

Hook CE Primary School

Behaviour and Anti-Bullying Policy

The governors, staff and pupils of Hook C.E. Primary School believe that good behaviour and discipline are essential to successful teaching and learning. In a very supportive Christian ethos, all staff are committed to providing an attractive, welcoming, caring and well-organised environment, where adults and pupils feel valued and develop a sense of mutual trust, respect and self-worth, through praise and positive encouragement. As a result of a variety of teaching methods, stimulating and challenging educational experiences, a positive attitude to learning will be encouraged.

Staff, through their modelling of positive attitudes, expectations and respect for others, will encourage pupils to become motivated, independent and self-disciplined individuals.

It is expected that each member of the school community will show care, consideration and respect for the other members of the school and demonstrate acceptable standards of behaviour. The children bring to school a wide variety of behaviour patterns. At school standards of behaviour are based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles. In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not.

It is crucial for the success of this policy to have the full support of all pupils, parents/carers and staff.

Aims

- To provide a safe, secure and happy environment in which all members of the school community feel valued and are able to develop to their full potential.
- To promote independence, self-respect and self-discipline.
- To develop a reasoned set of attitudes, values and beliefs.
- To promote respect for others, property and the environment.
- To encourage honesty, trust, fairness, politeness, tolerance and compassion.
- Acceptable standards of behaviour are understood by all members of the school community.
- To develop an appreciation of the needs of others and of society.

Rights and responsibilities

This is our school's bill of rights:

- We have the right to be treated with respect by all people irrespective of age, gender, colour, status or disability. *We have the responsibility to respect all others within our community.*
- We have the right not to be bullied in any way, shape or form. *We have the responsibility not to bully others and to report any bullying that we see.*
- We have the right to feel safe in and around school. *We have the responsibility to ensure the safety of all pupils and staff by behaving in a reasonable manner around school.*
- We have the right to an education and to learn according to our ability. *We have the responsibility to respect the different ways others learn and not to disturb the learning of others.*
- We have the right to express our opinions and be heard. *We have the responsibility to allow others to express their opinions and be heard.*
- We have the right to expect that our possessions will be secure in and around school. *We have the responsibility to respect the possessions of others and school property and to report any theft or mistreatment we see.*
- We have the right to choose friends. *We have the responsibility to be a good friend to others.*
- We have the right to play safely. *We have the responsibility not to disrupt or endanger the play of others.*

All children have the right to develop their potential and be safe and happy in school. Our school challenges have been developed by staff, parents and children working together and are essential for maintaining these rights. We understand that our rules protect our rights and remind us of our responsibilities.

We encourage all members of the school community to take responsibility for following our school challenges. If children break the rules they understand that they have chosen to do this and should accept the consequences of their actions. Our school challenges cover four main areas; whole school, classroom, lunchtimes and the playground.

SCHOOL CHALLENGES

Pupils, parents/carers, governors and staff agree that the following simple rules should assist us in achieving the above aims, rights and responsibilities:-

- Don't hurt people's feelings or cause them physical harm.
- Think before you do or say things.
- Be honest, respectful, kind and considerate.
- Always be prepared to listen to each other and consider what others say.
- Disagree without losing your temper.
- Try to resolve differences in a responsible and peaceful manner.
- Always do as your school staff ask you to do first time.
- Call people by their preferred name.
- Look after personal and school property.
- Keep unhelpful hands, feet, objects and comments to ourselves.
- Remember good manners.
- Keep the school atmosphere calm and quiet, by using indoor voices.
- Always give your best in everything you do.
- Get on with work responsibly and ask for help when needed.
- Let others get on with their work.
- Do not run in school.
- Be proud of all of our achievements.

Good behaviour is positively encouraged and expected, by all members of the school community. A system of rewards and appropriate sanctions reinforces these expectations. Application of rewards and sanctions should be seen to be fair and consistent.

