

Colley Lane Primary Academy



Subject: Behaviour Policy

Issue Date: September 2020

Safeguarding Statement

At Colley Lane Primary Academy, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Colley Lane Primary Academy. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Aims of the policy and procedures

To promote an ethos and culture where: -

- Children understand their rights and responsibilities and feel safe and secure in school.
- Agreed expectations are established and acted upon fairly and consistently.
- Good behaviour, manners and effort are encouraged, rewarded and used as a model for others to follow ensuring all children feel valued.
- Children have pride in our school, property is respected and each other are nurtured.
- Unwanted behaviour and negative attitudes are not tolerated and dealt with promptly.
- Parents are involved in the values of promoting high standards of behaviour between both home and school.
- Children are helped to understand that they have a responsibility for their own actions and that they affect others.
- Children understand that good behaviour has an integral role to the fulfilment of school aims to enable effective teaching and enthusiastic learning to take place.

Guidelines

- The behaviour of all children is the responsibility of all adults and not only those they have been assigned to.
- Adults should act as positive role models and be respectful in both the style and tone of language used with children and build a trustful relationship with children.
- School charter to be discussed with all children at the start of a new year and regularly reminded throughout the terms.
- All children to understand they have responsibilities to behave correctly around school



and that when the right choices are not made, then fair and consistent consequences will be applied and a new start made.

- Parents to be informed of school expectations and should be involved at an early stage when problems occur.
- Unacceptable behaviour may be monitored and recorded on CPOMS. A record of significant incidents will be monitored by SLT. Monitoring may take the form of charts, books or online records.

The Colley Lane Code

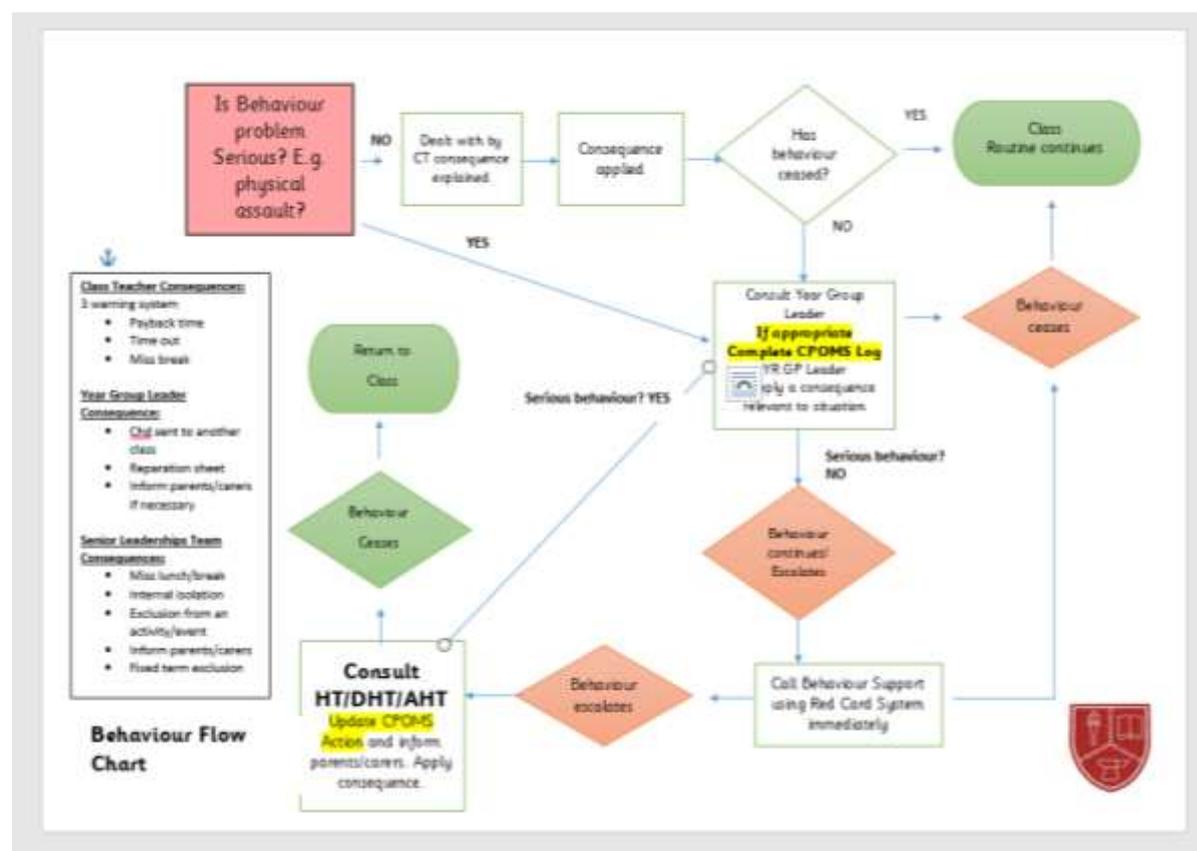
Always follow instructions.

