



HOLSWORTHY C E PRIMARY SCHOOL

Learning behaviour policy

(This policy includes procedures for incidents of Bullying and Exclusions)



At Holsworthy Primary School we believe in fostering positive relationships between pupils and between staff and pupils. These relationships, built on mutual respect and trust, combined with high expectations and clear policy will be the foundations for high standards of behaviour. We aim to provide a safe and happy school where we nurture each child, supporting them as individuals so that they may grow socially, emotionally and academically.

What we believe is important for everyone at the school:

<p>Our school rules:</p> <ul style="list-style-type: none"> • Show respect and good manners at all times. • Follow instructions with thought and care. • Care for everyone and everything. 	<p>Our learning behaviours.</p> <ul style="list-style-type: none"> • Resilience • Resourcefulness • Reciprocity • Reflectiveness
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The school has adopted the R time rules and the 4 Rs (resilience, resourcefulness, reciprocity and reflectiveness) to support with the development of learning behaviour.

These R – time rules and learning behaviours are in each class with an explanation to our children as to what they mean to all members of our school community of a day to day basis. Members of staff regularly refer to these as part of our collective worship, PSE programme and star assembly on a Friday.

CLASSROOM REWARDS & SANCTIONS

<u>Rewards</u>	<u>Sanctions</u>
1) Team points	1) Warning
2) Chance Cards (pupils win a raffle ticket chance card for a weekly prize draw)	2) Time out (where appropriate with discussion with adult) in class until ready
3) Certificates in celebration assembly	3) Time out in another class (where appropriate with discussion with adult) with work for the remainder of the session. Recorded in chronology
4) Picture on a leaf of the ‘Growing Learning Behaviours Tree’ where pupils display excellent learning behaviours.	4) Possible breaktime / lunchtime detention
5) Individual class rewards	5) Possible internal / external exclusion

Break and lunch times

Rewards	Sanctions
1) Team points	1) Warning
2) Certificates in celebration assembly	2) Time out (where appropriate with discussion with adult)
3) Cards (pupils win a raffle ticket chance card for a weekly prize draw)	3) Breaktime/lunchtime detentions
4) Individual class rewards	4) Possible internal / external exclusion

We aim to make our playgrounds stimulating with a variety of activities to engage all children as this provides opportunities for creative play, relationship building and promotion of positive behaviour. Our staff, in their lunchtime roles, create and play games with the children in order to promote a playful atmosphere.

Persistent inappropriate behaviour or significant incident(s) of inappropriate behaviour could result in:

- Meeting between teacher and / or parent(s).
- A meeting with a member of the Senior Leadership Team/SEND/CO/Behaviour Support as appropriate.
- Creation of an Individual Behaviour Plan.
- Internal or external exclusion.

Significant incidents could include:

Leaving class without permission: being rude and disrespectful to adults; being disrespectful to school or other children's property; swearing; threatening behaviour; being deliberately or persistently unkind to others; fighting and/or deliberately hurting other children and repeatedly not following instructions.

The Violent Crime Reduction Act 2006 effective from September 2007, gives schools powers to screen or search pupils for weapons. At Holsworthy C of E Primary School it is extremely unlikely that pupils would conceal weapons and therefore staff have not received training in weapons disarmament. Staff will not be requested to undertake searches. As the power to search should only be used where it is judged to be safe, if the school decides that a search may be necessary then the police would be called.

Approach to offsite behaviour of pupils.

As a school we work closely with children, through our PSHE programme of study, to consider how we should behave within society and take every step, alongside parents, to ensure that pupils understand the need to behave appropriately outside of school. However there may be occasions when the behaviour of pupils outside of school needs to be addressed within school. Within this we would consider:

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected;
- related to this, whether the pupil(s) in question were wearing school uniform or were otherwise readily identifiable as members of the school;
- the extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of the staff);
- whether the misbehaviour in question was on the way to or from school, outside the school gates or otherwise in close proximity to the school;
- whether the misbehaviour was whilst the pupil was on work experience, taking part in a further education course as part of a school programme or participating in a sports event with another school (i.e. when the pupil might be expected to act as an pupils in the future).

Our approach to malicious accusations against staff.

When there has been an allegation of abuse against staff within school we will follow the statutory guidance provided by the department of education and a quick resolution will be a clear priority for all those involved.

