

AYCLIFFE DRIVE PRIMARY SCHOOL



Behaviour Policy including Anti-Bullying and our Response to Racism

Strategy Committee

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To be reviewed 2021**

Staff Responsible

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1 Introduction

Staff, pupils and governors have worked together to define this policy. It is specifically for our school and must be read in conjunction with other school policies such as Safeguarding and SEND.

2 AIMS "Teachers have the right to teach and pupils have the right to learn."

We aim to provide a happy atmosphere in which staff and parents work together for the welfare of the children, and where children adopt high standards of behaviour and values to develop a sense of self-discipline and an acceptance of responsibility for their actions. We expect children to be polite, well mannered, helpful to each other and to become good citizens.

We aim to give all our children a shared sense of pride in attending Aycliffe Drive Primary School and to feel that it is a place where they are safe to learn without disruption.

3 Staff Promoting Good Behaviour

Positive praise and encouragement are used as much as possible.

Staff are expected to model the kinds of behaviour that we expect of our pupils. These behaviours include respect, concern, fairness, how to apologise, how to resolve difficulties and then move on.

Staff should do all that they can to pre-empt even small lapses in good behaviour. Some ways that this can be achieved are:

- have high expectations of pupil behaviour
- support each other in maintaining consistent behaviour throughout the school
- expect politeness ('please', 'thank you', 'excuse me' etc.)
- praise and reward good behaviour
- be alert to signs of bullying and racial harassment and encourage pupils to be the same
- deal sensitively with pupils in distress
- listen to accounts of incidents given by the pupils
- deal with discipline problems immediately wherever possible, especially minor misdemeanours
- arrive on the playground punctually when on duty
- KS1 staff not on duty to be in the teaching areas to see the pupils leave and re-enter the building in an orderly manner.
- A member of staff representing each class to meet their class on the playground each morning break and lunch time
- When leaving a teaching area inform the neighbouring teacher or their own TA to enable supervision during the teacher's temporary absence.
- send pupils involved in playground accidents into medical welfare in the dining room, not leave the playground themselves.

4 Awareness of extrinsic and intrinsic motivation when considering pupil behaviour

Extrinsic behaviours are those that we as adults impose on children e.g. where we seat them in class and intrinsic is how we motivate pupils to learn and behave well through establishing strong appropriate relationships within our classes, how we engage, excite and challenge our pupils' learning.

Teachers need to pre-empt by constantly scanning the classroom or hall during PE or assembly. Children need to believe that we have "eyes in the back of our heads". This way we can use non-verbal behaviour strategies or redirect before there is an issue.

Consider where we position ourselves and where we position potentially disruptive pupils when in large spaces such as the hall or on offsite events.

When on the playground staff need to be aware of the blind areas on the site and position themselves so that they can see or can patrol those areas regularly. (see Playground Risk Assessments with photographs identifying these tricky areas)

All pupils need to know that we look upon them as great role models for the younger pupils in the school. This applies to our Reception FS children who know that they have to show the nursery children how we behave at Aycliffe Drive School.

Try as much as possible to praise publicly and criticise as privately as possible. Know your individual children well though as not all children like public praise. In this case a non-verbal praise e.g. Thumbs up, smile or sticker may be more appropriate.

Be aware of children's feelings particularly those who have special educational needs. Often their lapses in good behaviour are for attention because they are upset so it is even more important to pre-empt such outbursts.

Where possible try to provide children with small choices. This encourages independence and improves self-esteem.

Try to catch children being good and acknowledge this.

Address the behaviour not the child e.g "I do not like Behaviour"

5 Reward Systems

Pupils receive house points for good work and positive behaviour

All staff can award these house points

When pupils achieve ten house points they are awarded a certificate in the weekly Celebration Assembly or in the classroom.

When children move to gold certificates they are awarded a gold wrist bands or star badges that they are allowed to wear in school.

During our weekly Celebration Assemblies star of the week is awarded to a pupil from each class for something that they have achieved or improved upon. This can be directly linked to behaviour or learning.

Photographs of these children are displayed in the dining room and in the entrance hall where parents/ carers can share in the praise

Headteacher awards for all children who have received a Headteacher or Assistant Headteacher award during the week are acknowledged during Celebration Assembly and reasons discussed.

