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Signed                           J Cottam    
Website:                        Yes  

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Heron Hill Primary School

## **POSITIVE BEHAVIOUR AND DISCIPLINE** **POLICY AND PROCEDURE** **INCLUDING ANTI-BULLYING POLICY**

### **1. Definitions**

- For the purposes of this policy and procedures a child is referred to as a 'child' or a 'pupil' and they are normally under 12 years of age.
- Wherever the term 'parent' is used this includes any person with parental authority over the child concerned, eg carers, legal guardians etc.
- Wherever the term 'Headteacher' is used this also refers to any Senior Leader with the equivalent responsibility for children, during the Headteacher's absence.
- Wherever the term 'school' is used this also includes the school's wrap around care provided by 'The Hive'.

### **2. Aims and Objectives**

For every child at Heron Hill School to reach their full potential and be prepared for the opportunities, responsibilities and experiences of adult life.

- 2.1 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's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 2.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. 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 who uses the school to work together in an effective and considerate way.
- 2.3 The school expects every member of the school community to behave in a considerate way towards others.
- 2.4 In accordance with the Equality Act, 2014, we treat all children fairly and apply this behaviour policy in a consistent way, including SEN and vulnerable children etc.
- 2.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 2.6 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.

### 3 Rewards and Sanctions

#### 3.1 We praise and reward children for good behaviour in a variety of ways, including:

- Staff congratulate children and celebrate good learning and behaviour.
- Staff give children house points within class rooms and around the school. These count towards a common goal. Cumulative points are displayed in the Hall. House points are given by staff for appropriate behaviour, effort, a good deed, politeness, perseverance, excellence etc.
- We distribute certificates to children, either for consistent good learning or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Each half term Whole School Celebration Assemblies take place and children receive their certificates for achievements. Awards and certificates from activities outside school are also celebrated.
- All classes have the opportunity to lead an assembly where they are able to show examples of their work and learning.

#### ***Golden time/Reward time/House points***

Reward times will vary according to the year group:

- Years 1 and 2: an extra 5 minutes playtime on one afternoon each week for children who have not been on the thundercloud (see explanation in 3.2) in the previous 5 days/that week; other children will be supervised and their behaviour discussed with a member of staff in the Year 1 shared area. In addition, Years 1 and 2 also use a 'marbles in jar' system; marbles must be earned by the whole class. Once 50 marbles have been earned the class has an afternoon treat which is curriculum related, eg an art activity, large equipment in PE time, cooking activity or similar.
- Years 3 to 6: half-termly for all children unless they have received a lost chances slip and/or lunchtime detention during that half term.  
**Loss of reward time:** Each child begins each half term with a clean slate and sanctions are not carried over. This is intended to provide the children with something to aim for and remove the situation that 'all is lost' early on in the year/term. Children can make a mistake but still demonstrate a willingness to reform and still receive their reward.  
**At the end of each half term:** For a first Lost Chances Slip (that half term), the child will lose the first 15 minutes of the reward time. For 2 Lost Chances Slips the child will lose 30 minutes of the reward time. (At this point, parents will be notified via the home-school book that any further sanctions will mean that their child will not attend the reward time). A third Lost Chances Slip and/or a detention during the half term means that the child will not take part in the reward time at all.
- At the end of the year all children who have not received any lost chances slips will be awarded a special "Excellent Behaviour Award" (yet to be designed) in the final celebration assembly.

#### 3.2 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.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own if possible.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. This may involve using part of a playtime to complete their learning, supervised by a member of staff.
- If a child is disruptive in class, the teacher reminds him or her of appropriate behaviour. Each class has a good/bad symbol of choice (sun/thundercloud, smiley/sad face etc.).
- Two warnings mean the child's name is placed on 'bad' symbol. Any further misbehaviour leads to sanctions.

- If a child's behaviour is particularly poor, their name will be moved to the "thundercloud/bad symbol" and they will miss the following playtime/s as appropriate.

### **Years 1 and 2 Sanctions:**

Loss of extra 5 minutes playtime (as above). Child to spend that 5 minutes with a member of Key Stage 1 staff to talk about why they are missing the reward.

### **Years 3-6 Degrees of Sanctions:**

1. Receives a lost chances slip. This is recorded in the pupil's home-school book by the class teacher.
2. Sent to Headteacher/Deputy Head/Assistant Head.
3. Detention (following day).
4. Parents are contacted about their child's behaviour if it is deemed necessary or appropriate to the situation.

Serious misbehaviour (such as physical violence) can lead to an automatic detention. Other suitable sanctions can be issued as deemed appropriate.

