

# Behaviour in School



## **INCLUDING ANTI-BULLYING**

If you need any further information on any points made in this booklet please speak to your child's teacher.

# Behaviour in School

## Working together for success

### Our Ethos

#### It is our aim to

- create a caring and secure environment where all children can develop their moral, social, cultural and spiritual understanding
- create a positive atmosphere that values achievement and appropriate behaviour
- ensure that all members of the academies' communities are valued equally and treated fairly
- encourage children to take responsibility of their own behaviour and support others in their behaviour
- increase mutual trust between members of the academies' communities and to develop a communicative and supportive partnership between home and the academies

**Initially the class teacher is responsible for the well-being of the children in his/her class. This is overseen by the Head of School in each academy who have overall responsibility for the care of the children. The health, safety and well-being, of all members of our academies, is at the heart of promoting a good code of behaviour.**

#### What we mean by good behaviour

- be polite and friendly
- be helpful and considerate
- work hard in reasonable quiet
- play carefully and sensibly outside
- look after each other and our school
- keep our hands and feet to ourselves

This behaviour is encouraged in every area of school activity and children are helped to recognise examples of good behaviour at all times.

## **How we encourage good behaviour**

- positive comment/'smilies'/merit certificates/stickers/mention in assemblies/privileges/chance cards/golden time and smilies
- children negotiating their class rules and therefore having an understanding of them, including playground rules
- recognition of good behaviour
- demonstrations and explanations of the behaviour we wish to see by everyone
- a calm and responsive action by adults and children alike
- encouraging children to be responsible for their own behaviour
- letting parents know about children's good behaviour

## **Stopping inappropriate behaviour**

Very occasionally children may forget our aims for good behaviour and be inconsiderate towards others. Everyone in our academies has agreed to try and prevent this happening by:

- reminding children of our academies' aims
- noticing good behaviour as it occurs

Sometimes this may not be enough and depending upon the situation, it may be necessary to deal with persistent misbehaviour by following these steps:

### **Firstly within the classroom**

1. giving effective reminders and reprimands using the negotiated classroom consequences
2. separating the child within the class or moving to an adjacent class for reflection time
3. informing parents
4. implementing a behaviour monitoring system or star chart to encourage a change in behaviour
5. issuing a 'yellow card', which will mean the child being sent to the Head of School.

### **In the playground**

1. giving a reminder of acceptable behaviour
2. issue a final warning

3. 'time out' ~ child is asked to wait in a designated place for a given time ~ after discussion of incident they may/may not rejoin the game
4. issuing a 'yellow card' as above

## **Yellow cards**

If a child is issued three yellow cards within a half term it will trigger a further series of events:

1. discussing with the parents ways of helping the child to improve his/her behaviour
2. devising an 'individual behaviour programme' in conjunction with parents, which will help the child to learn appropriate social behaviour
3. contacting behaviour support agencies when necessary
4. separating the child from the class

## **Last resort.....**

In very rare cases it may be necessary to suspend a child. This will only be considered after all other possible avenues have been explored.

Very careful arrangements will be made to ensure that any child returning to the academies after suspension is helped to behave appropriately.

## **Exclusion**

If the Head of School excludes a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, it is made clear to the parents that they can, if they wish, appeal against the decision to the Local Improvement Team (LIT) governors. The academies inform the parents how to make any such appeal.

The Head of School informs the KWEST Multi Academy Trust (the Trust) and the LIT about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The LIT will form a discipline committee which is made up of three members, these must not include parents or staff who have

an interest. This committee considers any exclusion appeals on behalf of the LIT and the Trust.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the Trust, and consider whether the child should be reinstated.

If the LIT's appeals panel decides that a child should be reinstated, the Head of School must comply with this ruling.

### **Parent Support Advisor**

If a parent is experiencing difficulties with their child's behaviour they should discuss this with their teacher who is able to support the parent in seeking help and advice.

Parents can also contact our Parent Support Advisor –  
Mrs Toni Clarkstone through the academies' offices

### **Behaviour Concerns Outside Academy Premises**

Head of School have a specific statutory power to discipline pupils for poor behaviour outside of the academies' premises. (Section 89(5) of Education and inspections Act 2006. The Head of School should consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in their local authority of the action taken against a pupil. If the behaviour could be criminal or poses a serious threat to a member of the public, the police should be informed.