Keep our hands and feet to ourselves.

Use kind words only.

These simple school rules are displayed in every classroom and at key points in and around the school.

CLPA Behaviour Flow Chart:





Rewards

All staff will promote good behaviour in school by giving reward and praise to children when they are following or going above and beyond the school charter. Examples of good behaviour will be constantly highlighted and acknowledge by a system of rewards. Rewards may take a variety of forms appropriate to the age/stage and maturity of a child. Staff will choose the appropriate reward depending on the circumstances and knowledge of the child. Rewards help to identify positive aspects of each child's behaviour and make them aware of their abilities and qualities so thus building self-esteem.

Rewards may include: -

- House points – awarded for good behaviour, good work, positive playtimes and social etiquette/attitude (being kind, sharing etc)
- Praise in class, recognition by positive comments on children's work, praise certificates in assembly.
- Head teacher awards
- Stars, stickers and stamps given by class teachers
- Giving of class responsibility – eg. monitors
- Attendance awards
- Trips/visits
- Additional playtimes
- Fun Friday/golden time
- Class prizes/raffle tickets
- Telephone call, letters or notes home to family/guardians

Sanctions

Key behaviour techniques and whole systems applied consistently **may** include: -

- Acknowledgment of unacceptable behaviour, redirect and explain the reason why.
- PIP (Praise in Public) & RIP (reprimand in private) Focus is made on the behaviour – not the child.
- Reminding children of their responsibilities and what might happen next if the behaviour continues
- Moving child to a thinking table
- Zone boards
- Children to complete a reparation sheet - 'think sheet'.
- Time missed from an activity/choice time or play/lunch period.
- Internal exclusion from class for part of a morning or afternoon.
- Child may be sent to a different class/year group leader/member of SLT.
- Loss of privileges.
- Parents may be telephoned or spoken to at the end of the day
- Formulation of a positive behaviour plan working in partnership with parents to help manage children's behaviour positively, recognising triggers and difficult situations promptly to avoid unwanted behaviour where possible.

Children's responsibilities

To work to the best of their abilities, and allow others to do the same
To treat everyone with respect, in and out of school
To follow the instructions of all the school staff



To take care of property and the environment in and out of school
To co-operate with other children and adults.

Staff responsibilities

To make clear our expectations of good behaviour
To treat all children fairly and with respect
To raise children's self-esteem and develop their full potential
To provide a challenging, interesting and relevant curriculum
To create a safe, pleasant, stimulating environment, physically and emotionally
To use rewards, rules and sanctions clearly and consistently
To be a good role model
To develop a class charter with children so that children are very clear about how they are expected to behave
To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
To deal with any incidents promptly and inform parents when necessary
To recognise that each child is an individual and to be aware of his/her needs
To offer a framework for social education.

Parents' responsibilities

To follow the Home/School agreement as appropriate
To make children aware of appropriate behaviour in all situations, both in and out of school
To encourage independence and self-discipline
To show an interest in all that their child does in school
To foster good relationships with the school.
To be aware of the school rules and expectations and to support the school in the implementation of this policy
To alert the school as soon as there are any concerns.

RIPE – reduction in pupil entitlement

In the case of persistent, severe, unwanted behaviour over a prolonged period of time, children may be placed on a programme of reduced attendance for a specific period. This plan will be arranged by a member of SLT and with the consent of parents. The period of attendance will be reviewed regularly looking for an increase where possible at every review.

Exclusion

We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never “give up” easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.

Exclusion will not be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

Reasons for exclusion:

- Serious breach of the school's charter or policies;



- Serious risk of harm to the education or welfare of the pupil/adult or others in the school.

