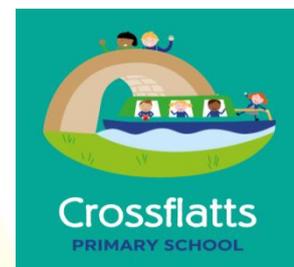


Crossflatts Primary School



Behaviour , Anti Bullying & Anti Discrimination Policy

Approved by the governing body on: _____ April 2020

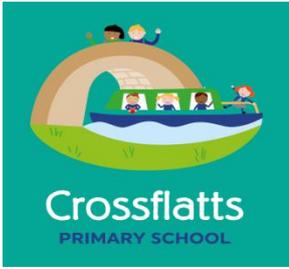
To be reviewed on: _____ April 2022

Signed on behalf of the governing
body: _____
Mary Morgan

NB. This guidance will be retained for a period of 7 years from replacement.

Crossflatts

PRIMARY SCHOOL



Crossflatts Primary School

Behaviour, Anti-Bullying & Anti-Discrimination Policy

Reviewed April 2020

INTRODUCTION

At Crossflatts Primary school we are committed to enabling all children to access education successfully.

This is an inclusive process and part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore, a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

OUR AIMS

- To create an atmosphere where children are able to develop a moral awareness, are sensitive to the needs of others and one in which they will be able to show respect and consideration for other people and property.
- To praise and reward positive attitudes to behaviour and work and to maintain fairness and consistency whilst encouraging self-discipline.
- We will promote an ethos of respect and encourage children to feel confident to speak out if they feel that they are victims.
- The children will know that they can approach any member of staff.
- We will not tolerate bullying or discrimination.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships. This will:

- Ensure a safe, caring and happy school.
- Promote good citizenship, good self-esteem, self-discipline and emotional intelligence.
- Prevent bullying.

The Governing Body has a duty under S175 Education Act 2011 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Crossflatts Primary School expects every member of the school community to:

- Behave in a considerate and fair way towards others.
- To encourage good behaviour and anti-discrimination.

Rationale:

Crossflatts Primary School will:

- Develop the 'whole' child enabling them to take responsibility for their own behaviour.
- Provide a welcoming and friendly atmosphere in which the children will feel secure and will be able to develop the skills which will enable them to make the right choices.

This policy is based on the following beliefs:

- Children need to know when they have been successful.
- Improved self-esteem leads to improved behaviour.
- Praise and positive reinforcement is more effective than punishment.
- Good behaviour should be held in high esteem by all members of staff and overtly and consistently rewarded and promoted at all times.
- Children will have equal access and opportunity to the curriculum.
- Effective links and co-operation between home and school are essential to success.
- Schools can and do make a difference to the personal development of the child.
- Consistency is the key to success. The positive behaviour management and assertive discipline policy of the school depends upon all staff (both teaching and non-teaching), endeavouring to achieve these aims by understanding and being able to implement its procedures.

Values that we are promoting

- Taking responsibility for your own behaviour.
- The ability to make choices about our behaviours.
- Being honest and telling the truth.
- Having mutual respect and being polite to one another.
- Caring for others.
- Caring for the environment and the school building.
- Trying to do our best.
- Valuing other's people's efforts.
- Accepting and recognising individual differences

School code of conduct:

All children are expected to follow school rules-

- **I care for and respect others**
- **I am polite**
- **I move around school safely**
- **I value my property and that of others.**
- **I get on with my work and allow others to get on with theirs.**

Children who use appropriate behaviours will be encouraged and rewarded.

Rewarding good behaviour must be the norm and is the responsibility of all adults in the school. All staff should be pro-active in celebrating ordinary good behaviour overtly and often throughout each day.

Rewards

These rewards are given to a child or a class when children follow the rules. Rewards need to be frequent, consistent and sure to happen in order to be effective. The most effective reward is the use of praise, smiling, acknowledging and thanking children for their behaviour. Praise and rewards can and should be awarded by all staff in and around school as positive reinforcement.

Children are:

- Praised by staff at every opportunity.
- Rewarded with dojos, stickers, praise postcards and Head Teachers Awards for good work, positive behaviour and special acts of kindness.
- Recognised in assemblies which celebrate success and achievement.

Children can:

- Share their awards, school achievements or activities in Celebration assemblies on Friday mornings.
- Receive weekly rewards for good behaviour.
- Have text messages or praise post cards sent home to parents.

