

The Raleigh School Behaviour and Anti-Bullying Policy

Date reviewed Sep 2021

Next Review Sep 2022

To be read alongside:-

The Raleigh Home School Agreement

Introduction:

At The Raleigh School we believe that it is the right of all people to work in a pleasant, calm environment where they feel happy, valued and high standards of behaviour are considered the norm. The Raleigh Home School Agreement, a contract between the child, home and school, summarises and underpins this policy alongside the Raleigh Classroom Rules, Rewards & Consequences (Appendix 1) that ensure implementation of the Raleigh School Rules (Appendix 2).

Our values and beliefs are embedded in behaviour throughout the school which demonstrates that:

- we are a community, working together for the benefit of all, caring for one another in an inclusive environment with due regard for equal opportunities;
- we promote fairness and consideration for others;
- we respect the beliefs, cultures, religions, sexual orientation and lifestyles of others as well as showing concern for the learning and emotional difficulties that may be displayed by others;
- we value the qualities of honesty, good manners, endeavour and punctuality;
- we respect our own property and the property of others;
- we aim to develop an understanding of ourselves, and the way in which our actions may affect others.

Personal, Spiritual, Moral and Social Development:

Promoting good behaviour throughout the child's primary school life, we strive to develop a sense of responsibility. We aim to enhance the child's self-esteem and motivation and to ensure mutual respect among all members of the school community. We provide an environment which is positive, happy and purposeful in which the atmosphere, relationships and organisation within the school are carefully monitored and sensitively directed.

Special efforts are made to support and mentor particularly vulnerable children, for example; those who join the school later than the rest of the cohort, or those with special needs.

Learning Environment:

Children are most able to demonstrate good behaviour and working relationships in a calm, stimulating and positive environment. This is achieved within a structured, inclusive and consistently managed framework with **equal opportunities** for all. Children find security in a clear routine and we aim to achieve this by:

- modelling, promoting and praising positive behaviour;
- providing clear and consistent boundaries, as well as expecting a high standard of behaviour from all children building a clear understanding of our expectations between home and school.

Celebrating the positive:

We believe that hard work and good behaviour should be recognised, encouraged and rewarded. All staff should make sure that they consistently model excellent behaviour. Guidelines for the giving of praise are attached as Appendix 3.

The school holds a certificate assembly once a week and the certificates are given to children in each class to celebrate their good citizenship and academic progress. Termly certificates are awarded to children who display a consistently high level of citizenship, or progress. A Progress Shield is awarded to one child in each of 3 phases; EYFS & KS1, Lower KS2 and Upper KS2 and a miniature shield is presented to each recipient for them to keep. The parents/guardians of the child receiving the Progress Shields are invited to attend the Assembly.

Risk Assessment:

All on and off-site activities carry an expectation of safety for all through implementation of the school's behaviour policy. Written risk assessments are carried out for all off-site activities and are explicitly discussed with the children and all accompanying adults before the trip.

Pupils' conduct outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This behaviour policy sets out what the school will do, (see consequences below or in the case of bullying the anti-bullying procedures), in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed on pupils.

Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity off-site
- travelling to or from school or wearing school uniform or
- in some other way identifiable as a pupil at the school.
- exhibiting misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour, staff may only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

CPOMS is a child protection online management system that also records behavioural incidents and is used by all staff and the Home School Link Worker..

Relationships:

A summary of expectations for each stakeholder group is in the Home School Agreement.

The Headteacher

The Headteacher is ultimately responsible for the implementation of the Behaviour Policy of the School. S/he is there to promote a high standard of behaviour, encouraging children and supporting staff where necessary. It is important that s/he leads the pastoral care of the school, getting to know the children in all classes and being informed of any social or behavioural problems that arise. S/he also becomes a final point of contact for parents if the school has concerns about individual children. Once a term s/he reports to the governing body with regard to any behavioural or bullying issues and the actions taken. S/he is also a Designated Safeguarding Lead (DSL)

The Leadership Team

The Deputy Head Teachers (DHT) are also Deputy DSLs. In addition one is KS2 lead and SENDCo, while the other is Assessment Lead. There is a KS1 leader who is an Assistant Headteacher (AHT).

This team provides intermediary support for colleagues and the children in their care. The Deputy Headteachers provide, in the absence of the Headteacher, ultimate support for staff and a link with parents.