### **Allegations against staff**

DfE guidance – dealing with allegations of abuse against teachers and other academy staff. Guidance for Academies, Head of Schools, staff and LIT Governors.

Key points:

- If an allegation is made against a member of academy staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned.
- At all stages of consideration or investigation all unnecessary delays should be eradicated.
- In response to the allegation, staff suspension should not be the default option.

- An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate the reasons and justification should be recorded by the academy and the individual notified of the reasons.

## **Parental Relationships**

We give high priority to clear communication within the academies and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern, all those working with the child in the academy are aware of those concerns, and of the steps which are being taken in response. Early warning of concerns should be communicated to the Head of School by the class teacher, so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Parental participation in many aspects of the academies life is encouraged to develop positive relationships. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation.

Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

## **Attendance**

Good attendance is an indicator of a child feeling secure within the academy.

The academies track attendance and have a first day response system for those who are absent. Where difficulties cannot be resolved by the academies and the parents, outside agencies are involve.

## **Complaints**

If parents have any concern about the way that their child has been sanctioned, they should initially contact the class teacher or class teaching assistant. If the concern remains, they should contact the Head of School, then the LIT governors. If these discussions cannot resolve the problem, a formal grievance or

appeal process can be implemented. Advice regarding complaints is held is available on the website or a copy can be at the academies' offices.

### **Reasonable Force**

On extremely rare occasions, staff may have to use measures, including reasonable force, to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline within our academies. These occasions are fully documented and reported in line with Safe School guidelines.

We follow the Norfolk Steps approach – giving children recovery time and when calm discussing the event and their behaviour with them. Serious incidents are reported to the Head of School and records made on the Record of Harm form.

If a child shows repeated unsafe behaviour parents are informed and investigations will occur into why. An Individual Behaviour Plan (IBP), a Risk Reduction Plan and as appropriate an Individual Risk Assessment will be devised based on advice received. If unsafe behaviour repeatedly occurs, it becomes our primary objective to support the child in modifying his/her behaviour.

Our academies can apply appropriate sanction for chosen, pre-mediated, unacceptable behaviour regardless of ability or disability.

### **Allegations of abuse**

Allegations of abuse will be taken seriously, and we ensure we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality. Serious action will be taken against children who are found to have made malicious accusations against academy staff including exclusion.

### **Powers of search**

Again, on extremely rare occasions it may be necessary to search for, and confiscate, inappropriate items which are brought into the academies, or for any stolen property. These will be retained

and returned to parents or child as appropriate. This is related to the principle of the safety of all members of our academies' communities and follows government guidance. [Screening, Searching and Confiscation. DfE 2011 Advisory document].

## **Searching**

In incidences when there is concern that a child may be intentionally or unintentionally carrying a dangerous object or substance and they are denying this/not prepared to hand the item to a member of staff, then the academy will contact the police and the child's parents immediately. Our academies do have the right to search suspected children for knives or other weapons without consent. However, this will only be done by the Head of School and in the presence of another member of staff.

On the rare occasion when an item clearly appears to have been stolen, the class teacher will discuss this with the class and appeal for the return of the item. Children may be asked to look through their belongings with a member of staff present. For health, safety and safeguarding reasons, staffs have the right to look through a child's belongings, with a senior member of staff present, and without the child/parents' permission.

## **Confiscation**

A member of staff is permitted to confiscate an item of property belonging to a child if the item:

- poses a threat to others: for example, a laser pen is being used to distract and possibly harm other children or staff;
- poses a threat to good order for learning: for example, a child uses a personal music-player in class;
- is against academy uniform rules: for example, a child refuses to take off a baseball cap on entering a classroom;
- poses a health or safety threat: for example, a child wearing large ornate rings in PE may present a safety threat to other children;
- is counter to the ethos of our academies for example, material which might cause tension between one community and another, or
- is illegal for a child to have: for example, racist or pornographic material.