Where pupils are found to have made malicious allegations against staff they are likely to have breached school behaviour policies. Holsworthy C of E Primary School would therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Children with Special needs and vulnerable groups:

Children with Special needs are supported within the school through Independent Education Plans, Behaviour Plans and support from SENDCO or inclusion team (this consists of the SENDCO, assistant SENDCO and inclusion support teaching assistant.) It may be deemed necessary for some children to have 1:1 support or group work from the inclusion team to help with any behaviour challenges they may be facing at the time. Outside agencies may also be contacted at times to offer extra support.

All teachers and some teaching assistants and meal time assistants have been trained in Passive intervention and prevention strategies which are sometimes spoken about within individual behaviour plans (See appendix 1).

From time to time children who have specific special needs may also meet the criteria for Exclusion to protect themselves or other children and staff. This school will not jeopardise the safety of children or staff.

The role of the class teacher.

It is the class teachers' responsibility that class rules and learning behaviours are followed fairly and consistently in their class and across the school. The class teacher has high expectations of children coupled with respect and understanding in terms of behaviour and they strives to make sure that all children work to the best of

their ability. Children become less distracted with planned and creative lessons that challenge.

Class teachers liaise with the SENDCO regarding any on-going concerns and work collaboratively to create a 'Relationships Plan' for those children that may require it. The class teacher may also contact the parent if there are immediate concerns about behaviour or a child's well-being.

Each class teacher records incidents of inappropriate behaviour using CPOMs. This will include when pupils are sent out of class and when pupils demonstrate persistent inappropriate behaviour or significant incident(s) of inappropriate behaviour. If a pupil receives an internal or external exclusion then this will be indicated on CPOMs.

The role of the teaching assistant.

Teaching assistants are expected to apply the behaviour policy consistently, rewarding pupils and issuing sanctions as appropriate.

Teaching assistants will record incidents of inappropriate behaviour using CPOMs.

The role of the Senior Leadership team.

It is the responsibility of all the Head, Assistant Heads and SENDCO (referred to as SLT hereafter) to implement the behaviour policy consistently throughout the school and set high standards of behaviour. It is also their responsibility to ensure the health and safety and welfare of all children within the school. The Senior Leadership Team will ensure that all staff and pupils understand the school's behaviour policy.

Leadership review CPOMs records of incidents of misbehaviour and regularly monitor.

The headteacher will report to governors on the effectiveness of the policy and has responsibility for giving fixed term or permanent exclusions for serious acts of misbehaviour. The number of pupils receiving internal and external exclusions will be reported to governors by the headteacher.

The role of the Governing body.

It is the responsibility of the governing body to set down the guidelines on standards of behaviour and review the effectiveness of the policy. The governors will support the headteacher in the carrying out of the guidelines and the day to day implementation of them.

A governing board sub-committee will be responsible for reviewing decisions to permanently exclude.

See Devon County guidance on permanent exclusion:

<https://new.devon.gov.uk/educationandfamilies/school-information/school-attendance/education-inclusion-service>

The role of the Pupil Ethos Group (PEGs).

The children's voice is of huge importance to our school.

At the beginning of each academic year children are appointed as members of the PEGs group. This appointment is made through nominations from their peers. The RE lead will lead the PEGs group who will meet regularly with to discuss issues that are important to the children. The PEGs group will review the school's vision and values and how effectively they are embedded in the school.

The role of parents.

It is expected that parents will support the learning of their child and cooperate with school as set out in the home school agreement which each parent signs when their child starts at Holsworthy Primary School.

We endeavour to build a supportive dialogue with home and school and class teachers inform home immediately if they have concerns about a child's behaviour or wellbeing.

The school works collaboratively with parents, operating an open door policy where we actively encourage parents to come in and discuss any concerns or positives they would like share.

If a parent has any concerns about how their child has been dealt with they should in the first instance speak with the class teacher and then to the headteacher where appropriate.

Appendix 1: Passive intervention and prevention strategies.

Appendix 2: Exclusions

Appendix 3: Anti bullying policy.

Appendix 1.

Positive Intervention and Prevention Strategies at the school (includes caring restraint)

Common causes of challenging behaviour:

- Communication/understanding difficulties.
- Boredom, anxiety or fear.
- Personality disorders.
- Mental illness.
- Previous experience influencing poor attitude e.g. move from another school.
- Home issues.
- Inconsistencies in approach in terms of managing behaviour either at home or at school.
- Inability to access the curriculum.
- Rudeness or disrespect.
- Low self-esteem.
- Frustration.

