



Hythe Primary School

Behaviour including anti bullying, exclusions, physical intervention and racial harassment

'Children are invariably trying to solve a problem, rather than be one. Their solutions are misguided because their conception of the problem is faulty or because their skills leave much to be desired.'

Martin Herbert, 1995

Aims, values and ethos

Hythe Primary School is an inclusive school that endeavours to foster a caring happy environment where all individuals feel valued and confident. We encourage consideration for the feelings and needs of others and believe that rules, sanctions and rewards should be implemented fairly and consistently in order to encourage good behaviour and create positive attitudes to work and individual and corporate responsibilities. We expect high standards of behaviour from all members of our school community.

AIMS

- To value and appreciate one another irrespective of age, gender, ability or ethnic or cultural origin.
- To develop self-discipline and through this the ability to work independently and co-operatively.
- To develop self-esteem by valuing the views, feelings and needs of others.
- To encourage respect and care for the school environment i.e. the building both inside and out, the playground and garden areas of the school, school equipment and the belongings of individuals.
- That all members of the school community, both permanent and visiting, will behave in a way that upholds the aims and values of the school.

School Values

Our school values are closely linked to the 4 main British Values.

- Being democratic – sharing and listening to opinions and ideas.
- Taking responsibility for our own actions and showing respect – looking after ourselves, each other and the resources around us.
- Showing consideration for others – showing tolerance and accepting each other's differences.
- Being honest and adhering to school rules that keep everyone safe.

We do not accept bullying and deliberate unkindness, dishonesty, deceit of any kind including cheating or bad language.

Behaviour management at Hythe school is based on the following 'Golden Rules':

GOLDEN RULES

Always do your best.

Be kind and thoughtful to others

Look after everything in our school

Always tell the truth

These are referred to directly with parents and carers through the annual sharing of class charters. Children need to understand that they have choices about their actions and that these choices have an impact both upon themselves and other people.

Good pupil/pupil and pupil/adult relationships and mutual respect foster the development of self-discipline, as they are the foundation of trust. Children who are happy and motivated at school will wish to take on more responsibility for their own learning. We value the views and contributions of children.

As adults, we are a powerful role model for children. If we wish them to behave in an appropriate way, listen, be prompt, not shout or speak aggressively we must be careful not to do this ourselves. It is essential that all adults are POSITIVE and CONSISTENT in their approach to children. The support of parents should be actively sought.

Circle Time and listening systems

This should take place in a quiet and calm atmosphere.

Opportunities should be given to explore feelings, discuss behaviour, share news. Each member of the circle should feel equal and their contribution valued.

Judgements should not be made on what they say. Foci for discussion should be linked to PSHE work or **issues currently important in the school or class.**

Encouraging good behaviour

At the beginning of each school year Classroom Charters are developed and agreed with the whole class - these will be displayed in the office area of the school for all to see and reviewed frequently with the children. These should be worded positively e.g. we will.... with rights and responsibilities explained alongside each section. There should also be discussion around what respect is and how we can show it to others. Both adults and children should keep these rules. Classes talk about expectations and explore what the **GOLDEN RULES** mean both in classes and as a whole school, these are revisited regularly as part of assemblies and through general classroom management. In Year R Golden Rules should be introduced with class rules in the first half term of the year. Golden Rules are used as the theme for the first whole school assemblies (one per week throughout September) – these are then used as a focus for the 'Class Vote' certificate for Friday's celebration assembly. These are also linked to the British Values to enable children to see their importance in the wider community too.

Role of the parent

It is important for pupils that school and home work together to help them to make positive choices. We ask that parents keep relevant school staff updated of any changes outside of school that may have an impact on a pupil's behaviour and well-being. School staff will then be able to work alongside parents to support any pupil during difficult/challenging circumstances.

Playground equipment (including the play trail) should not be accessed before or after school (at drop off and pick up times) by anybody. This includes preschool or secondary siblings.

Discouraging behaviour we do not want

Sanctions are used to help modify behaviour and to make it clear the behaviours that we do not accept. The school may use a range of techniques to help children recognise appropriate behaviours. Exclusion is used as a last resort to protect the safety of children and adults within the school.

Rewards	Sanctions
A smile or positive comment A tick, smiley face or other positive mark on work House Points and stickers Show work to children in class/year group Work displayed on wall Show/tell other teacher Certificates, star of the day, star of the week Class/Year group certificate Celebration assembly Show/tell Deputy/Headteacher, Mum or Dad Free choice of activity Class effort e.g. marbles in a jar, extra Golden Time	A checking look or word A direct comment A verbal warning (outlining specific behaviour and a reminder of what is expected instead) Time to think (thinking chair) A minor sanction e.g. loss of playtime Lunch time/ loss of play/ time out Make recompense e.g. a letter of apology, clearing up Working near adults or by themselves Working in another class for a short period Loss of Golden Time Telling Deputy/Headteacher Telling parents – repeated poor behaviour, three lunchtime detentions Report card, book (communication book), behaviour chart with specific targets.

When modifying behaviour, it is important that:-

- Children understand what a warning is and that if it is heeded then they have modified their behaviour and can display the correct behaviour.
- Jumping to conclusions is avoided. When dealing with individual incidents all sides of the story should be listened to and the facts are established as accurately as possible.
- Any consequences arising from the incident are dealt with fairly and the children should be clear about WHY the sanction has been applied.
- Children are reminded of what the appropriate behaviour would have been.
- Any provocation has been fully investigated and taken into account when enforcing sanctions.
- All parties involved in the incident feel that it has been dealt with fairly.
- Opportunities are given to the people involved to express their feelings/explore the causes.

