

BEHAVIOUR & ANTI-BULLYING POLICY

At Boltons we believe that children should be able to come to school happy and unafraid and that whilst at school they should be able to enjoy equality of opportunity without fear of bullying from adults or children, regardless of age, race, culture, gender, disability or ability.

Aims

The school is committed to upholding high standards of behaviour throughout the school community. This links with the school's aim to promote the personal development of the "Whole Child" through every area of its school life. Pupils are actively involved in reviewing the school rules and this policy.

Personal Values are to be emphasised in relation to:

- a) Self (e.g. self-esteem, self-discipline, self-control, self-respect and self-motivation).
- b) Others (e.g. tolerance, compassion, co-cooperativeness, sensitivity, love.)
- c) The wider community (e.g. war and peace, human rights, environmental issues, equal opportunities.)

The school aims to promote good behaviour through positive reinforcement, but in order to ensure that school is a safe environment for all discipline does have to be imposed when required.

As a school we will not tolerate bullying in any form and we will take active steps to prevent it through our PHSE/citizenship curriculum and through work with the school council and pupils. The school strives to ensure that parents fully understand that their input and support is valued, regardless of whether their child is a victim or bully. The school realises that it is important for parents to understand that school values their contributions, that their concerns will always be heard, appropriate action taken and the results shared with all those concerned involved.

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property. Staff will be supported by senior members of staff and the Governing Body if the use of reasonable force is deemed necessary, and suspension of staff is not an automatic response if a member of staff is accused of using excessive force. (See Use of Reasonable Force Policy)

Moral guidelines

A code of behaviour based on the following moral guidelines has been agreed.

All members of the school community should

- Respect the rights and property of others.
- Ensure the fair and equal treatment of all regardless of sexuality, religion or belief, age, race, culture, gender/gender reassignment, mobility, ability and disability
- Help others less fortunate/weaker than ourselves.
- Act considerately towards others.
- Take personal responsibility for one's actions.
- Tell the truth.

These aspects of behaviour reflect the general ethos of the school and the school rules support them in the day-to-day life of the school. (Members of the school community means pupils, staff, parents and governors)

School Rules

These are agreed with the School Council.

- Mobile phones and electronic games are not permitted in school or on off site visits and activities. Should a pupil be found using a mobile phone or hand held game on site or when on a school trip, the item will be confiscated and only returned to the parent, carer or guardian.
- Verbal abuse/bullying of others is not acceptable.
- Physical abuse/bullying of others is not acceptable.
- Use of bad language is not acceptable.
- Work and homework is to be completed on time and to an acceptable standard.
- Distracting others in class is not acceptable.
- Shouting out or interrupting others is not acceptable.
- No jewellery, other than watches and small stud earrings, is permitted.
- School uniform is worn by all pupils.
- The school will not tolerate the presence of any illegal substance on the premises. (The school has a full 'Drugs' Policy in line with LA guidelines. Children are taught about substance misuse through the Science and PSHCE Curriculum from KS1 upwards.)
- Smoking is not permitted on the site.

Code of Practice

Staff are to set an example to the pupils in the area of tidiness and respect for school property. This will involve talking to the children about keeping their school environment attractive, avoiding wastage, and taking responsibility for their individual and shared spaces. There will also be an emphasis on explaining the reasons for the rules, and the aim is to keep to a consistency of approach. For any misdemeanours staff **ask** pupils to stop, **tell** pupils and **then impose sanctions**, usually loss of play time. Whenever possible the school reinforces and praises good behaviour in a positive way. The school promotes positive behaviour through rewards system of:

- Stickers
- Sharing with other staff
- Achievement assemblies
- Small prizes/treats
- Special privileges
- Golden Time.

A code of practice is necessary to combat the few children who may persistently break school rules. Constant communication between staff and parents over pupil's behaviour, both good and bad, is essential to the process. Reward for good behaviour is as important as reproof of bad.

Action

- Where an incident of stealing is suspected the staff will first discuss the matter with the child/children. School staff can search a pupil or their possessions **with their consent** for any item banned under the school rules. (The ability to give consent may be dependent on age or other factors- the Head teacher to determine.)
- Major incidents, such as deliberate verbal or physical abuse of staff or pupils must be reported to the Head teacher immediately.
- All staff may use reasonable force to either control or restrain pupils under the guidelines within the Reasonable Force policy.
- A pupil may then be excluded from the school for any serious and urgent cause that the head considers reasonable.
- Minor incidents, which may cause for concern need to be monitored, and if persistent or of an unusual nature may have signed and dated notes kept.
- The school uses a restorative justice approach to deal with incidences of poor behaviour.
- Pupils who persistently disrupt others will initially be moved within in the class to a seat where they cannot disrupt others and will be asked to complete work in silence. Further persistent disruption in class may lead to a pupil being sent to another classroom to complete set work. Any further disruption would result in the child being sent to the Head teacher's office to complete work.
- Children found to be in possession of any illegal substances may face temporary exclusion with counselling from suitably trained persons. In the event of a child revealing a knowledge of drugs, teachers cannot guarantee confidentiality.
- Disciplinary action will be taken against any pupil found making malicious accusations against members of staff. This would in the first instance involve the Head teacher discussing the matter with the pupil and the member of staff concerned. The Chair of governors would be informed and parents would then be invited to discuss the matter with both the Head and the Chair. Pupils would be expected to explain and apologise in person to the member of staff, with parents, Head teacher and Chair present. Sanctions would then be agreed by all and imposed in line with this policy.

