

Abingdon Primary School

Behaviour Policy including the Anti – Bullying Policy

We aim to help our children to grow up to respect and care for themselves and other people.

We have six simple **School Rules**, which we expect all children to follow:

- **Show respect, in voice and action, for all people in the school, and their property**
- **Zero tolerance to bullying**
- **Show good manners**
- **Show respect for the school and its property**
- **Respond immediately to instructions from adults in school**
- **Dress smartly for school in uniform**

A high standard of behaviour is an essential component of this school because:

- The health and safety of each child is of primary importance
- Children need to learn to adhere to a behaviour code in most elements of their lives
- It enables children to focus on their learning
- It enables other children to focus on their learning
- Children are educated socially, as well as academically, for the present and the future
- The school seeks to encourage the self-confidence, self-esteem and happiness of each child
- We want children to uphold values of respect, tolerance, equality, and cooperation

We display our expectations for behaviour around the school and children are taught frequently about the need for good behaviour. These notes of guidance will help us to do this, remembering that behaviour needs to be practised in order to become automatic. Adults are important role models for children and their behaviour should exemplify school standards. These principles are an integral part of our PSHE lessons taught by class teachers weekly.

We expect children to:

1. Say “please,” “thank you,” “excuse me” when appropriate
2. Walk within school. Running can be dangerous
3. Talk quietly when inside. Shouting inappropriately is discourteous
4. Work co-operatively, talking when appropriate i.e. discussions, shared work, finding out
5. Take care of their own belongings and not interfere with other people’s
6. Wait and not interrupt when anyone is talking to another person
7. Allow adults or younger children to pass first
8. Hold the door open when appropriate
9. Settle problems by talking them out, not resorting to violence and involve an adult when necessary
10. Keep the school and its grounds clean and tidy so that it is a pleasing, welcoming place of which we can all be proud. This includes keeping the school litter free, keeping walls and furniture clean and unmarked and taking care of displays
11. Remember, when out of school, that our reputation depends on the way we behave
12. Not to go home at the end of the day without attempting to solve problems first

Our behaviour system is based on positive reinforcement of these principles.

At the beginning of each year, class teachers negotiate class rules with the class. This gives a sense of ownership and responsibility.

Rewards.

Rewards play a vital part in the encouraging and rewarding acceptable behaviour, determination to complete tasks and good work. It is important that this is recognised and public or quiet praise given. Pupils tell us that they value this.

Pupil of the Week

One child from each class is nominated by their teacher for 'Pupil of the Week'.

To achieve this children need to:

- Attend school every day that week
- Behave well
- Wear school uniform
- Arrive on time each day
- Work hard

Certificates are awarded to the children in the Praise Assembly where they are publicly praised and rewarded with a prize (books, maths puzzle books in response to pupil requests)

House points

Each class has a system of house points for their pupils. These are given as a reward for good work, good behaviour or good manners. The accumulation of points leads to a series of certificates during the course of the year which are given on a during the celebration assembly on a Friday afternoon in both Key Stages.

20 points	Merit Certificate
40 points	Bronze Award
60 points	Silver Award
80 points	Gold Award
100	Platinum Award
120	Diamond Award
250	Medal and £5 book voucher

House leaders and Teaching assistants will monitor classroom charts.

House points cannot be removed once awarded. Points are collected weekly as a running record for teams and announced in weekly award assemblies.

Sanctions

We believe that the rights of the individual should be respected but not at the expense of the needs of the class or school group.

Sanctions will be imposed if children do not comply with acceptable standards of behaviour. In cases of misbehaviour of a serious nature, parents are informed and invited to school in consultation with SLT to discuss the situation.

Every day is a fresh start and children should be given every opportunity to put their difficulties behind them.

Step 1

1. Verbal/ non-verbal warning

Step 2

2. ***Child's name written on the board

Sanction - 2 minutes' loss of playtime/lunchtime

Step 3

3. Time out within class - child moved to a quiet space to continue working and resume good behaviour (maximum 10 minutes)

Sanction – loss of playtime (stay in classroom)

Step 4

4. Time out to partner class with work taken by an adult- remainder of the session

Sanction – loss of lunchtime (Sent to Head Teacher at 12:00/12:15)

All step 4 incidents to be recorded on CPOMS. 3 step 4's during a 2-week period would trigger a visit to see the Head Teacher

Step 5

5. Child taken to see the Head Teacher

Sanction – child placed on report

*** All names removed from board at the end of the morning and afternoon session

Behaviour Report

A child will be placed on a behaviour monitoring report by the Head Teacher for persistent poor/disruptive behaviour (step 5) or for a serious incident (bullying, fighting, racism, foul and abusive language).