The Class Teacher

Class Teachers play the major role for the children within their care. They should constantly reinforce the Behaviour Policy and lead by example. They are pastoral leaders and should be informed of all actions and decisions made with regard to behaviour. Teachers in each year group negotiate annual class rules, rewards and consequences with their class, (max 5-6 of each see sample – Appendix 1 including discussion of the School Rules (Appendix 2). Once the class rules are agreed they are sent home for parents to see, sign and return. They should not only be responsible for the behaviour of all the children in their class but all the children in the school. They will be supported in their role by an agreed framework and set of procedures. Any concerns regarding individual children will be taken to the Class Teacher in the first instance. 'Children to note' is a weekly Staff Meeting agenda item whereby pupils can be identified and so monitored by adults. Support Staff

All adults within the school should expect to be treated with the same respect as teachers. They should constantly reinforce the Behaviour Policy and lead by example.

Children

Children have the right to be respected and valued for their individual contribution to the school. They have the right to work and play without fear of intimidation or bullying from others. They should be encouraged to tell adults about anything that concerns them. Any problems or complaints arising will be treated seriously and confidentially. They will be involved in the formulation of individual class rules, rewards and consequences which are displayed in each classroom. They have pupil voice via their class school councillors. The School Council meets regularly and when issues arise discuss concerns and identify strategies for improvements. Years 2-6 have suggestion boxes in each class for children to use and School Councillors to monitor.

Parents

The close working relationship between home and school is fundamental to good behaviour within any school. Parents need to feel confident that their children are safe and happy at school and that any serious issues that may arise will be communicated to them at the first opportunity. Class teachers are available by appointment to discuss individual problems. The Leadership Team and the Headteacher are also available should the matter need to be taken further.

Governors

Governors approve and monitor the implementation of policies in the school. They are informed and consulted when necessary (at least once a term in the Headteacher's report on serious behavioural issues) and in extreme cases, for example an exclusion, an appeals panel and a review panel are available to parents

Commented [LC1]: This is related to parents rather than governors so suggest shifting to paragraph above?

Consequences/Sanctions:

In the case of an emergency requiring extra adult support, staff send a sensible child with their laminated, location specific, emergency red triangle to office.

Each class negotiates class rules, rewards and consequences annually and re-visits termly if necessary, (see Appendix 1). These will all work within the wider framework of the Raleigh School Rules (Appendix 2). Children are taught that if they choose to break class or school rules they are choosing the consequence/sanction, reinforcing the child's sense of independence and responsibility for their own behaviour. If poor behaviour persists the SENDCo may be consulted to see if an Individual Behaviour Plan (IBP) would be appropriate, at which stage parents would be involved. Sanctions are applied, depending on the nature of the incident and generally follow the scale below:

1. Consequences previously negotiated with the class are implemented.
2. At playtimes if a teacher needs support with a behavioural incident they inform the Class teacher, LT or Headteacher as appropriate.
3. At lunchtimes the Senior Midday Supervisor will escalate incidents to teachers/LT/HT as she sees fit.
4. Should the child repeat this behaviour they immediately get sent to the Head where they may be entered in the school behaviour file. The parents are informed at the discretion of the Class Teacher/Headteacher.

5. If parents are informed there will be regular contact with the Class Teacher/Headteacher.
6. Daily report to the Headteacher.
7. Sending home for lunch hour.
8. SENDCo and Class Teacher prepare a pastoral support plan (PSP) in negotiation with child and parents.
9. External agencies involved.
10. Fixed term exclusion
11. Permanent exclusion

Anti-Bullying Policy - No Place for bullying

At The Raleigh School we believe that bullying of any kind is unacceptable within the school community. We recognise the significance of preventative measures when tackling the issue of bullying. We seek to achieve this through an effectively embedded anti-bullying culture, establishing an ethos in which staff, pupils and parents feel comfortable to report incidents and where they can feel confident that their concerns are dealt with sensitively, promptly and effectively.

The 'STOP' hand is on display in all learning areas and is regularly explained (When is it bullying? Several Times on Purpose. What should I do? Start telling other people.)

Definition of bullying:

We subscribe to the definition of bullying set out in 'Preventing and Tackling Bullying' DfE March 2014:

"Bullying is behaviour by an individual or group, repeatedly 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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

In addition, standing by without taking action to prevent bullying is seen as siding with the bully.

