



Behaviour Policy Including Anti-Bullying Strategy

Sticklepath Community Primary Academy

This policy links with the TLP Exclusion Policy

AGREED BY TEACHING AND LEARNING COMMITTEE 2017

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January 2021 - links to TLP Policies

As a matter of policy and practice Sticklepath Community Primary Academy carries out an [equality impact assessment](#) (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics, in compliance with para 1.4.17 of the School Equality Policy

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Our core ethos and vision at Sticklepath Academy is that we will all 'Do the best we can, With whoever we can, Wherever we can, Whenever we can, However we can'. In order to achieve this, it is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. We embrace a 'Growth Mindset' and expect everyone to work hard to develop their own growth mindset and that of others. Everyone in our school community has an active part to play in promoting positive behaviour and high expectations. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way.

Aim

To promote an environment in which everyone feels happy, safe and secure, ready to embrace the joy and challenge of learning.

Rationale

In drawing up this policy, the school has followed statutory guidance as detailed in Behaviour and Discipline in Schools - Guidance for governing bodies and advice for Head teachers and school staff. The policy is guided by the Governing Body's written statement of general behaviour principles, a statutory requirement.

The behaviour policy:

- must enhance the school as a whole
- should provide comfort and security for children and staff
- should provide a framework in which optimum learning can take place
- should encourage positive home/school relationships
- gives a clear guide to children, staff and families of what is expected of them and the procedures that are in place
- should ensure behaviour expectations are met
- enables teachers to maintain a consistent approach
- provides new members of staff with ready access to information

Roles and responsibilities of children, staff and parents

Children's Responsibilities are:

- To work, with an increasing growth mindset, to the best of their abilities, and allow others to do the same
- To treat others with respect
- To listen and follow the instructions of school staff
- To take care of property and the environment in and out of school
- To co-operate with other children and adults
- To exemplify the required 'Sticklepath behaviour' when representing the school off-site

Staff Responsibilities are:

- To model and highlight the power and importance of a growth mindset at all times
- To treat all children fairly and with respect
- To raise children's self-esteem and develop their potential through a growth mindset approach
- 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 their individual and special needs
- To raise and address concerns quickly and appropriately
- To self-regulate and be aware that the situation may require someone else to defuse and problem solve

Parents' Responsibilities are:

- Parents agree to a Home School Agreement when enrolling their child at the school
- Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the Team Leader then to the Behaviour Leader and finally to the Co-Headteachers
- To be aware of and support the school rules and expectations, including uniform and home learning
- To make children aware of appropriate behaviour in all situations, including the start and end of the school day
- To encourage independence, self-regulation and self-discipline
- To show an interest in all that their child does in school
- To attend 'meet the teacher' and 'parent evenings' on a regular basis.
- To foster good relationships with the school
- To raise and address any concerns quickly and appropriately

Behaviour management guidance and strategies used in the school

1. Classroom management

Teachers and other support staff spend first two weeks of each new academic year setting and modelling ground rules, defining appropriate noise levels and embedding a growth mindset working environment including through the school's 'no hands up' approach to learning.

2. Start of the Day

Start the morning and afternoon sessions with a purposeful and appropriate activity to settle and prepare pupils for the learning ahead. Teachers should be in their classrooms and ready to receive their children. Teachers should be prepared to make a prompt start to each session.

3. Movement

It is the responsibility of **all** staff to ensure that movement around the school is calm, orderly and respectful. Teachers should ensure that large movement before breaks, lunches, assemblies etc are purposefully planned with a few moments of 'down' time and, if necessary, clear reminders about movement. Teachers should, where possible, avoid mass movement, for instances such as collecting bags at the end of the day. Staff must insist on quiet, orderly lines before allowing classes to enter the classroom or corridors. Avoid 'rushing' pupils due to poor time management. Movement along the corridors should be on the left.

4. Lunchtimes and Break times

Team leaders are responsible for ensuring break times are managed effectively and there are sufficient members of staff monitoring safety and enjoyment of these times. Any issues should be dealt with by the duty staff unless it is deemed to be more serious, whereby it may be appropriate to involve the class teacher or Team Leader. If the incident requires the attention of a Co-Headteacher then the Head teacher incident log book should be filled out.

