



BEACONHILL PRIMARY SCHOOL



BEHAVIOUR POLICY.

Where Children Matter.....

Staff, parents and children at Beaconhill Primary School work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively

Governors' Statement of Behaviour Principles.

In our school we believe that good behaviour is at the heart of a successful school.

Right to feel safe at all times

- All children, staff and other members of the school community have the right to feel safe at all times in school.
- We expect all members of the school community to behave responsibly and to treat each other with respect.
- All members of the school community should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

High Standards of Behaviour

- The Governors expect the highest standards of learning behaviour in order to promote effective learning
- Good and outstanding teaching which motivates, challenges and excites the children will promote excellent learning behaviour.
- Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.
- Governors expect high standards of behaviour during the school day and believe that this will have a positive effect on the lives and behaviour of children outside of school and enable them to become good citizens.

Inclusion and Equality

- We are an inclusive school and we believe in equality and in valuing the individual.
- We believe all members of the school community should be free from discrimination, harassment and bullying. We will not tolerate them in any form.
- Strategies to prevent or deal with bullying will be consistently applied and monitored.
- We recognise that some children may need additional support to meet behaviour expectations. The school will explore all avenues of support to promote improved behaviour and learning e.g. Behaviour Support Services.

School rules

- The behaviour policy details the school's expectations of behaviour, rewards and sanctions.

Rewards

- We believe positive behaviour should be encouraged and rewarded in the classroom and around the whole school.
- The Governors expect the rewards system to be explained to all who have responsibility for the children so that the message is regular and consistent.
- The system must be monitored for consistency, fair application and effectiveness.

Sanctions

- Sanctions for unacceptable behaviour should be known and understood by all staff, pupils and parents.

School Policy

This policy has been prepared with the help of pupils, parents, governors and staff.

This policy aims to identify:

- What we mean by good behaviour
- How we intend to encourage children to behave well
- How we intend to discourage inappropriate behaviour

What is good behaviour?

Following discussions with parents, teachers, teaching assistants, lunchtime supervisors and children, we have agreed that good behaviour means that everyone should:

- Have a caring attitude towards each other
- Be polite and friendly
- Move around the school, learn and play safely
- Look after our school, ourselves, other people and property

How do we encourage good behaviour?

Staff will:

- Explain and demonstrate the behaviour we wish to see
- Provide the opportunity for pupils to produce their own class rules
- Give praise when children behave well
- Ensure criticism is constructive
- Inform parents about **good** behaviour
- Acknowledge and reward the individual, group or class for their good behaviour
- Be fair, firm and consistent in all our dealings with children
- Aim to provide appropriate, stimulating and interesting tasks for children to undertake.

Our Reward System.

This system is an essential part of our behaviour policy. In order for the system to be effective we will try to ensure that the children value the rewards on offer. Our system of rewards will include:

- Verbal and non-verbal appreciation
- Rewards for outstanding behaviour or exceptional deeds- currently this comprises a 'Beaconhill Champion' sweatshirt, blue for main school, black for Upper KS2.
- Informing the parent at the end of the day
- Sharing acts of good behaviour with the rest of the class
- Giving "extra" responsibilities e.g. pupil of the day
- Good behaviour stickers where appropriate and wanted
- Merit marks in UKS2 planners.
- Postcards sent home
- Team merits and "Team of the term" points
- Dojo praise points in LKS2

How will we discourage poor behaviour?

It is inevitable that there will be times when individual children forget how they should behave. To try to help children we will always:

- Remind children of what is expected and identify with the child the offending behaviour.
- Highlight good behaviour when it occurs.

We hope children will respond to this approach in the appropriate way, but if any child feels unable to respond positively we will help them by making the expected behaviour clearer, more specific and centred upon their individual needs.

Teachers' Powers.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
 - Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Should our encouragement and praise fail to produce acceptable behaviour we will use some or all of the following strategies to help the child to conform. Any strategy is most effective when all parties involved work together. In order for us to best help the child we will expect and include the support and involvement of the parents.

- Remind pupil of expected behaviour.
- In KS2 Name on the board, 3x equals lost minutes from playtimes. (At lunchtimes this equates to 3x reminders, then missing part of the lunch play). By the time children reach Year 5, 3x name on board receives a pink slip.
- Segregate/re-integrate pupil on the understanding that the behaviour is not repeated. (This would usually mean the pupil working in another part of the class or school, or at lunchtimes, standing to one side of the hall/ playground for a short period)
- Remove minutes from playtime/lunchtime/ story time on a doubling increment. Class teachers take responsibility for supervision of pupil.