Indicators of bullying may include:

- Unwillingness to come to school, may feign illness
- Changes in academic attainment and progress
- Sleeping difficulties and/or nightmares
- Social isolation and/or appearing more withdrawn
- Change in character
- Reports from the victim or from others

Forms of bullying:

Bullying may take many forms. Some examples of contributory behaviours are listed below although this is not an exhaustive list. These are all unacceptable behaviours, however they may not be defined as bullying.

- Name-calling
- Racist or sexist remarks
- Making threats
- Making people feel small
- Hurtful remarks and personal comments
- Dares – making someone do something they do not want to do
- Whispering about others
- Laughing at a hurt or upset person
- Preventing someone getting help

Commented [LC2]: Latest published guidance from DfE is June 2017

- Ignoring people and leaving them out
- Mocking differences
- Damaging work or belongings
- Hiding belongings
- Pressurising children to join in inappropriate behaviour
- Other behaviour that makes someone feel unhappy
- Sending unkind texts
- Sending inappropriate pictures of another child

Cyberbullying

Cyber bullying is the name that is used when people use the internet to send nasty and upsetting messages or images to others. It can also be done by people using mobile phones, messaging chat rooms or other on-line facilities. It can happen at any time of the day, with a potentially bigger audience.

Occasional whole school events are organised to highlight the issue of cyber-bullying. For example, these may be in Anti-bullying week or Safer Internet Day, or as a response to a specific issue. Additional activities are arranged for individual year groups and as part of the computing curriculum.

At the start of every academic year, children are reminded of the SMART rules for safe use of the internet. Issues covered include how to stay safe on the Internet and what to do if they are the victim of cyber-bullying.

All forms of cyber-bullying are handled as a community issue for the whole school. The Restorative Processes Approach (see below) will be used in cases of all bullying including cyber-bullying, with parents involved at the earliest opportunity to ensure a cohesive response, (also see e-Safety policy)

Procedure in the event of bullying using the 'Restorative Processes Approach'

1. Member of staff made aware.
2. Member of staff talks to victim (sample questions):
 - I understand that you are not very happy at the moment and I wanted us to have an opportunity to talk about how you are feeling.
 - Do you want to tell me more?
 - What are your feelings about this?
 - I can understand how angry/upset you must be.
 - How are you coping?
 - Is there anything else you'd like to say?
 - I know it's been difficult for you to share that with me and I'm really pleased that you have been able to.
 - The next step will be to talk to the person/people who have been upsetting you
3. Member of staff listens, assessing victim's feelings, taking further action only with victim's agreement. Start with a written account from both parties and then interview alleged bully and others.
4. If after investigation the incident is found to be not one of bullying, then points 8-10 below should be followed.
5. Ensure that parents are made aware of the situation, both victim(s) and alleged bully(ies).
6. Teacher/LT member meets with bully(ies). Without making accusations, be firm that bullying must stop (victim and supporter can be present, as well as bully/ies) and this is regarded as best practice. Teacher/LT member makes brief record of incident and outcome for files of all pupils involved and hands to Headteacher. (Details of all bullying incidents, with names of those involved, should be recorded in the Behavioural Incidents file in the Headteacher's office including proforma – (Appendix 4). They are also reported to governors.

Commented [LC3]: Has this been replaced by CPOMS?

7. Ensure that the bully(ies) understand that they are responsible for causing distress to another (others). Explain that they should do something positive to help rectify the situation. Encourage the group to share their own suggestions about ways that they think that they might be able to help.
8. Arrange a meeting with each pupil involved individually in about a week to find out how things are going.
9. Should bullying re-occur - bully(ies) are re-interviewed. If bullying has re-occurred, appropriate sanctions are applied, parents are informed. Extra support offered to victim.
10. If the above does not stop the bullying the HT will be involved in excluding a student.
11. Outside agencies may also be involved in working with bully(ies) and victim(s).
12. Where the incident is found to not be one of bullying then the complainant will be shown why this decision has been reached. They will be reminded of what constitutes bullying. No blame will be attached to the accused person.
13. However, if appropriate, it will be explained to the accused person why their action has been interpreted as 'bullying' and alternative behaviours recommended.
14. A discussion between the parties will consider ways to rebuild a positive relationship.