Headteacher awards are also posted in the entrance hall to enable families to read about them.

Any particular special piece of work is shared with the rest of the school in assembly.

The Headteacher is visible during the week making frequent unannounced visits to classes to share in achievements and support the teacher if necessary.

The Senior Leadership are visible during lunch and morning breaks in order to pre-empt behaviour issues.

Year 5 and Year 6 Leaders assist every morning break and lunchtime to help to manage the routines and help younger children

Year 4 pupils act as stand in Leaders to assist and to enable Year 5 and 6 children to have a break and eat their lunch. This is good training in responsibility for the future.

6 Unacceptable behaviour includes, but is not limited to:

- racist comments
- physical aggression of any kind
- verbal aggression of any kind including unkind remarks, swearing and foul language
- disobedience
- biting, spitting, hitting and kicking
- damaging property
- answering back, rudeness or aggression
- stealing
- truancy
- gangs and bullying
- preventing others from completing and carry out their work in class
- not completing class work or homework (where there are no extenuating circumstances). The school provides a homework club for those pupils experiencing difficulties.

7 How does the school deal with bullying?

"Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the three main types are physical (eg, hitting, kicking, theft), verbal (eg, name calling, racist remarks) or indirect (eg, spreading rumours, excluding someone from social groups)." [DfEE Circular 10/95]

8 It is important that pupils should:

- be involved in the development and reviewing of the behaviour policy and practice

- learn about what constitutes bullying and what to do about it
- have opportunities to develop the skills to resist bullying and to deal with it
- be aware that knowing about inappropriate behaviour by or to others and doing nothing is unacceptable

9 **Misbehaviour in class: Guidelines for sanctions:**

Pupils to be isolated under supervision. Pupils may be isolated from their group to:

- work on a table by themselves
- work in a 'quiet' area
- work in another class by prior arrangement
- work with the Headteacher or a member of SLT
- Pupils may have a behaviour record kept by the class teacher.
- A pupil's behaviour may be recorded in the pupil's record on SIMS by a member of SLT.
- Detention during the school day eg morning break and/or lunchtime may be given by staff.
- Evening detention with a requirement of 24 hours' notice to parents may be given by staff.
- Any items deemed by the teacher to be unsuitable in the classroom may be confiscated.

This is underpinned by a behaviour procedure which defines 4 levels of behaviour.

10 **Levels of Behaviour**

Stage	Type of Behaviour	Examples of Behaviour
1	Low level classroom disruption and rule breaking/ minor incidents	Unfinished work, late homework, inadequate work, talking at wrong time, uniform,
2	Persistent low level behaviour	Repetitive rule breaking, being warned but continuing, e.g. 3 strikes
3	Significant one off incident *	Fighting, verbal and / or physical abuse, racism, damage, hurting, theft
4	Major incident *	Fighting, verbal and / or physical abuse, racism, damage, hurting, theft, bullying including cyber bullying

11 **Recording and dealing with misbehaviours**

We expect all children to behave well both in and out of the school building and we are proud that most of our children behave very well most of the time.

Small misbehaviours are not ignored and we will correct through verbal or non-verbal strategies by members of staff

Children may be expected to remain in class at playtime to complete work or write a letter of apology. At these times the staff will supervise their pupils or sometimes the Headteacher or other members of staff will supervise at "the green doors".

Sometimes a child may be sent to a neighbouring class.

Small misbehaviours on the playground/ field will be dealt with by the Teaching Assistant or Teacher on duty. Children may have to walk with the member of staff, stand by the wall or be prevented from playing with a particular piece of equipment, e.g. a football

If these behaviours are deemed serious enough or repetitive they will be recorded on SIMS in order that Senior Leaders can monitor.

When we do have to criticise we attempt to be constructive by giving advice on how to improve. The majority of pupils will respond to encouragement and a good reward system is essential for progress. It is hoped that by promoting positive behaviour and good work we will set the standards that we all wish to see throughout the school.

12 Communicating with parents/carers

As part of our behaviour policy we recognise that parents / carers should be fully informed about their child's behaviour. Every effort is made to ensure that there is good communication between home and school. Should a child's behaviour be cause for concern their parents will be contacted and the matter discussed.