FS/KS1

Traffic light system used, which evolves over the four years.

Green behaviour is always promoted.

Consistently poor behaviour or extreme behaviour will result in a letter/phone call home requesting parental appointment with Headteacher. Child goes on report system for period of close monitoring. Further poor behaviour will be dealt with by the Headteacher

KS2

Further poor behaviour = pink slip issued, pupil takes to DH
Incident logged

3 pink slips =after school detention 30 mins.

Missed detentions lead to a doubling of the accrued time owed.

Pink slips cleared each half term.

Pink Slips in KS2

These are behaviour slips which are signed by the issuing adult, the Deputy Headteacher and the parent. They may be issued by any member of staff in school. They are given to pupils following the stepped warnings above.

Occasionally pink slips will be issued with no warning for example;

Fighting/ Swearing

Bullying

Damaging property

Blue slips

These are issued to children who do not return homework or reading books

Orange Slips

These are issued to children who do not bring an appropriate PE kit/Beach kit

Further Actions available to the school

Internal isolation

I.B.P.'s to identify targets to help the child learn appropriate social behaviour and set a time by which the targets should be achieved.

The child's name will be added to the school's Special Educational Needs Register

Should the unacceptable behaviour persist, the implications of such behaviour will be explained to the child and parent and advice will be sought from supporting agencies such as Childrens' Services, the School's Educational Psychologist or the L.A. Behaviour Support Team.

After School Detention

Detentions are issued for three pink/blue/yellow slips.

Parents and Carers will be given advance notice in writing of an after school detention.

Detentions are held on Fridays for 30 minutes.

The school does not hold Saturday detentions, or no-warning detentions.

Parents and carers do not have the right to withdraw their child from detentions.

Exclusion

Should the above strategies fail to achieve the desired results and the child's behaviour is a serious breach of this policy or allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school the Headteacher will consider a fixed period of exclusion in accordance with DfE Guidelines.

The Headteacher may also, following reflection, use a permanent exclusion for instances of significant violence or serious misbehaviour i.e. instances of protracted bullying.

Exclusion for fixed periods or permanently will generally be used as a "last resort" and following the failure of "other" sanctions.

Exclusion Procedure.

- 1) Only the Headteacher or the Deputy in her absence may exclude a child
- 2) The total number of fixed-period exclusions given in any one school year must not exceed 45 school days.
- 3) The parent/carer of the child will be informed immediately.
- 4) The following information will be conveyed to the parent/carer:
 - the period of exclusion
 - the reason for exclusion
 - the representation that can be made to the Governing Body about the exclusion
 - the way in which that representation can be made
- 5) The Headteacher will write to the parent/carer within one school day, indicating the above, the arrangements for the child's on-going education, including setting and marking of work and the right of the parent to see the child's record.

When exclusion is for more than five days, the exclusion is permanent or if the Headteacher decides to change the exclusion from fixed-term to permanent the LA. and governing body must be informed using the agreed pro-forma.

Should fixed-term exclusion last for longer than 14 days then the Governor's Disciplinary Committee should meet to review the matter.

Functions of the Governing Body.

- 1) The Governing Body should establish a Disciplinary Committee
- 2) The Disciplinary Committee should consist of between 3 and 5 Governors and **not** include the Headteacher.
- 3) The role of the Disciplinary Committee is to:
 - Review the use of exclusion in the school
 - Consider the views of the relevant person (carer)
 - Confirm exclusions where the child will miss public examinations
- 4) The Committee will be informed of:
 - All permanent exclusions
 - Exclusions over more than 5 days in any one term, separately or in total
 - An exclusion which results in a child missing a public examination
- 5) Where the exclusion is for less than 5 days the Disciplinary Committee will consider any representation from the relevant person.
- 6) When the relevant person has notified the Discipline Committee that they wish to make representation, the Committee must consider the circumstances of the exclusion and the representations of the relevant person and the LA.
Oral representation must be allowed.
- 7) As a result of their deliberations the Discipline Committee may decide:
 - Not to reinstate
 - To direct the Headteacher to reinstate immediately
 - To direct the Headteacher to reinstate on a particular, future date

Where there is a decision to reinstate, the Headteacher, the relevant person and the LA. must be informed immediately.

The Headteacher must comply with the directive of the Discipline Committee.