The way we respond can influence the outcome i.e. fight fire with water not fire. Here is a model:

De-escalate the situation with positive strategies and passive intervention to avoid further escalation.

“We cannot control other people’s behaviour but we can influence it by controlling our own”

Legislation and Guidance

As a general rule nobody has the right to touch, move, hold or contain another person.

However, people with a duty of care operate in exceptional circumstances where it is sometimes necessary to act outside the norm. Whenever they do so they should be clear about WHY it is necessary. The best legal defence would be to show that any action taken were in the child’s best interest and that action was reasonable and proportionate.

Passive Intervention and Prevention Strategies are designed to

- Give the pupil back some control and help in calming down.
- Help children who have experienced negative touch.
- Make movement safe not to overpower.
- Allow staff to act confidently at times of crisis.

Last Whole Staff Training in Passive Intervention and Prevention Strategies: March 2016.

Appendix 2:

Exclusions:

When considering fixed term and permanent exclusions, Holsworthy CE Primary School follows Devon County Guidance (see links below):

Fixed term Exclusions:

<https://new.devon.gov.uk/educationandfamilies/school-information/school-attendance/education-inclusion-service>

Permanent Exclusions:

<https://new.devon.gov.uk/educationandfamilies/school-information/school-attendance/education-inclusion-service>

Appendix 3:

Anti-Bullying Policy

What is bullying?

Bullying is a conscious and wilful repetitive act of aggression and/or manipulation by one or more people against another person or people.

It is also an abuse of power by those carrying out the bullying, which is designed to cause harm.

The Nature of Bullying

Bullying is considered to be:

- deliberately hurtful (including aggression);
- repeated often;
- often difficult for individuals who are being bullied to defend themselves against.

Bullying can take many forms:

- physical: hitting, kicking, taking belongings;
- verbal: name calling, insulting, making offensive remarks;
- indirect: spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours;
- pupils may use the tool of cyber---bullying (e.g. text messages, e---mail or using social networking sites like Facebook or Ask FM).

People may bully others because of varying perceived differences:

- sexism, racism, religion or belief, academic ability, gender identity, homophobia, disability, perceived characteristic (e.g. hair colour or weight) or because of an associate (family member or friend).

Aims

The aims of this policy are :

- to demonstrate for pupils and staff that bullying is unacceptable, and
- to encourage an environment where achievement is celebrated, independence is recognised and individuals can flourish without fear.
- to maintain the principle that every pupil has the right to be safe and happy in school and to be protected when he/ she is feeling vulnerable.

Procedures

It is important to recognise that whilst there is no single way to deal with bullying. Each instance must be dealt with promptly and effectively. As a general rule the following procedures should be followed:

Staff should:

- ensure pupils have a clear understanding of bullying and its different forms and educate pupils so that they know how to respond if they are being bullied or witness bullying behaviours.
- assure the pupil that their concerns will be dealt with seriously.
- establish the facts and identity of the pupil (s) displaying the bullying behaviours.
- interview the pupils involved at an appropriate and convenient time.
- keep a written record of the incident.
- ensure that appropriate action is taken as a result of the incident.
- liaise with all parents involved so as to inform them of actions/support.

This may include:

- an apology, either written or verbal.
- a meeting with the pupils involved.
- appropriate sanction within the school's disciplinary procedure.
- providing mentor / pastoral support.
- informing parents of the incident.
- in appropriate cases, the matter should immediately be brought to the attention of the headteacher.

Pupils should:

- tell a member of staff if they are being bullied
- tell a member of staff if they witness another child being bullied
- tell a member of staff if you witness another pupil either bullying or being bullied
- pupils should be safe in the knowledge that we are a 'telling school'.

Parents should:

- please inform a member of staff if they suspect bullying may be occurring.
- reassure your child that the school will deal with the issue sensitively but firmly.

Interventions.

There may be times when a child who has been bullied or a child displaying bullying behaviours needs pastoral support. This could be provided by staff of Holsworthy CE Primary or outside agencies.

Review

Date written/revised: July 2018

Next review: July 2020

The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed: _____ (Headteacher) Date: _____

Signed: _____ (Chair of Governors) Date: _____