Our school is a community and children need to be taught as early as possible to appreciate that school is a workplace in which a certain code of behaviour has to be adhered to for the good of the whole

The Headteacher, Assistant Headteachers or other senior members of staff (senior or middle leadership) will carry out internal detentions at the green door or in heads office as punishment for incidents deemed serious enough by the class teacher, teaching assistant or lunchtime supervisors. Sometimes the Play Leader will supervise a pupil in the hall at lunchtime.

In the event of serious incidents such as bullying including cyber, violence towards another, swearing at another, vandalism or non-compliance with the request of a member of staff the child will immediately be removed from the classroom, hall or playground. The incident will be dealt with by a Senior Leader and logged onto SIMS database. Parents/ Carers will be informed.

13 Exclusions

The Headteacher has the discretion to exclude a child from school. The Chair of Governors to be informed as soon as possible. In certain cases where a child is verbally aggressive towards a member of staff a one day fixed term exclusion may apply. If a child is physically violent towards a member of staff or other children then a minimum two day fixed term exclusion may apply.

Exclusion criteria applies to all children after due consideration has been taken for any specific needs that they might have.

If a child's behaviour shows no improvement after all available options have been explored, then the Headteacher has the power to exclude the child for a fixed term or permanently. The exclusion will generally be a fixed term exclusion if the incident, in the opinion of the Headteacher, is serious enough for the child to be immediately excluded without prior strategies being employed. Examples of this include physical violence to a member of staff or pupil or extensive and deliberate damage to school property.

Schools are under a duty to provide suitable full-time education for excluded pupils from the sixth day of any fixed period of exclusion of more than five consecutive school days. For short fixed term exclusions work may be sent home for the child to complete.

Sometimes the Headteacher may decide on an internal exclusion. In these circumstances the child is not permitted to enter the class for any reason. They are supervised in isolation and provided with work. Lunch to be eaten away from other children and there will be no playtimes.

14 Outside School

School trips/visits – Every effort is made to ensure provision for all children to take part in educational trips. However, a pupil may be excluded from planned trips, educational journeys or residential visits where the potential poor behaviour of that pupil will harm the reputation of the school or where the conduct of the pupil may put the health and safety of himself/herself or others at risk.

Travelling to and from school and conduct on school trips – Sometimes incidents of poor behaviour occur at these times. We consider that at such times pupils are representing the school and where such incidents occur, and depending on the seriousness, school sanctions may apply, parents informed and/or police or other outside agencies contacted.

15 Parental Involvement

As ever we seek to encourage a parent, child and school working together partnership. All parents receive information regarding the school rules when their children start school and are asked to sign the Home School Agreement. Efforts are made to keep the parents informed of changes to the rules and of their Childs progress in school through continual feedback.

The schools 'open door' policy operates and parents are encouraged to discuss concerns or problems with class teachers and management. Building relationships with parents/carers is pivotal in terms of preventing and reducing exclusions. We work extremely hard to build positive relationships particularly with parents whose children are challenging to manage.

16 Working with Outside Agencies

The school reserves the right to contact the police if appropriate.

The school refers all serious incidents of sexually inappropriate behaviour to the local children's social care services in accordance with safeguarding procedures.

The school also works closely with outside agencies with children who have emotional and behavioural difficulties.

17 Children with special educational needs disabilities

We expect all children at Aycliffe Drive School to follow the behaviour policy. As much as possible we want to keep children with SEND within the Code of Conduct. However, this will be more difficult for some pupils at certain times.

Accordingly we may:

- Have a meeting/ meetings with parents/ carers and teacher or INCo
- Make an Individual Behaviour Plan
- Children with Education, Health and Care Plan May need the Code of Conduct to be modified to manage behaviour. Some pupils may require additional support. A formal meeting will take place in these situations each term or half term.
- In certain circumstances we may implement an exclusion

19 Anti-Bullying

At Aycliffe Drive we do not tolerate any kind of bullying behaviour. The ethos of our school promotes exemplary behaviour and respect for each other. The pupils play an active role in the management of the school, through student council, monitor jobs and the buddy group system. They were consulted about their views on bullying for this policy. It is through this structure that we aim to prevent bullying, identify it when it is beginning to take place and deal with it quickly and effectively.

What is bullying?

- Repeated and deliberate actions intended to cause physical or emotional harm
- Actions that take place over a sustained period of time
- Intimidation
- Threats
- Harassment
- Cyber bullying

Why is bullying intolerable?

