceptable or unacceptable, and the consequences of such choices. The policy also outlines rewards for pupils making the correct behaviour choices:

✚ Class Dojo points, stickers, stars, stamps celebrate good choices and behaviours along with certificates in Praise Assembly and Praise Certificates

Restorative:

If incidences do occur, it is important to ensure that any victim and perpetrator of bullying is fully supported. This can be done through:

- Nurture group
- Circle of friends
- Circle time and additional PSHE in response to specific incidents.
- Promotion of positive behaviours and team work
- Sanctions imposed through Behaviour, Discipline and Anti-Bullying Policy.
- Restorative conferences, whereby victims and perpetrators can talk about the issues affecting them and their feelings.

Responsive:

It is important to deal with confirmed or alleged incidences of bullying as soon as possible.

All complaints are taken seriously and investigated fully.

Reporting of alleged incidences usually comes from parents or carers. In cases such as these, the school will maintain communication with parents and carers and ensure prompt feedback.

Where necessary and appropriate Cpoms is used to record and report.

Parents may not always be involved in every incident. If it is felt that the incident is sufficiently serious or persistent, and cannot be dealt with appropriately in school, then the school may invite parents into school to discuss issues.

Sanctions imposed are driven by the Behaviour and Discipline Policy.

The Behaviour and Discipline Policy clearly states which behaviours are acceptable or unacceptable, and the consequences of such choices. The policy also outlines rewards for pupils making the correct behaviour choices.

Guidelines on sanctions, fixed term and permanent exclusions from the policy are highlighted below.

Sanctions

Examples of behaviours that lead to sanctions include:

Stage 1, 2, 3, 4.

- being off task
- not doing your best to learn
- stopping other children and adults from learning
- causing distractions
- humming, tapping, pulling faces, shouting out,
- pushing in the line
- refusing to follow instructions
- running in the corridor
- being unkind/ saying unkind words to others (children or adults)

Stage 5.

- a repeat of behaviours or choices highlighted above when receiving a yellow card
- damaging schools, staff's or other children's property
- unsafe behaviour that puts yourself or another child at risk of harm
- defiance
- spitting

- fighting
- bullying
- racism
- swearing
- stealing

Behaviour that may result in a fixed term or permanent exclusion from Tenterfields

- Repeated behaviours or choices highlighted above when receiving either a yellow or red card
Persistent aggression, bullying, verbal abuse or threatening behaviour towards other pupils or staff.
- Physical assault or threatening behaviour towards pupils and/ or adults.
- An act of aggression towards a pupil or member of staff which has resulted in them requiring hospital or GP treatment
- wilful and or substantial damage or the intention to damage school property
- persistent disruptive behaviour
- persistent racial abuse
- sexual misconduct
- bringing drugs/illegal substances into school
- Physical assault on a pupil.
- physical assault on a member of staff
- bringing weapons into school
- act of wilful damage to school property, which incurs excessive costs
- Acts of violence or aggression which result in a pupil or member of staff being hospitalised.
- Serious sexual misconduct.

See also:

School Complaints Procedure
E-safety Policy

Appendix 1

Rewards flowchart

Award 1 Dojo point for following ASPIRE behaviours:

Active in our learning

Sure we can improve

Positive in our attitude

Imaginative in our thinking

Resilient when things go wrong

Effort, always giving 100%

Award 1 Dojo point for good work/effort

Award 1 Dojo point for good effort with homework

Award 1 Dojo point for following school rules consistently

Award 1 Dojo point to each member of the class with the best weekly attendance.

Lunchtime supervisors award 1 Dojo point for following playground charter

EYFS also use sun and clouds system – children get tickets for being on the sun at the end of a day, a draw takes place Friday and winning ticket gets a prize from the prize box in the classroom.

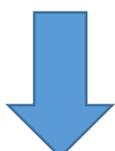


Award 2 Dojo points for consistently displaying ASPIRE values

Award 2 Dojo points for excellent work or effort

Award 2 Dojo points for excellent homework

Award 2 Dojo points for each class member in the class with the best termly attendance.



Award 3 Dojo points for always displaying ASPIRE values

Award 3 Dojo points for exceptional work or an outstanding achievement

Award 3 Dojo points for exceptional behaviour at all times

Award 3 Dojo points to each class member in the class with the best yearly attendance.



Attendance certificates given out for children with 100% attendance

Children with 100% attendance for whole year receive a special treat – ie. Golden time and 100% attendance pin badge.

Winners of Class dojo attend Phase Trust as a special class trip for the day.

Appendix 2

Sanctions flowchart

Stage 1:

Think about it

Teacher stands/sits by child to attempt to sort out issue and get child back on track with their work.

Verbal warning - disappointed

Responsible: Class teacher



Stage 2

A further verbal warning

Child moved to another part of the classroom for either time out or to continue with work.

Responsible: Class teacher



Stage 3

A further verbal warning

Child moved to another teacher's classroom for 5 minutes time out – time to reflect.

Responsible: Class teacher



Stage 4

Child moved to another teacher's class with work for whole session.

Behaviour recorded onto C-poms by class teacher and conversation takes place between middle leader and child.

EYFS – Mrs Smith

KS1/2 – Mr Eeles and Miss Hampson

Lunchtime detention with class teacher (20minutes maximum at this stage)

Does a referral for lunchtime nurture need to be made to support child with behaviour? – Class teacher to make the referral.

Responsible: Class teacher/Middle Leader



Stage 5

If stage 4 reached 2 times DHT or HT make a phone call to parents to discuss behaviour.

If behaviour continues DHT or HT invite parents in for a meeting to discuss moving forward and behaviour plan set up.

Behaviour report sent home to parents with what actions they are going to take at home to help improve behaviour.

If behaviour continues or a serious breach of school rules occurs then a 1 day isolation/exclusion can be made by the HT/DHT

Responsibility: DHT/HT