Rewards

May include:-

- Merits – badges are given in Celebration Assembly for achievements in all areas of school life.
- Certificates given by the class teacher for improvement or acting as good role models.
- Stickers – given by the teachers and the headteacher for particular examples of good behaviour.
- Immediate praise – given by the teacher or an adult, either personally or publicly.
- Privileges – offered by the teacher as a reward for good behaviour e.g. representing the school in extra-curricular activities, tasks of responsibility, golden time etc.
- Team Points – given by the teacher or another adult for good behaviour, good work or a special achievement

Rewards will vary according to the individual child or group of children. Opportunities will be offered to celebrate these rewards at all times.

Responding to unacceptable behaviour

An important part of our school ethos is to notice, reward and celebrate the positive choices children make in relation to their behaviour. We also recognise the need to respond appropriately to behaviours that are unacceptable. These include:

- Lack of respect
- Violence
- Threatening behaviour including bullying
- Deliberate disobedience
- Persistent disruption of learning
- Discrimination
- Deliberate vandalism of school property

Children are taught what are unacceptable behaviours and are made aware of the consequences of choosing to break our school challenges.

Wherever possible the sanction will appropriately reflect the misbehaviour and a behaviour report completed by the child.

Persistent misbehaviour

Where a child has persistently chosen to ignore the school challenges and the usual school rewards and sanctions appear to have no effect, the following actions will be taken:

- School staff will ensure, as far as is possible, that all opinions relating to a serious incident are considered. Decisions on how to deal with serious or persistent behaviours will be based on individual circumstances and will include the professional opinion of staff.
- A meeting will be arranged between school staff and parents, to find out what may be having an impact on the child's behaviour.
- An Individual Behaviour Plan (IBP) will be set up, involving the child and their parents, focussing on three simple targets for positive change. (See Appendix 1). This will be reviewed weekly and positive changes noticed and rewarded.
- If the IBP is not encouraging the child to make the right choice, a referral will be made to the Educational Psychology and Behaviour Support Team (EPBST) to ask for advice and support. Parental consent will be asked for.
- In extreme cases the Head may decide that a child must be restrained using reasonable force to prevent injury to self or others. A record will be kept of any such incident.
- A fixed term exclusion may be necessary in line with guidance (Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units 2008)

Lunchtimes Procedures

Lunchtime supervisors expect the same standard of behaviour during the lunch period. An initial reminder will be given to any pupil not meeting these standards. Any repetition of such behaviour would result in the child being brought into school to discuss their behaviour with the class teacher. The Supervisors liaise with each class teacher at the end of lunchtime regarding behaviour across the lunchtime period.

Exceptions

If at any time the safety or smooth running of the school community is jeopardised by an individual, the school staff and Headteacher, at their discretion, may by-pass the above procedures.

Under the Disability Discrimination Act, certain children would require exceptional procedures to meet their specific needs.

Anti-Bullying Policy

Bullying will not be tolerated. Children regularly discuss in class and assembly situations, the definition of bullying. This is understood to be:-

“The continuous/pre-meditated deliberate harm and/or harassment of a person by an individual or group of people.”

No child should be made to feel threatened, uncomfortable or unhappy, and is encouraged to relay their feelings or concerns to an adult at the earliest opportunity.

Where an adult is aware of ANY occasion where a child is made to feel unhappy or unsure, it is dealt with immediately.

Where there is an accusation of “bullying” it will be dealt with in the following way:-

- ALL parties are encouraged to report any concerns to an adult in school. This can be the victim, witnesses or parents. It is accepted that it is a shared responsibility.
- Reports of concerns can also be made to the School Council.
- If, after investigation by the class teacher, it is felt that the reported claim is founded, then the Headteacher will be informed.
- All parties involved will be interviewed separately and allowed to voice their feelings and opinions about the claims.
- When the Headteacher has investigated thoroughly, all parties will be brought together.
- The way forward is then discussed and agreed with all parties in order that there are no mixed messages.
- Where a case of bullying is substantiated all parents/carers of children involved will be notified. Appendix 2.
- Daily monitoring by the teacher and/or headteacher for a period of 2 weeks follows the interviews. This is to establish that the “injured party” is now feeling happy and secure and that the offender(s) has modified their behaviour to the standard expected.
- After a 2 week period, monitoring on a daily basis is eased to once or twice a week until such times as the parties involved demonstrate that the ‘problem’ has been eradicated.
- All children will be encouraged to inform an adult if there is any future re-occurrence of the problem.