- It can cause both physical and mental harm
- It is not appropriate to inflict your will on others
- It contravenes the pupils right to feel safe
- It can affect the confidence and self-esteem of the victim
- It has a negative effect on learning and the pupils ability to learn and willingness to come to school

How do we prevent bullying?

- Promote a positive ethos and to deal with problems both before they arise and quickly when they do
- Encourage children to identify key adults that they can confide in if they have a problem
- Involve older children as Buddy Leaders and Leaders to promote good behaviour and provide extra support to the children
- Provide lunch time activities both inside and out

- Management of friendship groups
- Keeping a record on the school database that enables us to identify patterns of behaviour

What do we do if bullying does occur in school time?

- Keep a written record of the events
- Give the children involved a chance to talk through events with an appropriate adult
- Inform the parents/carers of all the children involved, by phone or in person and follow up the initial contact
- Agree targets for action to be completed within a set time frame and hold a further meeting at the end of this time to review progress

20 The Scope of Racist Behaviour

"A racist incident is any incident which is perceived to be racist by the victim or any other person." [Taken from The Stephen Lawrence Enquiry - The McPherson Report 1999]

Racial harassment takes many forms. Incidents may include:-

- Subtle isolation, ignoring, negative body language
- Verbal abuse name calling, teasing, comments about family members, offensive humour, inciting others, gangs, vicious threats
- Violence jostling, intimidation, punching/kicking, fighting, abuse of personal property
- Graffiti
- Racist materials eg, badges and notes. These should be confiscated immediately and returned to the child's parent. In doing so, it is important to explain to the parent, the school's stance on this type of behaviour

This list is not exhaustive, it must be remembered that any behaviour, which is perceived as being racist should be treated as such.

21 Responding to Racist Incidents

- The perception of the person who has experienced racial harassment should be given priority.
- All racist incidents must be taken seriously and dealt with immediately.
- The children should be initially spoken to.
- Give the harassed person an immediate, sensitive and supportive response.
- Find out what happened.
- Explain to the perpetrator why the behaviour is unacceptable.
- State clearly what change in behaviour is expected.
- Inform the parents of the child/children involved.
- Report back to parents on the outcome of the investigation.
- If appropriate/necessary notify the parents in writing of the school's expectations and possible consequences if the behaviour is repeated.
- Consider what further support may be needed.
- Record incident in 'Racist Incident Log-book', housed in the confidential file in the Headteacher's office.

- No child will be deemed 'guilty' on the uncorroborated word of another child. However, all incidents must still be recorded.
- The head will monitor the number and type of incidents and report in the Headteacher's termly report to Governors, for discussion and action when appropriate.
- The records will be provided to the appropriate LEA representative on request.

All incidents of racist behaviour should be challenged (see section on Responding to Racist Incidents).

Pupils may be excluded from school according to Statutory HCC guidelines

21 Review and Evaluation

This policy will be reviewed and evaluated regularly by staff, pupils and Governors.

Appendix 1

Responsibilities

Our parents, pupils and staff have created the following responsibilities.

Responsibilities of the Children

- To follow the Behaviour Policy to the best of their ability.
- To be kind to each other like a family
- To follow class rules
- To always try our best
- To set a good example to others
- To respect the school and look after the classroom and building

Responsibilities of the Staff

- To treat all pupils fairly and ensure equal opportunities
- To provide a safe, stimulating learning environment
- To teach high quality lessons that motivates, supports and challenges
- To support each other, ie, staff through subject leader role
- To promote/create learners who are motivated and who grow in independence as they progress through the school
- To teach with clear objectives and high expectations
- To provide support and challenge all pupils taking account of individual needs
- To teach with clear objectives and high expectations of behaviour and achievement

Responsibilities of Parents/Carers

- To encourage and foster independence in self-help skills, eg dressing, having what they need for school
- To ensure that children arrive on time for school and ready to work.
- To encourage children to sort out difficulties without hitting, fighting, or swearing at home or in school.
- To encourage respect for other people.
- To help children realise the importance of education and to praise them for their efforts and achievements.
- To encourage children to complete their homework and become involved as parents/carers in reading with your child
- To be aware of and ensure that children use technology safely and appropriately (see e-Safety Policy).