



Bassenthwaite School

BEHAVIOUR POLICY (Including Anti-Bullying Policy - Appendix 1)

Authorship:

This document was prepared by Sara Royle in consultation with pupils, governors and staff.

It was ratified by the Governing Body on17/05/18.....

The policy will be reviewed on -----May 2020-----

The Legal Framework:

A Legal framework exists which defines those Responsible for Good Behaviour in our school.

- Those responsible are:
- 1. *The Governing Body***
 - 2. *The Headteacher***
 - 3. *Class Teachers.***

The Role of the Governing Body is defined in the Governors Handbook.

In the first place we are concerned with developing good behaviour by positive responses to such behaviour, nurturing the self-image of all children and developing a positive work ethic.

Behaving Positively to encourage Good Behaviour:

Acting positively to reward good behaviour.
All staff must encourage a culture of good manners.

Practical Rewards:

A reward scheme exists in each class to encourage good behaviour, which is appropriate to the maturity of the children. It is a sound learning experience

for children to respond to slightly different 'culture' of each class as they progress through each class.

Examples:

Foundation Stage/ Key Stage 1-Weekly Behaviour stickers and treat on completion of 10 stickers / Popcorn Party

Key Stage 2-Raffle tickets for a weekly draw and end of term prizes

The Role of the Headteacher is defined in the Heads Legal Guide (Croner)

In dealing with the role of the Head, Circular 8/94 rehearses the duties of the Head which are contained in a school's articles of government. In school maintained by LEAs these derive from s.22 of the Education (No.2) Act 1986. They require the Head to determine and make known within the school measures which, for the pupils, will:

- *promote self-discipline and proper regard for authority*
- *encourage good behaviour and respect for others*
- *secure an acceptable standard of behaviour and*
- *otherwise regulate the conduct of pupils.*

If the governing body has drawn up any written statement of general principles the Head must act in accordance with it and must also have regard to any particular guidance offered by the governing body.

In accordance with the above responsibilities Circular 8/94 regards it to be important that Heads should:

- *lead in defining the aims of the school in relation to standards of behaviour*
- *create conditions for establishing wide agreement of those standards and how they will be achieved, and*
- *ensure that the standards are consistently and fairly applied.*

The Role of the Class Teacher is defined in the Teacher's Legal Guide

Under paragraph 35(7) of the School Teachers' Pay and Conditions Document 1992, a teacher is contractually obliged to "maintain good order and discipline among the pupils". Discipline is the system and ethos which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions and for their consequences. Discipline is seen to be essential to the good running of a school and to the safety of pupils. If pupils are allowed to act in a dangerous or unregulated manner within the classroom and injury or loss is suffered, the teacher

may be found liable in both negligence and in breach of contract. Where disruption occurs in the classroom and the teacher fails to act to contain the disruption all the children within that class will suffer. It is essential that good order and discipline are maintained so that effective learning can take place in the classroom. A breakdown of discipline may also put the teacher at risk of disciplinary procedures, or, in more serious cases, dismissal.

Responding to Inappropriate Behaviour:

Occasions occur where staff will have to respond to inappropriate behaviour as well as good behaviour.

Inappropriate Behaviour is defined at 4 levels at Bassenthwaite School:

Stage 1:

When a child behaves in such a way as to have a negative effect on themselves.

Response:

This should be dealt with by simple strategies such as a glance, a quiet whisper, praising another pupil close by who is behaving well or other non-confrontational methods.

Stage 2:

When a child behaves in such a way as to have a negative effect on others. That is behaviour that results in the prevention of others playing, learning, sharing and giving.

eg. constant gossiping
distracting behaviour
using bad language
minor acts of aggression - pushing.

Response:

There will be a formal acknowledgement that poor behaviour has occurred and the matter talked through. The loss of privileges may occur. If behaviour is repeated within the same session, a loss of playtime or loss of Golden Time will

occur. If the same behaviour is then repeated within the same day parents will be informed verbally of the inappropriate behaviour. If behaviour patterns continue the child's parents will be informed in writing and a meeting convened to put appropriate measures in place.

Stage 2 actions could become Stage 3 if constantly repeated and a one day internal exclusion will take place.

Stage 3

Acts which seriously offend others - theft, vandalism
eg. Offensive personal verbal abuse

Reference relating to the family
relating to Ethnic Origin
personal appearance

Response:

Which staff member takes responsibility depends on: the circumstance of the event, the accessibility to those teachers and the strategy used to deal with a given situation.

Which response also depends on the act and could involve one or all of the following:

- Telephone call immediately to parent from Headteacher
- Completion of P25 to Local Authority
- Internal exclusion (2 days)
- Withdrawal of privileges (e.g. school visit)
- Letter of apology from child

Stage 4

The Headteacher and in his/her absence the Governing Body alone is responsible for Exclusion Procedures as laid down by statute. This will be considered the most extreme response and one of last resort.

SCHOOL RULES:

Rules are required so that the school can function on a day to day basis.

They must be reasonable and enforceable and everyone must know why they exist.

Individual classes have their own 'culture' and organisation and therefore practical rules will vary from class to class. These rules must be consistent and fair.

SCHOOL RULES

Playtime:

A sign is displayed in the playground stating our playground rules

School Visits:

The rules for each school visit will be determined by each specific situation, with special attention given to Health and Safety. If a child has reached Stage 3 in proceedings they may be excluded from an external visit.

Inside:

Good manners are expected in the classroom and around school.

No one is allowed to run around in the classroom or around school.

Children are asked to judge their behaviour as reasonable, eg . to talk to each other on the dinner table, not shout

Bassenthwaite Primary School



Anti-Bullying Policy

Approved by the Governing Body: May 2018

Review Date: May 2020

Signed by Chairperson: -----*M Taylor*-----

Anti-bullying Policy

1 Introduction

- 1.1 **Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. Isolated incidents will be monitored appropriately.**

2 Aims and objectives

- 2.1 **Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.**
- 2.2 **We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.**
- 2.3 **This policy aims to produce a consistent school response to any bullying incidents that may occur.**
- 2.4 **We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.**

3 The role of governors

- 3.1 **The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.**
- 3.2 **The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.**
- 3.3 **The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.**

4 The role of the headteacher

- 4.1 It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.**
- 4.2 The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.**
- 4.3 The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.**
- 4.4 The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.**
- 4.5 The headteacher sets up a series of training sessions for peer mentors within the school. Each playtime and lunchtime, these peer mentors are available for pupils to talk through any problems they may be encountering.**

5 The role of the teacher

- 5.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.**
- 5.2 If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.**
- 5.3 If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve: counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we**

endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services.

5.4 Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

5.5 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

6 The role of parents

6.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

6.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

7 Monitoring and review

7.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.

7.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the data, and by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Signed: *M Taylor*

Date: 17/05/18