At all times throughout the interviews and investigations the issue of sensitivity will be addressed.

Racial and Sexual Harassment

Racial harassment will not be tolerated. Any remarks or incidents of a racial nature will be immediately reported to the headteacher or deputy headteacher.

All parties involved will be interviewed to ascertain the extent of the incident. If the remarks or incidents are substantiated then a written report will be made which will be forwarded to the governing body and on a termly basis to the LA.

Parents/carers of all parties involved will be informed of the incident. Sanctions will be incurred by the offending party(ies) according to the main section of the Behaviour Policy.

Offensive behaviour of a sexual nature will not be tolerated. Through the Personal, Social and Health Education of pupils we endeavour to foster appropriate and responsible sexual behaviour and deter offensive behaviour or language.

Incidents of this nature will be reported to the headteacher or deputy headteacher who will deal with the incident as in the case of racial harassment.

At all times in matters of racial and sexual harassment the issue of sensitivity will be addressed.

May 2000

Revised Apr 2003

Revised Oct 2006

Revised April 2008

Revised February 2011

Revised January 2012

Revised November 2012

Reviewed November 2013

Revised November 2014

Revised November 2015

Revised November 2016

Revised November 2017

Appendix 1.

HOOK C. E. PRIMARY SCHOOL. INDIVIDUAL BEHAVIOUR PLAN (I.B.P.)

NAME	D.O.B.	CLASS	DATE
Class teacher	I.B.P. No.	SENCO	Mrs Ainley
Time allocation		Stage	School Action
Test results and dates			Review date
N.C. /P scales English AT1:	AT2:	AT3:	
Maths AT1:	AT2:	AT3:	AT4:

NATURE OF DIFFICULTY (INCLUDING MEDICAL)	
OVERALL OBJECTIVE	
.	
TARGETS	EVALUATION
1.	
Resources: Delivery:	
2.	
Resources: Delivery:	
3.	
Resources: Delivery:	
PUPIL CONTRIBUTION	
PARENTAL INVOLVEMENT	
OVERALL EVALUATION	
FUTURE CONSIDERATIONS	

SENCO..... Teacher..... Parent/Guardian.....

TAPupil.....

Hook C.E. Primary School

Garth Lane, Hook, Goole
East Yorkshire, DN14 5NW
Telephone/Fax (01405) 762576
Email: hook.primary@eastriding.gov.uk
Website: <http://www.hookprimary.eriding.net>

Acting Head of School: Mrs C M Ainley

Date:

Dear Parents

Anti-Bullying

After thorough investigations, it has come to our attention that
has been involved in bullying another child in school.

We would welcome the opportunity to discuss the situation further with you and ask that you contact school to make an appointment at a convenient time.

In accordance with our anti-bullying policy we would be grateful if you would sign and return the tear-off slip below.

Yours sincerely,

Headteacher

I acknowledge receipt of the letter informing me that my child
has been involved in an incident of bullying.

Signed.....(parent/guardian)

Date.....

Hook C.E. Primary School

Garth Lane, Hook, Goole
East Yorkshire, DN14 5NW
Telephone/Fax (01405) 762576
Email: hook.primary@eastriding.gov.uk
Website: <http://www.hookprimary.eriding.net>

Acting Head of School: Mrs C M Ainley

Date:

Dear

After thorough investigation it has come to our attention that.....
has been a victim of a bullying incident. In accordance with our anti-bullying policy, we would like to inform you that the parents of the other pupils involved in the incident have been invited into school to discuss the matter. The situation will be constantly monitored, in the coming weeks and every effort made to ensure that..... feels more comfortable.

If you wish to discuss this matter further, please do not hesitate to contact school.

Yours sincerely,

Headteacher