Procedure for a child who runs off or leaves the site without permission

Where a child runs off but remains on the school premises:

- The child will be kept in sight but not pursued
- The event will be played down and the child offered two choices with praise for compliance
- If in a risky situation, the child will be told of your concern e.g. 'I can see that you are up that tree, you need to be in class', then send someone to get another adult. Clear other children from the area so there is no 'audience'
- Continued non-compliance will result in consequences as above
- The consequences will be carried out regardless of the fact that the child may subsequently comply.

Where a child runs off and leaves the school premises:

- Office to contact parents and if they are not able to attend immediately office contact police
- Keep child in sight if possible but do not chase as this may exacerbate the situation (following is discretionary as staff may feel that because of the age or known behaviour of the child it is desirable to keep them in sight)
- If the child returns of his/her own volition, consequences will apply for making the wrong choice although this will depend on the amount of time needed to change behaviour and comply.
- If the parent, carer or police have to bring the child back, consequences will apply for making the wrong choice.

Appendix 1

Rules, Rewards and Consequences

(an example set as a guideline)

At the Raleigh we agree to:

1. Follow instructions
2. Keep hands, feet and objects to ourselves
3. Look after our own possessions
4. If we use resources, to put them away
5. Be kind and polite at all times

If we do the rewards will be:

1. Praise
2. Name under smiley face on board

3. Positive comment in book
4. Visit Headteacher to share good work
5. Certificate in assembly

If we choose not to the consequences will be:

1. Warning
2. Name under sad face on board
3. Sit away from group for 5 minutes
4. Stay in at playtime (for 1 minute) to talk to teacher
5. Work in another classroom

Headteacher sample consequences:

1. Talk with Headteacher at playtime, entry in Head's Behaviour file
2. Apologise to other person
3. Miss a morning playtime completing appropriate task
4. Miss a lunchtime play completing appropriate task
5. Parents informed as appropriate
6. Follow more serious sanctions as above in main body of policy in Consequences/Sanctions

Appendix 2

Raleigh School Rules

A. Arrival and Departure

1. You should arrive at school between 8:40 am. and 8:50 a.m. You may enter school at that time and go straight to class. At 8.50 the duty adult locks the gate.

B. The Playground and Break times

1. You should play on the tarmac playground within sight of the staff on duty.
2. The field is out of bounds unless duty staff have decided otherwise.
3. You must wait for the arrival of a teacher in the playground before using the Traversing Wall, Adventure Playground. Plimsolls or trainers must be worn on the apparatus.
4. A rota is displayed in the Raleigh Room window for use of the Multi-skills Wall & play area, Traversing Wall, Adventure Playground and Football Pitch.
5. In order to protect the smaller children, play with large balls must be confined to the football pitch.
6. Only fruit, vegetable snacks and water are allowed at break times.
7. You must stay outside on the playground at break times. On the 1st whistle stand still, on 2nd whistle, walk in.

C. Behaviour

1. Respect other people and treat them as you would want to be treated yourself.
2. You must follow adults' instructions in school, at all times.
3. You must tell the truth at all times.
4. If you see unkind behaviour you must tell an adult.

D. Movement around the school

1. You should walk quietly between class rooms, without disturbing other classes.
2. Keep to the left on the stairs and in the corridors.
3. When the continuous alarm sounds you must listen to instructions given by adults, leave the building sensibly, silently and walk to the class fire point near the edge of the field.
4. In the case of an intermittent alarm follow the adult's instructions for Lockdown procedure and stay silent.

E. Property and Possessions

1. Respect the school's and other people's property.
2. Money should only be brought in to school for a specific and agreed purpose.
3. The only jewellery allowed are watches and small plain studs or sleeper earrings which you must remove yourself before P.E. If you cannot do this, leave them at home on PE days. You may not do PE if wearing any jewellery. A Fit-Bit is classed as a watch and as such must be removed for PE. Any watch that has a phone or camera facility is not allowed in school.
4. Anything that you bring to school is your responsibility. All items must be clearly named.

F. Uniform

1. Full and appropriate school uniform will be worn at all times.
2. Black shoes should be worn, unless changed to plimsolls/trainers for P.E. sessions.
3. Ties should be done up properly, with shirts tucked in and top button fastened.
4. Long hair below chin length or that falls over the face is to be tied back at all times (boys and girls). Hair may not be shorter than barbers' 'number 4'.
5. Hair bands, ribbons etc must be green, black or brown.