Preventing Inappropriate Behaviour

The prevention of behavioural problems arising is of paramount importance.

Attention must be given to:

- Effective classroom organisation and management.
- Appropriate curriculum match to ensure pupils are engaged, motivated and challenged in lessons at the appropriate level.
- Establishment of effective relationships.
- Teaching of co-operative strategies.
- Children taking ownership of routines.
- Acknowledging good behaviour.
- Development of self-esteem.
- Emotional intelligence, teaching feelings / language

More specifically children must be taught:

- To move appropriately in, around and out of the school building.
- To be polite to adults and other children.
- To support other children.
- To empathise with each other.
- To develop strategies to deal with upsetting or aggressive behaviour.
- To report incidents of bullying behaviour involving themselves or others.

- **Procedures and Sanctions:**



Traffic light system (green, amber, red) to be used in classrooms throughout school from Reception to Year 6

All children's individual name cards displayed on 'GREEN' for go!

Sanctions need to be consistent and sure to happen in order to be effective.

Always endeavour to be fair and honest, be prepared to apologise if you have made a misjudgement as we are all human and children like honesty and fairness.

Never give a consequence without following it up.

There must be a fresh start every day.

These sanctions are given to a child or a class when children do not follow the rules.

- Non verbal signal / warning
- Verbal warning

If inappropriate behaviour continues, children move their name up the traffic light to amber and then to red if necessary.

- The child will be given at least one warning about their inappropriate behaviour or actions.
- If a children name is moved to amber they will miss 2 minutes of break time.
- Time out in a specified area of the classroom or into another classroom if necessary.

When child's name is put onto red the child is sent to another class within the Base for 15 minutes (ideally Key Stage Base Manager's class). The behaviour that led to this action will be logged on CPOMs by the class teacher.

All opportunities should be given to encourage children to improve their behaviour in order to return their name to green.

If the above procedure is repeated twice within a half term, a meeting will be arranged between class teacher, Base Manager (or member of SLT) and child.

If a child's behaviour escalates so that they are posing a danger to themselves, or other children, they may be asked to leave the space or guided from the area to a safe space, using team teach. We have a team of staff in school who are suitably trained and could be called upon, should help be needed.

Lunchtime Supervisory Assistants will follow the same procedure outlined as above. Lunchtime supervisors will record all behaviour incidences which require warnings will be reported to the base manager. This information is passed to the class teacher immediately after the lunch break. It is the responsibility of the Senior Supervisor to oversee the passing of information back to the class teacher regarding any inappropriate behaviour and sanctions.

Internal exclusion can be used to exclude pupils from the playground at break or lunchtime or if a pupil needs a longer 'time out' from the lesson to reflect on their behaviour. It is the decision of the Key Stage Base Manager and Deputy Head Teacher / Head Teacher whether a pupil needs to be isolated, when, where and for how long. Pupils need to be sent with their work to complete and their parents are to be informed as soon as possible and no later than the end of the school day.

Longer term internal exclusion will be used in discussion with parents where a child may be at risk of fixed-term exclusion and requires time to reflect on their behaviours. The Key Stage Base Manager must ensure where and when this will take place and ensure the provision for the pupil during the day.

Exclusion for serious incidents for behaviours where there may have been or is likely to be significant harm or risk to pupils or staff. The school reserves the right to exclude any pupil for a fixed term without using the above consequence process.

Pupils with Special Educational Needs

Sometimes behavioural difficulties in school can be linked to a Special Educational Need. When concerns are significant we may ask our Inclusion Manager to evaluate the case and seek additional support for a child, when appropriate. These pupils may require specific behaviour strategies and input or an Individual Behaviour Plan. Advice from external agencies will be sought where appropriate and the needs of the child, the other pupils in the class and the staff will be taken into consideration.

School responsibilities:

It is important that children are consistently taught a range of school routines:

- Good attendance and arriving on time to school for the start of the day and individual lessons.
- Walking around school in an appropriate manner at all times.
- Knowing which areas of the school are 'in bounds' during periods of free time i.e. Break and lunchtime.
- Knowing where friendship stops are and how to speak to a 'Buddy' if they need or want to.
- Supervision during school and at break times is key to preventing incidences of poor behaviour.
- Close supervision / monitoring of identified pupils will take place in collaboration with the class teacher, key stage leader and break time cover staff. Close monitoring details will be visible in the staff room and recorded by the class teacher

Teachers will spend time teaching children the rules and routines they need to follow and will review the school rules and consequences on a needs basis but at least at the start of every half term.