- If a child/children need to be sent out of class because of persistent poor behaviour they are sent to the Headteacher/Deputy Head/Assistant Head.
- If a child misbehaves repeatedly, we isolate the child from the rest of the class until behaviour improves and they are able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child will be liable to appropriate sanctions. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child as appropriate to the individual situation.

### **3.3 Code of Conduct**

We believe that a partnership between parents and school is the way to achieve appropriate behaviour. Most important of all, we will act with courtesy and consideration for others at all times. The pupils' code of conduct is as follows:

- a) You always try to understand the other person's point of view. Be sensitive to the thoughts and feelings of others.
- b) In class you make it as easy as possible for everyone to learn and for the teacher to teach. (This means having everything you need for that lesson, being punctual, beginning and ending the lesson in a courteous and orderly way, listening carefully and concentrating on the task.)
- c) You move gently and quietly about school at all times. This means never running, barging or shouting, but being ready to help by opening doors, standing back to let people pass.
- d) You always speak politely to everyone and use a quiet voice.
- e) You keep the school clean and tidy, so that it is a welcoming place we can be proud of. This means putting all litter in bins, returning all furniture and equipment to where they belong, keeping walls and furniture clean and unmarked and taking great care of the displays, especially other people's work.

- f) You always respect and take care of the property of others, and of the school, at all times. This is especially important in the cloakrooms where it is often crowded. Never take anything which does not belong to you (this is stealing).
  - g) The way in which we speak to each other should show respect. Bad language must not be used at any time. This applies in the playground as well as in the school and when communicating on-line at any time.
  - h) There is no place for any physical aggression. This means that any form of punching, kicking etc are unacceptable behaviour, even if in retaliation. You do not bully anyone, this includes cyber (online) bullying and relational/emotional bullying.
  - i) You usually only eat food in the school hall or fruit/healthy snack in the playground but on special occasions it will be possible to eat in the classrooms and have picnics. You use polite table manners at all times.
  - j) You walk sensibly to and from school or when walking locally and with a school group and always remember that the way you behave reflects on the reputation of the school. The school has a policy to tell you what will happen if you behave in an unacceptable way.
  - k) You play sensible games. Consider safety in games. Respect the games people play outside and where they play them.
  - l) You are encouraged to report incidents of bad behaviour in school to a member of staff. If you are concerned an incident has not been reported, let the class teacher know.
- 3.4 The class teacher discusses the school code of conduct with each class. In addition to this, each class will also have its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class, eg during circle time.
- 3.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See Appendix 1)
- 3.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. (See Appendix 1)
- 3.7 In dealing with serious incidents we follow a staged response:
- a) Initially the behaviour will be dealt with by the adult who is responsible eg teacher, mid-day supervisor. (See Appendix 1).
  - b) For a series of regular incidents the class teacher may instigate a strategy for positive behaviour eg stickers, charts and inform parents/carers. Where the behaviour is regularly causing problems the parents will be contacted and a more specific arrangement will be adopted. The SENCO may also be involved at this stage and the team leader, Headteacher and Deputy Head should be informed.
  - c) Where a serious incident (eg drugs possession or use, violent or aggressive behaviour/ bullying) occurs (that is one judged serious by a teacher or senior mid-day supervisor) then the Headteacher (or Deputy Head) must be informed immediately. The incident will be

recorded by the Headteacher, parents of children involved will be informed and appropriate action will be taken.

- d) If no improvement is apparent then discussion will take place with the parents about the possibility of involving outside agencies to support the child/school/family eg the educational psychologist, education welfare. An appropriate member of the governing body may be involved at this stage.
- e) As a last resort the child will be excluded and full consultation will begin with the agencies concerned.
- f) In extreme cases, immediate exclusion will be considered, bypassing stages a-e. Exclusions will be carried out in accordance with the requirements of the Social Inclusion: Pupil Support document (DfEE - January 2000) and Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DCSF, January 2003).

#### **4 The Role of the Class Teacher/Teaching Assistant (TA)**

- 4.1 It is the responsibility of class teachers and TAs to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 4.2 The class teachers/TAs in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 4.3 The class teacher/TA treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 4.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from their Team Leader, the SENCO and/or the Headteacher.
- 4.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.
- 4.6 The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher or Headteacher may also contact a parent if there are concerns about the behaviour or welfare of a child. Supply teachers are made aware of our behaviour policy and are expected to adhere to it.

#### **5 The Role of the Headteacher**

- 5.1 It is the responsibility of the Headteacher, 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 Headteacher to ensure the health, safety and welfare of all children in the school.
- 5.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy.
- 5.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 5.4 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.
- 5.5 In the absence of the Headteacher responsibility falls to the Deputy Head and then to the Senior Management Team members as necessary and appropriate.