Appendix 3

A guideline for saying 'well done' in the classroom

Strong and enduring teacher/pupil relationships are central to quality work: a positive classroom atmosphere is a central component of effective teaching. Praise is a very powerful motivator for most children - it is a major catalyst in encouraging children to try hard and to persevere and is a most valuable tool to aid our teaching.

Rationale:

High standards of work and behaviour depend upon high quality planning, preparation and delivery of teaching, together with high expectations of pupils' achievement. When those expectations have been reached or striven for the teacher should praise the pupil in order that:

- The effort or achievement is acknowledged and the child is able to recognise when they have succeeded.
- The 'feel good' factor in the pupil is encouraged, making pupils eager to receive approval again.
- Other children aspire to reach the standards of the praised effort or achievement.
- Positive reinforcement of high expectations is provided.

Method:

- ✓ Praise should be given as contemporaneously as possible to the effort or action.
- ✓ Everyone responds to encouragement and therefore the ability of the individual pupil should be taken into account in determining whether they have succeeded.
- ✓ Praise should be applied consistently and fairly.
- ✓ The words spoken to the child in a warm manner are more important than a 'star' or sticker in the child's book, although a written comment is a concrete reminder of achievement.
- ✓ Therefore at The Raleigh we do not use stickers. The Headteacher is the only member of staff who awards stickers and they are only given when a child has been sent to her by a teacher for recognition of a child's outstanding effort or achievement
- ✓ Very good work can be photocopied on the same day ideally, to be sent home and/or placed on the child's 'square' where the class uses that strategy.
- ✓ Any praise should be for its own sake and not competitive.
- ✓ We award house points for competitive sports events and identified initiatives.
- ✓ Children should be encouraged to give their best and strive for quality as an end in itself - the pride in their work should be sufficient. Therefore, concrete rewards are not used e.g. stickers, points, privileges, sweets, extended break times or prizes.

Sports ribbons, medals, cups & house points are only awarded when they are linked to explicitly competitive events.

- ✓ The giving of praise should be sensitive to the emotional and educational needs of the child. Shy children for instance may retreat from activities which could lead to praise.
- ✓ Achievement assemblies are held weekly with laminated certificates and Progress Shields awarded termly.

In conclusion, please remember that over praise can be as damaging as under praise. Children, like adults, can detect insincere recognition of their efforts - to praise the adequate sets a seal of approval upon it. Find the things in each child to praise genuinely and warmly as success will hopefully breed success.

Appendix 4

The Raleigh School Serious Behaviour Incident Record

Commented [LC4]: Is this still in use or replaced by CPOMS

Issue date:		Behaviour file ref:	
Perpetrator(s):			
	Name	Year group	
1			5
2			6
3			7
4			Child to note?
		Yes/No	
Incident category ('P' for prime, tick other categories)		Action taken (tick 3 most important)	
1 - aggressive behaviour (e.g. hitting, biting, spitting, pulling hair, kicking, pushing, using untargeted abusive language)		1 - apology to victim (verbal or written)	
2 - physically disruptive behaviour (e.g. smashing, damaging or defacing objects, throwing objects, physically annoying other pupils)		2 - internal exclusion (e.g. missed play or school event, sent to different class)	
3 - socially disruptive behaviour (e.g. screaming, running away, exhibiting temper tantrums)		3 - parents contacted	
4 - authority-challenging behaviour (e.g. refusing to carry out requests, exhibiting defiant verbal and non-verbal behaviour, using pejorative language)		4 - meeting with parents	
5 - self-disruptive behaviour (e.g. daydreaming, reading under the desk)		5 - behaviour plan set up	
6 - Prejudice related behaviour – eg racist joke or name calling (no intent included), refusing to work with them/cooperate. Completion of Surrey form 'Prejudice Related Incident' required		6 - counselling	
7 - E-safety incident (e.g. viewing inappropriate images, encouraging others to do so, misuse of social media)		7 - restorative justice	
8 - bullying (repeated and deliberate)		8 - staff training, policy/curr review, school campaign	
9 - verbal (e.g. unkind, personal or spiteful comments, malicious gossip, ostracising or manipulative behaviours)		9 - fixed term exclusion	
10 - property abuse (e.g. theft, vandalism, property destruction)		10 - permanent exclusion	
11 - inappropriate behaviour (Pants Rule, stroking, touching)			

Location:		Time:	
Victim(s):			
	Name & Year group		Name & Year group
1.		2.	
Comments (narrative description of the incident, children's responses, elaboration of action etc.)			