If there are any concerns that confiscation might inflame a situation, degrade or humiliate a child, or give rise to child abuse allegations, then the Head of School should be called for.

**Confiscated items will either:**

- be disposed of if of no value to the child or anyone else, eg. a scrap of paper;
- be returned at the end of the lesson or day as appropriate;
- need to be picked up by a parent/carer, or be passed onto an external agency.

## **ANTI BULLING**

### **Statement of Intent**

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

### **What Is Bullying?**

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing

- Cyber - All areas of internet ,such as email & internet chat room misuse Mobile threats by text messaging & calls  
Misuse of associated technology , i.e. camera & video facilities

## **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving. Our academies have a responsibility to respond promptly and effectively to issues of bullying.

## **WHAT TO DO?**

It is important that all reports of bullying are taken seriously and responded to quickly and appropriately according to the following procedures.

If a teacher thinks a child is being bullied:

- Talk to the child
- Note their concerns
- Discuss with the child the actions you are proposing to take.

This could be:

- Meet with the victim and the bully together
- Speak to the bully on their own
- Agree to record what has happened at this stage, monitor the situation and agree a further meeting with the child
- Speak to one or both parents

Be clear with the child at all times about what will happen and the resolution you expect. It is important that the victim feels happy with your proposed action. Monitor the situation. If the bullying continues or the situation remains unresolved:

- Speak to the Head of School.
- Agree a course of action. This may involve meeting parents.
- Agree with all parties a resolution and a follow up meeting.

If as a pupil at the academies you feel you are being bullied:

- Tell somebody.
- It's best to speak to an adult you feel comfortable with, a teacher, or your parents who should tell your teacher.

- A teacher will do something about it and they will explain to you what they intend to do and why.
- If the bullying continues tell the teacher again or another adult, for example another teacher, the Head of School.
- Adults will take what you say seriously and try to sort it out.

If as a parent you are worried that your child is being bullied:

- Tell your child's teacher. The academies have procedures to deal with bullying, which will be followed, and you will be kept informed.
- Let the academy know quickly and always speak to the academy first rather than trying to sort out the problem out yourself. Usually more than one family is involved and the academy can act in the best interests of everyone.
- If you feel that the situation is not resolved speak to the Head of School.

If you think your child is bullying others, please raise the matter with the Head of School who will be able to support and advise you.

The academies are committed to:

- Opening up the issue of bullying through whole school and classroom discussion. The school council is also involved in this.
- Awareness raising and monitoring of bullying by taking part in Anti Bullying week activities.
- Involving parents in supporting the academies in dealing with bullying.
- Supporting the child experiencing bullying.
- Supporting children in changing their behaviour, both in terms of bullying behaviour and empowering children to deal with bullying behaviour.
- Ensuring children who witness bullying do not tolerate, or keep silent about it, but will speak up.

Through this commitment we will:

- Monitor and reduce the incidence of bullying.
- When bullying occurs, take measures to ensure it is resolved

## **Emergencies**

In the classroom the primary concern is the safety and welfare of everyone. If possible escort the offender to the Head of School or to the nearest senior teacher but if the class cannot be left, a reliable child should take a message/red card to the Head of School or another adult.

## **Home School Agreement**

Parents / Carers and their children by accepting a place at our academies agree to the Home/School Agreement which defines acceptable standards of behaviour between individuals. This contract makes clear exactly what is expected of children.

Annual reminders are sent out so that everyone knows what they can and cannot do.

## **Monitoring**

We recognise that much of what we do in the academies requires constant reinforcement.

Therefore our monitoring focuses on effective management of behaviour rather than the decline of discipline problems.

Monitoring occurs:

- informally through adult contacts
- formally through staff meetings, pupil records, records of support, parental consultations and annual reports.

## **Mobile Phones**

For reasons of personal safety and child protection, children are not permitted to bring mobile phones or other electronic equipment to the academies. We take **no** responsibility for any loss or damage to property of this kind (including i-pods or other electronic devices). If a child has a genuine need to bring a phone to the academy, it must be deposited at the academy's office at the beginning of the school day and picked up at the end of the day. Anyone abusing this rule will have their phone confiscated and parents will be asked to collect the equipment from the academy.