Lunchtimes are managed by the Lead Mealtime Assistant. The Lead MTA will monitor and alter accordingly the arrangements for lunchtime with regard to weather, changes in timetables/trips etc. A senior member of staff (usually the SENDCo and Co-Headteacher (operational)) will be around to monitor the dining hall and general lunchtime behaviour and be available if needed. The Lead MTA will keep a log of lunchtime incidents (lunchtime incident log) that will be monitored by the Co-Headteacher (operational). If a child misses two lunchtimes within a monthly period, they will have a meeting with the Co-Headteacher (operational) to discuss their behaviour. If they subsequently appear in the lunchtime log within that month, a letter will be sent home advising parents of the behaviour incidents and if necessary organising a meeting to address concerns.

The Lead MTA will ensure that each class is adequately supervised at all times in the event of wet weather and indoor lunch arrangements.

5. First Aid

A qualified first-aider should always be present in the school. Children requiring first aid or who are unwell should be taken to the first-aider which is situated in the hall at lunchtimes and the staffroom and main office at all other times.

Rewards and Sanctions

Sticklepath Academy does not believe that constant rewards and stickers are beneficial or realistic to life-long learning and can ultimately lead to inconsistency, reduced motivation and a lack of ownership and clarity. Through our belief in Growth Mindset, we seek to praise effort, risk taking and perseverance over outcomes and expected behaviour. This is underlined by our weekly Growth Mindset Celebrations in KS1 and KS2. In KS1 the Assistant Head teacher will use age appropriate language to explain how the brain learns. Teachers nominate children in each class who have shown a 'Growth Mindset' in their learning. In KS2 this assembly is delivered by the Co-Headteachers or a senior teacher and each week the Growth Mindset Child of the previous week chooses a peer who has shown the celebrated attributes and explains why this is important for learning.

*On some occasions, pupils with SEN may need an individual reward system to encourage certain behaviours as part of a DAF or Individual Behaviour Plan.

Classroom Disruption and Non-cooperation

Initially, all teachers should look to their own classroom organisation; choice of activities and teaching methods; relationships with pupils and personal strategies and techniques of avoiding and defusing potentially difficult and counter-productive situations. These include:

- Well organised environment and resources
- Use of visual timetables to support transition times and routines
- Clear, consistent procedures and boundaries
- Appropriate task and expectation, clear aims of lesson
- Decisive communication; body language, tone voice, non-verbal cues
- Recognise achievement and enhance esteem; specific appropriate praise
- Class rules/agreements, reinforces boundaries, de-personalises issues, children make an informed choice, sense of ownership and commitment, establishes expectation, "in our school we...."
- Manage behaviour through positive strategies and clear sanctions first, don't allow behaviour to escalate

Unacceptable behaviour must, to some extent, be defined by individual teachers and teams of teachers in the light of the learning activity, the strength of their relationships with the pupils etc.

A list (which is not exhaustive) of serious breaches to the behaviour policy would include:

- ❖ bullying of all types
- ❖ verbal abuse to staff and others
- ❖ verbal abuse to pupils
- ❖ physical abuse to/attack on staff
- ❖ physical abuse to/attack on pupils
- ❖ indecent behaviour
- ❖ damage to property
- ❖ carrying, supply and misuse of illegal drugs
- ❖ carrying, supply and misuse of other substances
- ❖ theft
- ❖ serious actual or threatened violence against another pupil or a member of staff
- ❖ sexual abuse or assault
- ❖ supplying an illegal drug
- ❖ carrying an offensive weapon
- ❖ arson
- ❖ unacceptable behaviour which has previously been reported, and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

Such behaviour should be passed on to the Co-Headteachers.

Children in the support class may be referred to the lunchtime reflection room for negative behaviour in class, as their rooms are used at lunchtimes.