When a child is placed on report a phone call home will be made by Mrs Bashir (PSA) or in her absence Mr Smith (Behaviour Support) informing the parent of the incident and what happens next.

If a child is on report all privileges are removed including attending after school clubs.

The report is broken down into lesson blocks (in keeping with the whole school timetable). A face will be placed in each block during the course of the day by the class teacher indicating how the child's behaviour has been for that period of time. The face will indicate if the child has conformed and adhered to the school rules (available for child to see on individual behaviour report). A child must achieve 5/8 smiley faces a day whilst on report. For every failed day, an additional day will be added onto the 5-day report. If a child is on report for a period of two weeks, due to failure to achieve daily target, the child will be placed in isolation in another class for a period of 1 week.

Children on report must be seen at the end of each day by Mr Smith, who will be available in the library from 2:50. Reports will be signed daily by Mr Smith. At the end of the 5 day period, the child on report, will take their report to the Head Teacher who will remove the child from report.

Lunchtime Sanctions

Dinner supervisors will look for positive behaviour at all times. However where poor behaviour occurs, including where children report it, supervisors must make every effort to listen and respond in a timely fashion.

1. Verbal warning
2. Verbal warning and rationalising with the child

Carry out any sanctions you have to make
Be consistent in following the stepped approach to sanctions

Do all you can to avoid:-

Humiliating	it breeds resentment
Shouting	it diminishes you
Over reacting	the problems will grow
Blanket punishment	the innocent will resent them.

Please

Never leave pupils to stand outside the classroom or cloakroom unsupervised as a punishment.

SEEK HELP IF YOU NEED IT

Disruptive children / behaviour problems

In the first instance the following strategies will be considered to heal the child's difficulties:-

Personal Counselling-time and care will be taken to discuss the child's behaviour with him/her- to consider implications of the behaviour for the well being of all the children in the class/school.

"Antiseptic Bounce" sending the child to another nearby room on an "errand" (the child will carry a document/paper with AB on the corner) to dilute the situation and avoid confrontation

Child initiated time out- Children may ask for time away from their table to work and resume good behaviour. This should be seen as a cooling down period and used at the teacher's discretion (not in excess) to the benefit of the child or class.

The strategies for dealing with more difficult or persistent poor behaviour at Abingdon Primary School are in line with the LA guidelines and are:-

- ◆ We will initiate the SEND procedures when a pupil's behaviour is giving serious cause for concern. This will include information from teachers who teach or have taught the pupil, check lists, reports from previous schools and outside agencies, notes about incidents (with dates) and notes concerning the involvement of parents.
- ◆ We will actively seek to involve parents and gain their support at an early stage rather than as a last resort with parents being informed clearly and promptly of discipline problems and the school's actions on these.

Letters to Parents

An accurate record, with dates, will be kept of the strategies adopted with an individual pupil and how effective they have been.

Parents will be kept fully informed of the developments. Where a child has had a period of difficult behaviour it is important to inform parents of when behaviour has been positive or an improvement has been noted. Report cards are very good way of communicating with parents.

Where behaviour difficulties persist we will involve the following agencies;

Psychological Service EP
Bungalow and Reach workers

This will lead to the development of programmes of help and support for the pupil (PLP's – Personalised Learning Plan) within the school which will be discussed fully with parents. Progress with the programme will also be communicated to parents on a frequent, regular basis

as appropriate.

If behaviour difficulties continue a meeting will be held with the Head teacher and the parents of the child stating that exclusion is likely. Parents will be invited to discuss the situation in full with the Head teacher or Deputy Head teacher.

Exclusions

Exclusions will be used only as a last resort and the power to exclude is 'exercisable' only by the Head teacher or DHT acting on the Head teacher's behalf. Exclusions will only take place on disciplinary grounds in response to a serious breach or persistent breaches of the school's behaviour policy.

In all cases the Head teacher will inform the parents in writing and without delay of the reason(s) why the pupil has been excluded and the date when the exclusion will end.

