

Aspley Guise Lower School

Growing Together, Aiming High



Behaviour Policy

(Including arrangements for bullying, racism and exclusion)

September 2019

Review: September 2021

At Aspley Guise Lower School we expect the highest possible standards of behaviour from all pupils and in order to achieve this we have established a School Charter.

The Charter (Appendix 1) is used across the school with all pupils from Reception to Year 4 and sets out the attitudes and values that we believe underpin the ethos of our school.

Key values: each child has the right to be safe, to learn and to be respected.

To establish a caring community, whose attitudes and values are built on mutual trust and respect for all.

To ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well.

To promote an effective learning environment where everyone feels happy, safe and secure.

PRINCIPLES

At Aspley Guise Lower School we believe that:

- Good behaviour is reinforced, modelled and recognised.
- There is a focus on both the rights and responsibilities of the child.
- Boundaries are clear and consistent.
- There is a positive classroom culture where everyone is valued for who they are.
- Everybody has a right to feel safe.
- High self-esteem is promoted.
- Children are treated as individuals.
- All staff and children have high expectations.
- Everybody shows mutual respect.
- All staff are approachable.

PRACTICE

- Teaching staff are proactive in organising the classroom, seating and routines that allow children to remain on task and learning to the best of their ability.
- Teaching is interesting, pacy and participative.
- PHSE and Values Time are used to reinforce models of appropriate behaviour. These are then reinforced through the school's Values Curriculum.
- Classes identify adults for support using 'caring hands', where children use five fingers to represent five named adults that they could go to for support which is clearly displayed in the school.
- The Smart Charter is displayed in every classroom and around the school.
- All staff consciously give meaningful praise and stars linked to the rewards system.
- All staff follow the school's behaviour policy at all times (including off site visits) to ensure that every child displays acceptable behaviour.
- The system of rewards and sanctions are made clear to the children and the consequences of positive and negative behaviour are displayed in a child friendly format.
- Rewards and Consequences are both important in making our behaviour policy effective.
- Rewards that are earned cannot be taken away.
- The Charter runs alongside any existing whole class rewards eg: for lunchtime behaviour, settling into lessons after break times etc.

Our behaviour policy is included as part of staff induction for members new to the team. This is also shared with pupils and parents new to the school.

REWARDS SYSTEM

There is a focus on intrinsic rewards.

- Teaching staff give meaningful praise and 'catch the children being good'.
- Each pupil in the school belongs to a house and can earn stars for their house.
- Stars are awarded for good behaviour, good manners, showing our school values, and showing growth mindset.

- Pupils' achievements are shared in Celebration Assembly and the House Cup is decorated in the winning colours for that week.

Consequence Staircase

Step	Behaviour	Potential Consequence
1	Minor incidents such as not listening when required, wasting time, not trying, not completing work to the required standard.	Verbal warning/Charter reminder Any work not done to the required standard to may be repeated. (For most children this is all that is ever required. If a warning is given we always then look for the first opportunity to praise the child concerned.)
2	If there is a repeat of the behaviour incident.	A second verbal warning/Charter reminder If the behaviour continues the child may be moved away from the group for a short period of time appropriate for the child. (This could be to a place where they can think about their choices). There may be a restorative conversation later.
3	Inappropriate behaviour continues.	When this happens it results in a loss of free time. The pupil loses 5 minutes Golden Time. The pupil is given time to reflect on their behavior through a restorative conversation with the class teacher.
4	Inappropriate behaviour continues in the lesson and across a series of lessons.	When this happens it results in a further 5 minutes loss of Golden Time. The behaviour is discussed with the child and the Head Teacher. The parent will be contacted to arrange a time to discuss what support can be put in place to ensure consistently good behavior in future.
5	Severe or persistent breaches of the school behavior policy. Certain behaviours require pupils to be isolated from the class, playground or the school. This includes: serious physical or verbal abuse, threatening behaviour, malicious accusations to another pupil or adult, serious bullying incidents and non-accidental damage to property/equipment.	When any of these behaviours occur the Head teacher will be involved in managing the incident. Such behaviour may result in the pupil being excluded either internally, or externally for a fixed term period or permanently. Parents WILL be informed immediately and requested to meet with the Head.
5	In very rare cases it may be necessary to exclude a pupil externally for a fixed term. See Appendix 2: Exclusions	On return, there will be a return to school meeting with the child and parents. Appropriate measures may be put in place to ensure an improvement in behaviour when the child returns to school. Only ever in an extreme situation would a child be permanently excluded. This is a last resort and only considered after all other possible avenues of support have been explored. In such circumstances the local

	education authority procedures will be followed.
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Class teachers will keep a written record of any severe incidence of misbehaviour. An incident form will be completed to record: arguments/verbal abuse/aggressive behaviour, etc. Brief notes will be made of the incident, any witnesses and the action taken. These will then be held in a behaviour file in each classroom.

The Class Teacher would be involved in the first instance with any incidents of misbehaviour. Further more serious incidents would then be reported to the Head Teacher.