Every opportunity will be taken to reinforce the positive behaviour policy through the use of SEAL resources, planning teaching, visits and trips.

All staff will take responsibility for the promotion of good behaviour, and dealing with misbehaviour. Similarly if staff observes misbehaviour in any setting they must address it - consistency and clarity from everyone is the key to the policy working.

Parent's responsibilities

- Know the rules.
- Support the child in following the rules.
- Support the school in implementing the school rules.
- Discuss any concerns with teachers and staff. Please let us know if you have a problem.

Children's responsibilities

- Know the rules.
- Follow the school rules.
- Accept the consequences of their actions.

Anti-Bullying and Anti-Discrimination

Aims:

1. To produce a consistent response to any bullying / discrimination incidents that may occur.
2. To make all those connected with the school aware of our opposition to bullying / discrimination and we make clear each person's responsibilities with regard to the eradication of bullying / discrimination in our school.
3. To produce a safe and secure environment where all children can learn without anxiety.
4. To keep a secure record of any incidents of bullying and discrimination.

Objectives

1. By watching for early signs of distress.
2. By being aware of situations in which bullying / discrimination may occur.
3. By being aware of occasions when bullying may occur
4. By involving all staff in the implementation of anti-bullying programmes, especially playtime supervisors.
5. By following up each case and ensuring that the victim is given support to prevent incidents reoccurring.
6. By encouraging children to tell adults / staff who will report the incident to the SLT, so that pupils know something will be done and matters handled sensitively and discreetly.
7. By making pupils aware that this sort of unsociable behaviour is not acceptable in school.

Strategies to Support Children

- The Senior leadership team is responsible for ensuring that bullying is recognised and keeps all necessary records, co-ordinates action and maintains communication.
- The children will know that they can approach any member of staff.
- The school will demonstrate its ethos and values and overtly show that we care about anti-bullying and anti-discrimination and that we have a zero tolerance to incidents of bullying and discrimination.
- Children will understand that they must speak out if they feel that they are victims.
- Bullying will be defined in every classroom so children clearly understand what bullying is and also how any perpetrators will be managed.

The Role of Parents

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 the child's class teacher, Key Stage Base Manager or SLT immediately.

Incidents of bullying: defined as sustained, systematic, deliberate intimidation or aggressive behaviour (physical and/or verbal) towards others.

- Incidents will be initially dealt with by the class teacher who will investigate the incident and speak with the perpetrator and victim and then follow the appropriate sanctions. All incidents of bullying will be recorded on CPOMS.

- If the inappropriate behaviour reoccurs the teacher will speak with the parents of the child who is displaying bullying behaviour and also those of the victim concerned to discuss strategies to resolve the issue.
- If incidents of bullying persist a report will be made to the Head Teacher who will invite parents to a formal meeting where future action and appropriate sanctions will be discussed.

Incidents of racism: defined as intimidating or aggressive behaviour (physical and / or verbal) by a person of one racial group against the person of another racial group.

Incidents will be dealt with by the class teacher following appropriate sanctions who will inform the Base Manager and SLT. All incidents of racism will be recorded on CPOMS.

If the discriminatory behaviour reoccurs the teacher will speak with the parents of the child who is displaying this behaviour and discuss strategies to resolve the issue.

If discriminatory behaviour persists the Head Teacher will then follow formal procedures laid down by Bradford Council (a copy of these procedures may be obtained from the school).

The Role of the Head Teacher

It is the responsibility of the Head Teacher and Senior Leadership Team 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 Head Teacher will report to the governing body about the effectiveness of the anti-bullying policy on request.

The Head Teacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this school.

The Role of Governors

The Governing Body at Crossflatts Primary School supports the Head Teacher 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.

The Governors require the Head Teacher on request to report about the effectiveness of school anti-bullying strategies.

Monitoring and evaluation of the above procedures will be carried out by the Head Teacher and Senior Leaders on a termly basis and reported to the governing body on request.

The Behaviour, Anti-Bullying and Anti-Discrimination policy operates in conjunction with the following policies:

- Special Educational Needs and Disabilities (SEND).
- Equal Opportunities policy.
- Attendance Policy.
- Safeguarding and Child protection policy.