Translation of the letter will be provided where necessary as well as interpreter support in any meetings related to the exclusion. The parent will also be informed of their right to make representation to either or both the school Governors and the LA. Parents are expected to ensure that their child is not present in a public place during school hours during the first five days of exclusion. Alternative provision may be included with the exclusion notice if this is possible.

The Head teacher and Governing Body will follow the DfE procedures on Exclusion, taking into account legal duty of care to all pupils and staff and statutory duties in relation to SEND pupils. The Head teacher will notify the LA and Governing Body for any exclusions lasting more than 5 days in a term.

There are two types of exclusion:-

1. Exclusion for a fixed period (to a maximum of 45 school days in any single academic year). After the 5th day, school will ensure provision for learning is maintained.

Class teachers will set and monitor work for excluded pupils to do at home.

On return to school following a fixed term exclusion, parents will be invited to accompany their child so that discussions can take place about ways in which the pupil can be helped and encouraged to modify his/her behaviour.

2. Permanent exclusions which will be considered by a full meeting of the Governing Body within 15 days from the commencement of the exclusion.

All details relating to an exclusion will be accurately recorded by the school and the Head teacher will be responsible for doing this.

Permanent exclusions will only arise in the most exceptional circumstances and parents and/or their representative must be invited to make representations on the pupil's behalf at the meeting of the Governors.

If the pupil's exclusion follows what is apparently a criminal offence committed in school, the police will always be informed.

The school/Governors role and the police enquiry will be regarded as separate issues and Governors will need to be satisfied that on the available evidence, the "balance of probability" (the civil standard of proof) is that the pupil concerned committed the offence and whether exclusion is a reasonable response to that behaviour.

The behaviour of pupils outside of school can be considered as grounds for exclusion. Exclusions relate to the school concerned and parents have the right to request transfer to

another school and, if a place is available, the LA will manage the request.

Independent reviews of Governing Body decisions on a permanent exclusion will be the responsibility of the Local Authority in accordance with the DfE regulations.

This policy should be read in conjunction with the e-safety policy.

ANTI- BULLYING POLICY

INTRODUCTION

Abingdon Primary School has a zero tolerance to bullying of any kind. We are committed to providing a caring and supportive environment for all children.

At Abingdon School we expect:

- No bullying , including racism, family bullying, cyber-bullying and homophobic bullying
- All staff, parents, pupils and governors to view bullying as extremely serious
- All people to feel safe and secure
- Respect and tolerance for all people, their beliefs and cultures
- Children's opinions to be valued and involve them where appropriate in determining policy and rules.

In order to fulfil these aims we will adopt strategies which ensure that when bullying is suspected or alleged the victim can expect:

- that they will be listened to in an appropriate setting and that every effort will be made to establish facts
- that appropriate action will be taken to address the concerns
- that the action intended to be taken will be made clear to the child, and if appropriate, the child's parents.

Similarly, a pupil suspected of bullying another child is entitled to expect;

- to be listened to in an appropriate setting and that every effort will be made to establish facts.
- to be informed about the action the school can take.
- to be informed about the action the school intends to take.

APPROACH

Within the school's caring and supportive environment we are seeking to develop the whole child. We have a clear behaviour policy which reinforces good behaviour and upholds the values of the school. We encourage citizenship within a curriculum for Personal and Social Education. This includes spiritual and moral elements and will be our main vehicle for the teaching of values which respect the worth of the individual. Teaching and learning styles will also reflect the value we place on the individual.

Opportunities for children to explore difficulties will be built in to curriculum time and the structure of the school allows children to speak to staff in private if they wish.

Pupils are actively encouraged to share their feelings, concerns or worries with staff, parents or carers, in the knowledge that open communication between home and school will combat bullying.

Pupils are also encouraged to share their concerns with other pupils.

ACTION

The school takes an active approach to bullying by organising whole school events to highlight the importance of anti-bullying and internet safety

Where bullying is suspected, or where an allegation has been made, the victim will be given time and space to talk to an adult in a safe and friendly place. Every effort will be made to establish facts. The child's feelings will be explored, as will ways of managing and overcoming bullying.

A similar process will be undertaken with the alleged perpetrator(s).

Outcomes and action will be monitored by senior leaders and CPOMs .

All members of staff are available as a resource for children.

Where there is any evidence of bullying then it must be reported to the Head teacher or Deputy Head teacher who will monitor or take over the problem.

Contact with the home will normally be through the leadership team.

The school submits data in accordance with LA procedures on monitoring racism.

This policy and procedures will be reviewed annually