If concerns continue the teacher, SENCO and parent agree an Individual Achievement Plan and the involvement of external services is sought.

Teachers have the power to search children without consent for prohibited items. (See appendix.)

All staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property.

Restorative Conversations

We believe that when a child has made a wrong choice, they should be guided through what has happened, consider what restitution can occur and be given the opportunity to consider how to avoid such situations in the future. To that end, when a child has made choices that lead them to move up the consequence staircase, a restorative conversation will take place with the child. This will involve the use of some/all of the questions below:

- What happened?
- How did you feel when...?
- How do you think X felt when....?
- What can we do to put this right?
- What can we do stop this happening again?

It may be that there needs to be a period of time before the restorative conversation takes place (e.g. the child may be distressed or unwilling initially to accept their culpability). Furthermore, it may be that, in some cases, the member of staff may need to model the answers to the questions if the child is still unwilling to accept their own responsibility.

SEND

Individual arrangements will be made to manage the behaviour of pupils with particular needs, which may differ from this whole school approach. However, our expectations are that, irrespective of a child's need, they should work towards showing the same levels of respect for everyone in the school community and society.

Pupils with Individual Achievement Plans may have specific behavioural targets that may require special arrangements and these will always be agreed with the Special Educational Needs and Disabilities Coordinator in consultation with parents, class teacher and any other external support agency as necessary. Such arrangements will always be communicated to staff to ensure a consistent approach.

Staff will also take note of any sudden changes to a pupil's behaviour that may indicate safeguarding concerns. In this instance staff will follow the school's safeguarding policy. (See Child Protection policy for further details.)

PLAYGROUND BEHAVIOUR

Children are chosen from Year 4 Peer Mentors to be Playtime Buddies. They wear special tabards so they can be easily identified and receive 'Young Leader' training.

RULES FOR PLAYGROUND BUDDIES:

- Buddies should always smile and be friendly.
- Buddies should be fair and responsible.
- Buddies should help children who are lonely to find someone to play with.
- Buddies should be able to settle arguments and disputes sensibly.
- Buddies organise activities.

LUNCHTIME BEHAVIOUR

We expect high standards of behaviour at all times of the school day. Lunchtime staff will verbally praise children and can reward with stars.

For any incidents that occur, lunchtime staff must complete an incident report and give it firstly to the class teacher at the end of lunchtime. For significantly poor behaviour, lunchtime staff report to the Head Teacher using the incident reports. Persistent inappropriate behaviour during lunchtimes may result in an exclusion at lunchtimes. All staff are proactive and alert to flash points. Wherever possible, inappropriate behavior is prevented by staff recognising and diffusing feelings of aggression in children.

BULLYING

A definition of bullying:

Bullying the expression of a **power relationship** where there is the use of **aggression** over a period of time, with the **intention of repeatedly hurting** another person. Bullying results in **pain and distress to the victim**.

Bullying can be:

Emotional:	being unfriendly, excluding, tormenting (e.g. 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 email and internet chat room misuse, mobile threats by messaging and calls, misuse of associated technology, i.e. camera & video facilities

In short, it is the continued repeated intention to hurt, frighten or intimidate another person.

When might it not be bullying?

- If two pupils have an occasional disagreement or quarrel this is not bullying.
- A child going through a period severe emotional stress or crisis who exhibits challenging behaviour which impacts on the class/others (unless there is clear evidence of targeted behaviour toward another specific child).

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Encouraging Friendship

Class activities and Whole school initiatives

A selection of posters and books as a basis for assemblies on the theme of anti-bullying is available to staff for whole school assemblies or class collective worship times. PSHE lessons are sometimes based on the themes of bullying and anti-social behaviour, providing a problem-solving approach and exploring how bullying can be prevented and combated.

Special Educational Needs or Disabilities

Some pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as others. Staff are particularly aware of these pupils and where appropriate a named adult or buddy is appointed to monitor play times or classroom activities.

Dealing with Bullying

Where children, parents or members of staff believe that bullying occurs, this will be investigated subject to referral to the Bullying checklist (Appendix 3). It is essential that anyone making an allegation of bullying be clear on the definition of bullying and have evidence to support this.

All complaints or observed incidents of behaviour that fall within the definition of bullying will be recorded and will then be investigated by the Head Teacher who will record their findings on Appendix 4

Where bullying behaviour is established:

- the Head Teacher will analyse the number of type of any bullying incidents and feedback to the Governing Body the number of incidents termly
- appropriate consequences will be applied measures put in place to prevent re-occurrence of the bullying behaviour; and
- parents of children involved in the incident will be informed of the incident and the outcome.

Where school staff are unable to resolve the incident to the satisfaction of the parents the matter will be referred to the Chair of Governors for review and adjudication.

Pupils who have been bullied

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with their class teacher or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence

Pupils who have bullied

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents /carers to help change the attitude of the pupil
- applying appropriate disciplinary steps (outlined in section 6.0 and in the Behaviour Policy)

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 their child's class teacher immediately.

Parents have a responsibility to support the school's Behaviour and anti-bullying arrangements and to actively encourage their child to be a positive member of the school.