Action Plan for When Behaviour Remains Consistently Bad or Causes Extreme Concern

Step 1

Persistent breaking of the rules over a month to be recorded and reported to the Head teacher. (Incident Book is kept in the office). A meeting with the parents may be desirable to discuss the school's concerns, resolve the issues and draw up a behaviour plan.

Step 2

After five incidents have been logged of a reasonably serious nature, parents are to be contacted by the Head teacher and given a verbal warning. Governors are to be informed of this action.

Step 3

Any further incidents will incur a written warning to the child's arents/guardian/carer.

Following these steps if there was no alternative the school would consider starting exclusion procedures, using the School Exclusion Policy.

It must be emphasised that this is a last resort and that the school would take all reasonable steps to avoid excluding a child unless it was felt that to allow the child to remain in school would be seriously detrimental to the education and welfare of the pupil or to that of others at the school.

This policy covers pupil behaviour not only in school, but also when pupils are taking part in school organised off site activities. School also has the power to impose discipline beyond the school gate, if non-criminal bad behaviour or bullying that may adversely affect the school reputation or harm others, is reported to school staff. If staff were informed about pupils engaging in criminal behaviour police would always be informed.

Bullying

We define bullying as: -

- Cyberbullying- Using ICT (mobile phones and the internet) deliberately to upset someone else
- The imposition of one's will on another.
- Using one's size, age or ability to take advantage of others.
- Verbal and/or physical intimidation.
- Making others feel uncomfortable or insecure to one's own advantage.
- Discrimination because of colour, disability, age, culture, ability, gender or faith.
- Verbal abuse of another because of colour, disability, culture, ability, age, gender or faith.
- The school council also define bullying as speaking and behaving badly to others, laughing at someone and any form of blackmail for any reason.

We consider it essential to work hard to create a school environment where bullying is considered an unacceptable activity by all and one in which bullies do not prosper. In order to create this environment we feel the following are important: -

- No form of physical violence will be tolerated.
- Building up a school ethos in which everyone is considered of equal value regardless of ethnicity, faith, age, disability, gender or ability.
- The use of R.E lessons, assembly, and circle time for children to be taught the importance of respect for others and to give opportunities for them to voice their opinions and worries.
- Teacher led example: - it is important for children to have a clear role model as to how others should be treated.

- Careful observation and consultation between staff.
- That the school council be involved in establishing good attitudes towards personal relationships and the rights and welfare of others.
 - Explicit teaching of E-safety so children are able to recognise and are aware how to deal with cyberbullying.
 - Making parents aware of the problems of cyberbullying and ensuring they know that out of school incidents will be dealt with in school in association with the Police if necessary.
 - To have known pupil mentors who children can approach.

However if bullying does occur then the following actions may be taken: -

- Dialogue with the child to show that bullying is not acceptable and to enable the child to talk through reasons for bullying, and to offer other ways for dealing with their problems.
- Restorative justice approaches may be used.
- Circle time in lessons/assemblies.
- If the bullying persists then the child is punished by loss of privilege.
- Parents of the bully will be asked to see the Head teacher if the bullying continues so that a home/school approach can be worked out.
- In incidents involving cyberbullying the police, as well as parents and the head teacher, will be involved.

Strategies to Support Victims of Bullying:

- Sanctions for the bully.
- Counselling offered.
- Lesson/playtime support offered.
- Parental involvement.
- Coping strategies taught.
- Circle time in lessons/assemblies.

The school realises the importance of keeping written records of incidents of bullying and of maintaining effective communications within the school environment and the home.

All incidents of bullying to be recorded in the Incident Book in the office and reported to the LA if necessary.

Evaluation

Monitoring the incidents of bullying and whether the pupils feel these are being dealt with adequately.

Agenda item at Governing Body meetings.

Feed-back from parents and governors.

Established September 1997

The policy to be reviewed by the Governing Body as deemed necessary or when new documentation needs to be added.

Review: Major Changes February 2010
Minor changes September 2010
Rewritten November 2011
Minor changes – January 2012
Major changes – January 2013
No Changes – January 2014
No Changes – January 2015
Minor Changes – January 2016