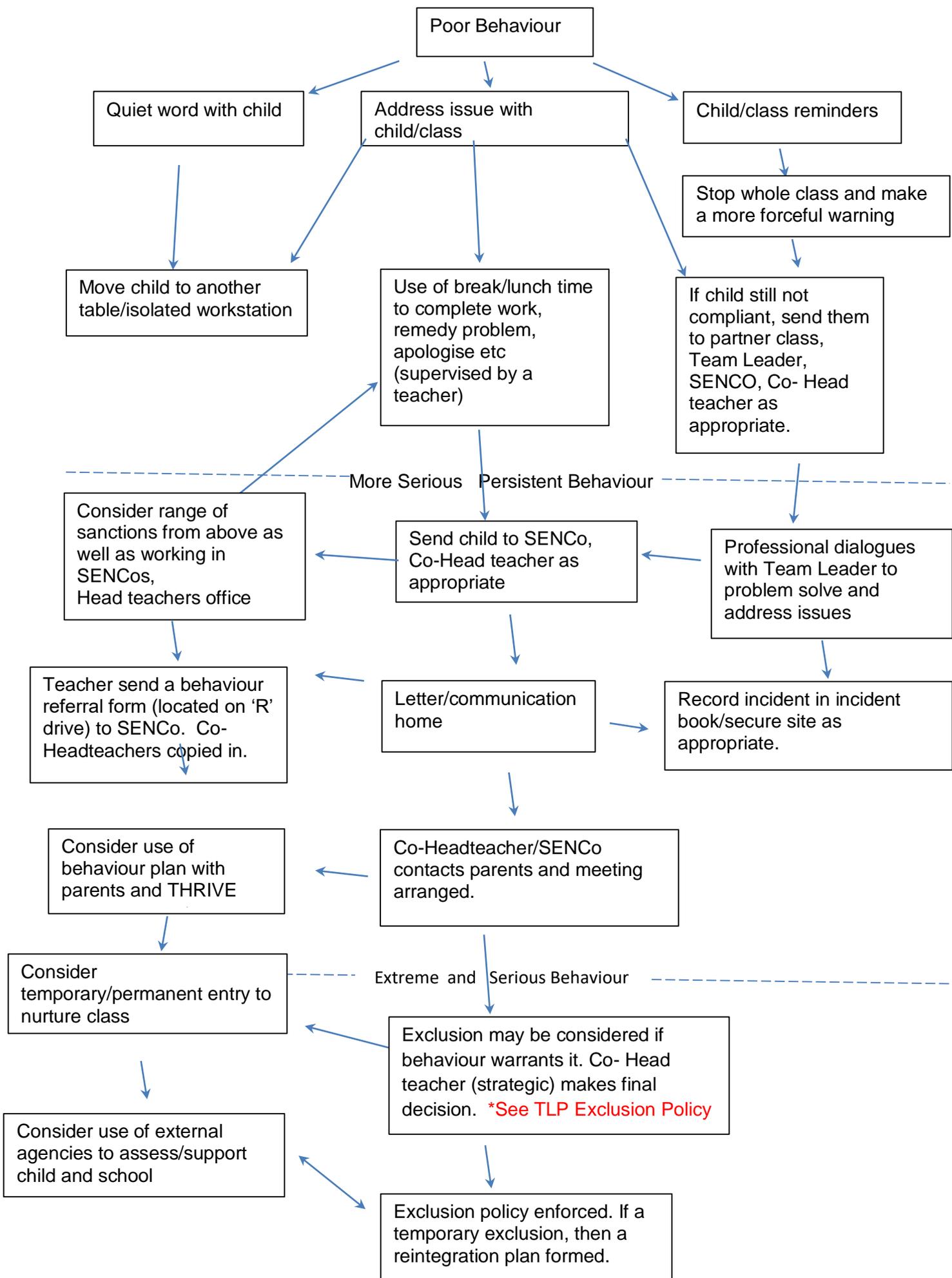
Action Flow-chart

The flow-chart (appendix A) provides procedural guidelines for the teacher. If behaviour becomes more serious or rapidly deteriorates stages may be missed out, at the discretion of the teacher. In extreme cases all stages can be bypassed and the pupil taken directly to the Co-Headteachers. Removal from the teaching classroom for serious behaviours, under normal circumstances, should always be followed-up with a letter or telephone call home.

At all stages the needs of any victims need to be considered in addition to the needs of the child exhibiting poor behaviours. At all stages support staff/class teachers can bypass layers of responsibility to address concerns with person in charge of the school. Nurture children and pupils with SEN will be dealt with by the SENDCo for more serious behaviours in the first instance.