- 8) If the decision is not to reinstate, the Discipline Committee must:
 - *Inform the relevant person, the Headteacher and the LA.
 - *Where the decision involves a permanent exclusion, give the relevant person:
 - the reason for the decision not to reinstate
 - the relevant persons right to appeal
 - information regarding the appeal process and to whom the appeal should be addressed
 - advice that the appeal should contain a clear indication of the grounds for appeal
 - the last date on which the appeal can be accepted

The use of Exclusion

The DfE guidance indicates that the Disciplinary Committee will normally reinstate where the Headteacher has not pursued the following actions:

- *with parents (wherever possible) to have an action plan to support the child
- *followed the school's discipline sanctions fairly and consistently
- *engaged in in-school learning support unit where available
- *used mentoring from an older pupil, teachers, non-teaching staff, volunteers
- *considered disapplication of the National Curriculum
- *undertaken a pastoral support programme (PSP)

Pastoral Support Programme

The P.S.P should be agreed with the parents and the LA. and contain the following elements:

- be school based
- have identified precise and realistic behavioural outcomes
- have a nominated member of staff as overseer
- be automatic for pupils with several fixed-term exclusions
- be automatic for pupils at risk of failure or disaffection
- will not be used to replace the S.E.N. assessment process

- will have involved other agencies where appropriate

Outcomes that may result from the drawing up of the P.S.P. may include:

- review of learning difficulties
- disapplication of the National Curriculum
- changing the child's class or group
- registering the pupil at the school and a PRU
- move to another school
- use of external support
- placement into a school-based learning support unit (see above)

What can Parents/Carers do?

We believe that teaching children to behave well is important and this policy has set out how we intend to do just this. However, we believe that success will only be achieved through a partnership between home and school. We would therefore expect Parents and Carers to support the school in our efforts. We will always aim to be coherent and fair when dealing with issues of unacceptable behaviour but there may be instances when parents are encouraged to contact the school in order that misunderstandings can be remedied.

Behaviour that needs sensitive handling.

To date there have been no instances of racial or sexual harassment at this school but should there ever be an incident then it must be investigated sensitively and immediately.

Any incident of racial or sexual harassment will not be tolerated and alleged harassment **MUST** be reported to the Headteacher immediately. Should alleged incidents relate to the Headteacher, such incidents would be reported immediately to the Deputy Headteacher.

All incidents will be investigated with urgency and vigour.

Any child or adult found to have perpetrated sexual or racial harassment will be dealt with following the agreed disciplinary guidelines.

All incidents of racial abuse will be reported to the LA. following inter-agency guidelines. (This includes notification to the Police where racial incidents are categorised as crimes).

The school will comply with legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with Special Educational Needs.

Malicious Accusations against Staff

If an allegation against staff is shown to be deliberately invented or malicious, the head teacher will consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

Pupils' Conduct outside the School Gates

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the behaviour policy, teachers may discipline pupils for

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or in some other way identifiable as a pupil at the school.

- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline (as described in the bullets under the heading "Discipline in Schools – Teachers' Powers" on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

2) Power to search without consent for "prohibited items " including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.



Beaconhill Community Primary School

ANTI- BULLYING POLICY.



Where Children Matter.....

Staff, parents and children at Beaconhill Primary School work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively

School was awarded the Anti-Bullying Accreditation by the LA in 2013

Definition

Bullying is described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. Bullying can range from ostracising, name-calling, teasing, threats and extortion, through to physical intimidation, assault on persons and/or their property. It can be an unresolved single frightening incident that casts a shadow over a child's life, or more usually a series of such incidents.

Staff, parents and children at Beaconhill Primary School work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Research has shown that the extent of bullying in schools is greatly underestimated.

Bullying may be brought to the attention of any member of staff by the victim(s), their friend(s), their parent(s) or other interested people.

Aims

- To provide a safe, caring environment for the whole school community, especially the children in our care.
- To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
- To reassure children that they will be listened to and will know that it is alright to speak to in school if they are worried.
- To heed parents' views and keep them informed of actions taken in response to a complaint.
- A full investigation will follow any report of bullying with detailed records kept of incidents, reports and complaints.
- To take appropriate action, including exclusion in cases of severe bullying.
- To monitor incidents of bullying during the school year by the Headteacher.

Strategy for Dealing with Bullying

In dealing with bullying staff at Beaconhill Primary School follow these fundamental guidelines.

- Never ignore suspected bullying
- Do not make premature assumptions.
- Listen carefully to all accounts – several pupils with the **same version does not mean they** are telling the truth.
- Adopt a problem-solving approach that moves pupils forward from self-justification.
- Follow up proven cases to check bullying has not returned.
- Keep detailed records.