This can either be a very serious incident or the repetition of serious incidents. Any exclusion will be at the decision of the Headteacher, usually in consultation with other members of the senior leadership team.

Temporary / Fixed-Term exclusion

A temporary / fixed term exclusion is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy.

Permanent exclusion

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Headteacher will consult with senior leaders and Chair of the LAB as soon as possible in such a case.

The decision to exclude

If the Head teacher decides to exclude a pupil he/she will:

- Ensure that there is sufficient recorded evidence to support the decision;
- Explain the decision to the pupil if the pupil is in the state of mind to listen to the decision
- Contact the parents, explain the decision and ask that the child be collected;
- Send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion;
- The length of the exclusion and any terms or conditions agreed for the pupil's return;
- In cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked;
- Plan how to address the pupil's needs and integration back into their class on his/her return;
- Plan a reintegration meeting with parents and pupil on his/her return to be conducted by a suitable senior member of staff.

Use of reasonable force

It may be necessary to use reasonable force to control or restrain a child for their safety and the safety of others, to prevent them from hurting themselves or causing disorder. We have the legal power to use reasonable force in these circumstances. Control means passive physical contact i.e. standing between two children or taking a child's arm to guide them. Restrain means to physically hold back Any circumstances of reasonable force **MUST** be detailed in writing immediately after the event and a member of the Senior Management **MUST** be informed. The Head will decide if the child's parents need to be informed.



The Colley Lane Code

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Anti-Bullying

Statement of Intent

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

What is Bullying?

DFE guidance (2017) defines bullying as “Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school’s first priority

Vulnerable pupils

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer. These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.



Cyberbullying

When responding to cyberbullying concerns, the school will:

Act as soon as an incident has been reported or identified.
Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to try to ensure that it does not happen again.
Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.

School staff can confiscate and search pupils' electronic devices, such as mobile phones, in accordance with the law.

The head teacher will inform the police if it is believed a criminal offence has been committed.

Why is it Important for School to Respond to Bullying?

Bullying hurts. No-one deserves to be a victim of bullying and everybody has the right to be treated with respect. Adults or pupils who are bullying need to learn different ways of behaving. As a school we have a responsibility to respond promptly and effectively to any issues of bullying.

Prevention

The systems in school encourage appropriate behaviour and this is supported in our Personal Social Health Education (PSHE) delivery, assemblies and focus days.

The Role of Governors

The Governing Body supports Miss Helen Hale (Head Teacher) and the Senior Leadership / Management teams in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying in or related to the school setting, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately. The Governing Body monitors any incidents of bullying that do occur and regularly reviews the effectiveness of this policy. The governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the governors on the effectiveness of school anti-bullying strategies.

Objectives of this Policy

The key objectives of this anti-bullying policy are to ensure:

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



Signs and Symptoms

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

- Is frightened of making the journey to or from school;
- Changes their usual routine;
- Is unwilling to attend school (school phobic);
- Begins to truant;
- Becomes withdrawn, anxious, or lacking in confidence;
- Starts stammering;
- Attempts or threatens suicide
- Absconds from school/ educational visit;
- Frequently reports they feel ill (where no known cause of illness is known or detected);
- Begins to do poorly in school work;
- Attends school in clothes torn or with damaged books/ equipment;
- Has possessions which are damaged or 'go missing';
- Has unexplained cuts or bruises;
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Stops eating;
- Is frightened when questioned 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

In this school, pupils will be encouraged to report/discuss any behaviour they are not happy with. Initially teachers will try to deal with any incident in a supportive low key manner to avoid further distress. This may be:

- Face to face talks;
- Taken as a theme in a class PSHE discussion if the bullied child is more at ease with this.

Should other incidents occur, the following procedure will be used progressively to address the problem:

1. Formal, noted talk with the pupils concerned (parents notified).
2. Parents of the pupils involved asked to attend a formal meeting at school.
3. Formal involvement and possible exclusion of the perpetrator.
4. The bullying behaviour or threats of bullying will always be investigated and the bullying stopped quickly.
5. Victim/s of bullying will be supported.
6. Attempts will be made to help the perpetrator/s change their behaviour.

Desired outcomes of such action:

1. The bully / bullies will be asked to genuinely apologise. Additional consequences may take place.
2. If possible, the pupils will be reconciled.
3. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.