MTA's (Meal Time staff) will deal with poor behaviour as above, liaising in the first instance with the Lead MTA.

Behaviour Flow Chart (Appendix A)



Procedures to follow when a pupil refuses to co-operate and leaves the classroom or the school

1. Immediately send confidential message to Co- Headteachers or Senior Leaders giving outline details of what has happened.
 2. As far as possible establish whereabouts of pupil if missing from classroom, by sending an adult to check the toilets, cloakrooms etc.
 3. Having alerted Co Headteacher or Senior Staff concentrate on the rest of the class. If pupil remains in classroom but is refusing to co-operate make a clear statement to the pupil that he/she will be dealt with in good time and concentrate on the other pupils.
 4. If pupil has left classroom the Co-Headteacher or Senior Staff should try to establish if the pupil is still on the premises. If it is decided that the pupil has left school the parents should be contacted immediately, either by telephone or personal visit.
 5. If parents cannot be contacted then emergency contacts should be informed.
 - 6.. If none of these can be contacted and the school cannot organise a search, the police should be advised of the situation.
 7. Under normal circumstances it would be expected that the pupil returns to school. Individual circumstances may dictate that the pupil be taken or remain at home, pending further discussion with the parents.
- Following the incident:-
- 8..Senior Leader/ Co-Headteacher contacts parents - appointment arranged.
 - 9.. Exclusion considered if situation warrants this sanction. Co- Headteacher (strategic) makes final decision referring to national list of reasons for exclusion - **See TLP exclusion Policy**
 - 10.If temporary exclusion prepare reintegration plan.
 - 11.. Consider range of sanctions from the above including the use of an Individual Behaviour Plan with parent and child. Consider the use of external agencies to assess/ support child and or family, including the Police. .

Procedures to follow when a pupil displays extreme confrontational behaviour (see also Safe Handling Policy)

Positive handling (calming a disregulated child)

Staff may use force as is reasonable in all the circumstances in order to prevent a pupil from doing, or continuing to do, any of the following:

Committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to maintaining good order and discipline. (This could be to prevent a pupil behaving in a way that seriously disrupts a lesson or to ensure a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so. [As defined in the DfE, 'The use of reasonable force. Guidance for Schools' 2013]).

Physical intervention can take many forms:

- physically interposing between pupils or blocking a pupil's path
- touching, holding, pushing, pulling or leading a pupil by the arm – in line with 'PiPs' training
- shepherding a pupil away by placing a hand in the centre of the back.
- in extreme circumstances using more restrictive holds – as per 'PiPs' training (Identified in the child's behaviour care plan)

Recording Incidents:

Immediately following the incident where force is used (except for minor or trivial ones), the staff member should fill in a restraint form as soon as possible afterwards. This may help to prevent any misunderstanding, and will be helpful should there be a complaint. The restraint book is kept in the SENCo office.

Appendix B – Anti Bullying Strategy

Introduction

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive pupils can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have

to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at the School.

The School believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied. All institutions, both large and small, contain some numbers of pupils with the potential for bullying behaviour. If a school is well disciplined and organised, it can minimise the occurrence of bullying.

The School also has a clear policy on the promotion of good citizenship, where it is made clear that bullying is a form of anti-social behaviour. It is WRONG and will not be tolerated.

It is important therefore that the School has a clear written policy to promote this belief, where both pupils and parents/guardians are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly.

What is bullying?

Our definition of bullying: 'Bullying is intentional, persistent, or unprovoked acts of unkind, intimidating or threatening behaviour (physical or verbal) towards an individual or group of children'.

Bullying can occur through several types of anti-social behaviour.

It can be:-

- a). PHYSICAL. - A child can be physically punched, kicked, hit, spat at, etc.
- b). VERBAL. - Verbal abuse can take the form of name calling. It may be directed towards gender, ethnic origin, physical/social disability, or personality, etc.
- c). EXCLUSION. - A child can be bullied simply by being excluded from discussions/activities, with those they believe to be their friends.
- d). DAMAGE TO PROPERTY OR THEFT - Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hand over property to them.
- e) ON-LINE - Bullying can happen through emails, texts and on social networks. See the school's e-safety policy.