Strategies have been introduced in school to reduce bullying. These strategies include;

- Raising awareness about bullying and the Anti-bullying Policy
- Increased understanding for victims
- Children in problematic friendship groups at playtime can report to the DHT for support and guidance.
- Teaching pupils how to manage relationships in a constructive way.
- A 'bully box'. Incidents are reported in here by the children. The DHT logs these, deals with them and follows up any reported incidents.
- Taking part in anti-bullying week, and 'Blue Friday'.
- Regular anti-bullying assemblies.
- Annual talks to Year 6 children about knife crime by a former police officer.
- Cyber Bullying workshops in Key Stage 2 (external provider)
- ELSA available in school to help vulnerable or troubled pupils.
- Introducing 'buddies' at playtime to support positive play.
- Introducing a KS2 playtime manager to guide children towards positive interactions.
- Occasionally offering older pupils the opportunity to be indoors at playtime.
- Rewarding pupils who support their peers with 'Helping Hands' award stickers in assembly.
- Involving parents in anti-bullying workshops and other activities such as anti-bullying poster and poetry competitions.

Staff should apply one or more of the strategies above, depending on the perceived seriousness of the situation. The emphasis should always be one of showing a caring and listening approach.

In response to a complaint of bullying, the discipline procedures outlined in the Good Behaviour Policy should be followed, with staff making a full investigation, keeping detailed records and applying sanctions as necessary.

For serious incidents of bullying the procedures should be followed by the Headteacher or a member of the Leadership Team.

1. Discuss the nature of the bullying with the 'victim' at length, recording all the facts. This will require patience and understanding
2. Identify the bully/bullies and any witnesses.
3. Interview witnesses.
4. Discuss the incident(s) with the alleged bully/ies. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
5. If the bully owns up, make it understood that bullying is not acceptable at this school and what effect it has on the education of the victim and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.
6. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that bullying occurred, apply relevant sanctions.
7. Hold separate discussions with parents of bully and victim.
8. Sanctions for the bully include:
 - Supported playtime arrangements
 - loss of breaktimes for a set period
 - Reporting to the DHT after each playtime for support and guidance.
 - Pink slip
 - barred from school during lunchtimes for a set period
 - fixed period of exclusion from school.
9. Provide a Pastoral Support Programme for the victim with a mentor monitoring and observing at break times and lunchtimes, and through discussion to make sure there is no repetition.
10. Provide a Pastoral Support Programme for the bully. This will include a Behaviour Support Programme delivered by a teaching assistant trained in and developing

emotional literacy, opportunities in circle time or groups for the child/ren to discuss relationships, feelings and the effect bullying can have on individuals.

In order to reduce incidents of bullying and to recognise bullies, all staff watch for early signs of distress in pupils; we listen, believe, act.

Bullying directed towards Protected Characteristics.

Beaconhill Primary School will not tolerate bullying against anyone because of his or her Race, Religion or Belief, Age, Gender or Gender Reassignment, Sexual Orientation or Disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

Racial Bullying/Harassment

Racial bullying will not be tolerated in Beaconhill Primary School and such instances will be treated severely.

A full investigation will be carried out, recording incidents in a separate incident book and on LEA forms. The school has a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PSHE and Citizenship lessons and in Religious Education lessons.

Beaconhill Primary School guarantees confidentiality and support for those bullied. Racial incidents are reported to the Governing Body and LEA as required.

Sexual Bullying

Sexual bullying has an impact on both genders. A sexual assault will lead to the exclusion of the perpetrator from school. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment), and, in its extreme form, sexual assault or rape.

Beaconhill Primary School strategies to deal with sexual bullying include:

- recording incidents in the incident book
- developing understanding of gender relations
- exploring sexism and sexual bullying in PSHE lessons
- using single-sex groups to discuss sensitive issues where necessary
- ensuring the school site is well supervised, especially in areas where children might be vulnerable.
- implement appropriate discipline procedures as appropriate.

Sexual Orientation

Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bi-sexual to experience such bullying.

Strategies to deal with such bullying include:

- recording incidents.
- awareness by staff that homophobic bullying can occur
- challenging homophobic language and explore pupils' understanding -they might not understand the impact
- guaranteeing confidentiality and support for those being bullied
- implement discipline procedures if the bullying warrants it

Special Education Needs or Disabilities

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

Beaconhill Primary School makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEN children compared with others, and should not make comments based on pupils' appearance or perceived character e.g. boys playing football poorly should not be told they play like girls.

We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'no' or to get help.

If the bullying is serious, the school will undertake a full investigation, including a discussion with witnesses, recording incidents in the incident book and contacting parents. Discipline procedures are implemented.

High attainers, gifted or talented pupils can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.

A Robinson
February 2019

Chair of Governors.....

Date.....

To be reviewed February 2022