## **6 The Role of Parents and Carers**

- 6.1 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- 6.2 We explain the code of conduct in the school prospectus and we expect parents and carers to read and support this.
- 6.3 We expect parents and carers to support their child's learning and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- 6.4 If the school has to use reasonable sanctions to punish a child we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and/or Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **7 The Role of Governors**

- 7.1 The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines. The Governing Body statement can be found on our website.
- 7.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **8 Fixed-term and Permanent Exclusions**

- 8.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion and the standard guidance, called 'Exclusions from Maintained Schools, Academies and Pupil Referral Units in England' (DfE, September 2017).

## **9 Monitoring and Review**

- 9.1 The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents in the class minor incident book. The Headteacher records those incidents in which a child is sent to him on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident to class teachers or the Headteacher. Serious incidents are recorded in the Serious Incident Book which is kept in the Headteachers office. Violent incidents are recorded on Accident/Incident 'P25' forms, which are forwarded to the Local Authority Health and Safety Team (see example in appendix 4).
- 9.3 The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.
- 9.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

9.5 The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## **10. Consistency**

This policy is associated with the following policies and the school will apply a consistent approach towards pupil behaviour in all instances:

- E-Safety Policy
- Inclusion and Special Educational Needs Policy
- Health and Safety Policy
- Equal Opportunities Policy
- Educational Visits Policy
- Induction of New Arrivals Policy
- Young Carers Policy
- Supporting Pupils with Medical Conditions Policy and Procedures.

## Appendix 1

### Bullying (see also: E-Safety Policy)

Definitions of bullying:

“Bullying is pre-planned, long term, physical, verbal and emotional harassment. A torment which demeans the victims and robs them of their self esteem.”

“Bullying is the wilful, conscious desire to hurt or frighten someone else.”

Both of the above are considered as bullying whether in person (face to face), implied or through the use of ICT equipment/devices (e-mail, social media, texting etc).

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/Relational being unfriendly, excluding, tormenting (eg 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 e-mail and internet chat room misuse; mobile phone threats by text messaging and calls; misuse of associated technology, eg camera and video facilities

nb. It is unusual for children in Nursery to Year 2 to deliberately bully another child. However, such behaviour is intolerable within the ethos of the school and if a child or their parent feels that a bullying incident has taken place, we will take the complaint seriously, investigate the incident, and take appropriate action.

### 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. Pupils who are bullying need to learn different ways of behaving.

We have a responsibility to respond promptly and effectively to issues of bullying. In general we try as a staff to adopt positive strategies that will be effective. These include:

- Encourage children to discuss openly anti-social and aggressive behaviour and ways of dealing with it. Involve the children in decision making about rules and standards of behaviour.
- Encourage ‘victims’ of bullying and the ‘bully’ to discuss their problems.
- Involve parents at an early stage. Parental support will be needed for both the aggressive/antisocial child as well as the victim.

Both in terms of bullying or other serious incidents, we will follow a staged response as set out in the Anti-bullying Policy.

# Anti-Bullying Policy

## Statement of Intent

With reference to the Equality Act 2010 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.

## Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

## Procedures

1. Report bullying incidents to staff.
2. All incidents of bullying will be recorded by staff.
3. Parents should be informed and will be asked to come in to a meeting to discuss the problem.

4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
5. An attempt will be made to help the bully (bullies) change their behaviour.
6. In the case of cyber bullying the device may be taken from the perpetrator by a member of staff (if it is in school). The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Where the bullying has taken place outside of school, parents will be informed immediately and asked to remove the content.
7. In extreme cases or where a criminal act is suspected, the Police will be informed and advice sought.

## **Outcomes**

- 1) A thorough investigation of the incident will take place.
- 2) The points of view of all concerned will be listened to, including the parents of the children.
- 3) Individual action plans will be put in place to support the victim and to address the behaviour of the perpetrator(s). All school staff will be made aware of the situation, and of the action being taken.
- 4) Progress against the action plans will be monitored weekly for the first half term and half termly for the remainder of the year. Parents will be involved with the monitoring process.
- 5) The situation will be reviewed at the end of the year and a decision made about further action.

If despite the above efforts, the Headteacher considers the victim still to be at risk, then exclusion of the perpetrator(s) must be considered.

## **HELP ORGANISATIONS:**

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| Advisory Centre for Education (ACE)                    | 020 8888 3377  |
| Children's Legal Centre                                | 0300 330 5485  |
| KIDSCAPE Parents Helpline (Mon-Tues, 10.00 am-5.00 pm) | 020 7823 5430  |
| Parentline Plus  | 0808 800 2222  |
| Youth Access   | 020 8772 9900  |
| Bullying Online  | <a href="http://www.bullying.co.uk">www.bullying.co.uk</a> |

Visit the Kidscape website [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support, links and advice.