But we must remember that Bullying is one or more of the actions above that happens over a period of time to the same person or group. As a school we need to spend time explaining to parents and children what bullying is, as many use the term 'bullying' inappropriately.

What can you do if you are being bullied?

Remember that your silence is the bully's greatest weapon!

- a) Tell yourself that you do not deserve to be bullied, and that it is WRONG!
- b) Be proud of who you are. It is good to be individual.
- c) Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- d) Stay with a group of friends/people. There is safety in numbers.
- e) Be assertive - shout "No!" Walk confidently away. Go straight to a teacher or member of staff.
- f) Fighting back may make things worse. If you decide to fight back, talk to a teacher or parent/guardian first.
- g) Generally it is best to tell an adult you trust straight away. You will get immediate support. Teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

If you know someone is being bullied:-

- a) TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- b) If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble.
- c) Do not be, or pretend to be, friends with a bully.

As a parent:-

- a) Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- b) Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc.
- c) If you feel your child may be a victim of bullying behaviour, inform the School IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
- d) It is important that you advise your child not to fight back. It can make matters worse!
- e) Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
- f) Make sure your child is fully aware of the School policy concerning bullying, and that they will not be afraid to ask for help.

As a school:-

- a) Organise the community in order to minimise opportunities for bullying, e.g. provide increased supervision at problem times.
- b) Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other, e.g. the PHSE programme.

- c) Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- d) Review the School Behaviour Policy and its degree of success.
- e) The School Staff will continue to have a firm but fair discipline structure, ensuring that rules are few, simple and easy to understand.
- f) Not use teaching materials or equipment which give a bad or negative view of any group because of their ethnic origin, sex, etc.
- g) Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
- h) Encourage pupils to treat everyone with respect.
- i) We treat bullying as a serious offence and take every possible action to eradicate it from our School.
- j) To follow advice in Babcock/Devon publication on preventing bullying and also using their logs should any incident take place in school.

Action to be taken when bullying is suspected:-

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified, the following action will be taken:-

- A member of staff will listen separately to each person's version of the incident
- The member of staff will decide whether or not to implement the school's procedures for dealing with poor behaviour as outlined in the behaviour policy or to implement actions identified in this strategy.
- If a decision is made to implement the school's Anti Bullying Strategy, the following actions will take place:-
 - The Co-Headteacher will be alerted and will co-ordinate the actions to be taken – if necessary a meeting will take place involving staff, parents, pupils, etc
 - The incident will be noted in the incident book with actions to be taken noted; this will be shared with all parties.
 - Outcomes will be noted in the incident book and shared with all parties
 - The victim will be offered an immediate opportunity to talk about the experience with their class teacher or another adult if they choose to the victim's parents will be informed
 - The bully will be disciplined in line with the school's behaviour policy
 - Staff will discuss with the bully what has happened
 - Parents of children involved will be informed

Help, support and counselling will be given as is appropriate to both the victims and the bullies with on-going support offered to both parties

Exclusion Procedures

Exclusion will be considered for serious breaches of the behaviour policy.

Exclusions, if used by the Co- headteacher would usually be Temporary i.e. 1-5 days. All exclusions follow the agreed Tarka Learning Partnership Exclusion Policy. The school sees exclusion as a serious matter and normally pupils at risk of exclusion will have a Behaviour Plan in place. Often parents/carers will have been involved as part of this support. The school does inform the LEA if a child is considered at risk of Permanent Exclusion and employs outside professional advice to support behaviour strategies where considered appropriate e.g. Speech & Language, Educational Psychologist, Play Therapy and Behaviour Support. Governors are informed of all exclusions as part of the Headteacher's termly Report and the Chair of Governors is routinely informed. Also, the LEA is informed of all exclusions and occasionally advice would be sought from the LEA Exclusions Officer, David Archer. The Headteacher is responsible for making any decision to exclude a pupil, either on a temporary or permanent basis. .

The Sticklepath Behaviour Policy links to the following policies, which are all available on the school website www.sticklepath.org.uk

- **TLP Exclusion Policy**
- **TLP Safeguarding and CP policy**
- **Sticklepath Positive Handling Policy**
- **TLP Attendance and Punctuation Policy**