Dealing with Racist incidents

Where it is felt that a racist incident has occurred, this will be investigated initially by the adult who was first approached. If it is felt that the action or language used may constitute racism, this will then be drawn to the attention of the head teacher who will conduct a more thorough investigation.

If there is sufficient evidence that the event could be reasonably construed as racist, the parents of both parties will be informed, along with informing them of support or consequence as appropriate.

Governors will be informed of racist incidents as part of the school's commitment to equality and safeguarding. A review will then be undertaken to consider whether there is further work that can be done as part of the whole school's curriculum to ensure we show the value of diversity and equality.

Appendix 1: THE SMART CHARTER

SMART LEARNERS ARE:

Sensitive	Kind, gentle and helpful to others We don't hurt people or their feelings.
Motivated	Hard workers who have a go We don't waste time or give up.
Attentive	Good listeners who concentrate We listen to instructions and don't interrupt.
Responsible	Careful with property and nature We don't damage or waste things.
Truthful	Honest We always tell the truth.

Appendix 2: Arrangements regarding Exclusions

The arrangements for external exclusion is directed overall by the most up to date version of the DoFE document 'Exclusion from maintained schools, academies and pupil referral units in England'

If internal exclusions of the child are either ineffective or inappropriate (depending on the severity of the child's behaviour), the headteacher alone will decide whether an external exclusion should be made.

There are two types of external exclusion:

- Fixed term exclusion which is for a fixed number of school days, will not exceed 5 days in any one term
- Permanent exclusion. A permanent exclusion must be ratified by the Discipline Committee.

Fixed Term or Permanent exclusion should be used only as a last resort. The Headteacher, staff and governors should ensure that 'all reasonable steps' have been taken to avoid excluding a child.

All reasonable steps' means that all other appropriate measures to improve behaviour have been taken, such as:

- interviewing the pupil and parent
- identifying any special educational needs the pupil may have
- issuing formal warnings
- removing the pupil for a limited period from a specific activity
- considering involvement of social services or the police
- The use of therapeutic intervention

The Governors role is to support the Headteacher and staff in maintaining high standards of discipline and also to ensure fairness to individual pupils and their parents. The Discipline Committee shall comprise 3-5 governors not including the Headteacher. One other governor will be the first point of contact for appeals.

Proper records and filing of all incidents relating to an exclusion must be kept in accordance with procedure.

In taking a decision to exclude a pupil the Headteacher must also consider that allowing the pupil to remain in the school would be seriously detrimental to the education or welfare of the pupil, or that of others at the school.

If practicable the Headteacher should make arrangements for the pupil to receive work to do at home and have it marked when he or she returns to school.

Appendix 3

Identification of Bullying

Bullying is the expression of a **power relationship** where there is the use of **aggression** over a period of time, with the **intention** of **repeatedly hurting** another person. Bullying results in **pain and distress to the victim**.

Details of the event that led to the referral being made:

In making the allegation of bullying I believe that there is:

- A **power relationship** between the alleged bully/bullies and the victim
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)

- **aggression** over a period of time,
- With the **intention** of **repeatedly hurting** another.
- There is clear **pain and distress to the victim**.

Reasons why the concern may not meet the definition of bullying :
Have you considered whether:

- The first hurtful incident between these children
- Teasing/banter between friends without intention to cause hurt
- Falling out between friends after a quarrel, disagreement or misunderstanding
- Conflict that got out of hand (should not happen again)
- Activities that all parties have consented to and enjoyed

Signed:

Date:

Appendix 4

Following completion of Appendix A, Initial investigation into allegation of bullying

Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:

Date:

Signed:

Factors to help determine if incident constitutes bullying

- Incident was bullying (all 3 amber warnings confirmed)
 - Hurt has been deliberately/knowingly caused (physically or emotionally)
 - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group

Making a judgement of bullying

- Incident **was** bullying (all 3 amber warnings confirmed)
 - Hurt has been deliberately/knowingly caused (physically or emotionally)
 - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
 - Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)
- Incident **was not** bullying on this occasion because it was
 - the first hurtful incident between these children
 - teasing/banter between friends without intention to cause hurt (should not happen again)
 - falling out between friends after a quarrel, disagreement or misunderstanding
 - conflict that got out of hand (should not happen again)
 - The child has been not been hurt
 - activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
 - Other _____
- There is **currently insufficient evidence to confirm bullying** but there is enough evidence of inappropriate conduct on the part of aggressor to warrant monitoring because:
 - It was difficult to determine the number hurtful incident between these children
 - Reciprocal teasing/banter between friends with little clarity as to the initial perpetrator
 - Repeated falling out between friends after a quarrel, disagreement or misunderstanding
 - conflict that got out of hand (should not happen again)
 - Other

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support needed for the hurt party:

Appendix 5

When confirmation of bullying- Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

2. Those involved – please also record where appropriate:
- adults as targets or perpetrators (A)
 - perpetrators from outside the school community (O)
 - children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)

Appendix 3: Help organisations for victims of bullying:

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk
Kidscape website	www.kidscape.org.uk