- If something needs to be investigated further Phase Leaders, the Deputy Headteacher or Headteacher may be involved.

Intentions and Outcomes

Acts of inappropriate behaviour arise for many different reasons. Although behaviours that go against the agreed code of conduct for the school should not be tolerated, the reasons for these behaviours occurring may be very different. Where a child's disability is directly linked to the behaviour demonstrated, individual sanctions will be used to help a child regulate and respond positively.

The curriculum should **enable** yet **challenge** children, giving pupils a real sense of achievement. Strategies for self-discipline need to be fostered from the beginning of Year R. This will ensure that children become motivated and independent learners who are responsible for their own actions. They will also help them become happy and well-balanced adults. Also see Teaching and Learning policy.

Expectations of behaviour and attitudes need to be high and consistent across all classes. To help lessen attention seeking behaviour aspects of assertive discipline will be used when behaviour is not as expected. All adults working with children should use the following method:

- A warning will be given by telling the child what they should be doing, e.g. putting hand up, looking and listening to others, walking around the school in silence.
- If the behaviour continues then the child may need move area EG. to work away from their peers (either in their own classroom or another safe space) for a short, specified amount of time.
- If the behaviour continues to escalate, a member of SLT will be called to work with the child (and parents informed if necessary)
- If behaviour is consistently below expectation, the class teacher will work with the SENDCo, parents and phase leader to introduce a behaviour plan. This will be shared with the child and other staff to ensure consistency of behaviour management.

Lunchtime detention should be used for persistent or unacceptable behaviour – detentions last for 10 minutes for infant children and 20 minutes for junior children. The time will be used to discuss and reflect on behaviours and support children with future decision making.

Some children, with additional needs, may have an individual behaviour plan to help support their behaviour in school. This will clearly set out expectations, rewards and sanctions that are appropriate from them. These may differ from the whole school system and will be reassessed regularly. Guidance from external agencies may also be sought to assist the school with establishing an individual plan.

Celebration Assembly

All children should be celebrated in this during the course of a year. Teachers keep a record of those children who have received a certificate. Assemblies are held weekly in Key Stages and certificates are given to recognise academic and social achievement as well as to build self-esteem.

There are 3 levels of certificate: Bronze, Silver and Gold.

One of the certificates for each class should be nominated by the children as it has a greater impact and highlights good role-models, these will be nominated around the Golden Rules or

key learning skills that have been talked about in assemblies. Certificates are displayed for the whole school community to see. A 'Golden assembly' takes place at the end of each half term, where children receive a gold certificate. 2 certificates are awarded within each class: 1 certificate for 'All round superstar' and 1 certificate for 'Great achievement or progress'. Children are also welcome to share their achievements from outside of school during these assemblies too, for example, swimming certificates, dance awards, Brownie badges etc.

Golden Time

Children should have opportunities each week for a "Golden" or free choice time when they are free to choose their activities. Golden time is a reward to all children for their good behaviour. Children who consistently break class or school rules should miss a few minutes of Golden Time to sit and reflect on their behaviours while the others begin their reward time.

The Golden Book

Children who receive a gold certificate in the final celebration assembly of each half term will have their photo and name put in the Golden Book. This book is kept in the entrance area of the school by the school office for all to read. Children who are sent to the headteacher to show great work will be given a golden Headteacher sticker and have their name added into the book too. Completed Golden Books are kept with the logbooks (dating back to the 1880s) to continue to keep a record of the school in the modern era.

Behaviour management in the playground

As well as the Golden Rules the following are playtime rules:

- look after playground equipment and use it properly
- stay within the areas that you are allowed
- always look after each other and help each other

During wet playtimes, class guidelines are drawn up by the class teacher and activities for wet play are displayed in each class.

Rewards – stickers and house points, this will be given to children who have been polite, helpful, kind etc... during playtimes.

Sanctions – minor issues eg not lining up properly for lunches, pushing in lines, being in class without supervision, misusing playtime equipment will result in five minutes timeout. More major issues eg leaving designated areas of the school grounds, using unacceptable language, rudeness or physical harm to others will result with a lunchtime detention to discuss issues and identify ways to improve.

To signal the end of playtime, 2 whistles will be blown: the first to signify to pupils that they must stop what they are doing; the second to signify that pupils need to move sensibly to the relevant place before re-entering the school building.

Anti-Bullying Policy

***Bullying is 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.'* (Anti Bullying Alliance)**

(UNCRC Article 19 – The right to be protected from being hurt and mistreated, in body or mind.)

Aims

To foster a 'whole school approach' where all pupils learn in a supportive, caring and safe environment without fear of being bullied. We believe:

- Bullying is anti-social behaviour and it affects everyone. It is unacceptable and will not be tolerated
- That everyone in the school community has a part to play in counteracting bullying
- That victims of bullying should be protected and supported
- That bullies should be helped to change their understanding and attitudes to bullying as well as their behaviour

Definitions and terminology

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those who are being bullied to defend themselves.

In order to help children understand what bullying is, the pupils have defined bullying in their own words through their school council representatives:-

Bullying is.....

Repeated behaviour: could be name calling or physical violence

Constantly picking on (calling names, telling lies, hurtful comments) or physically hurting (pushing, shoving, kicking and hitting)

When someone repeats it to the same person e.g. punching or kicking.

Kicking, punching, pinching, pushing you over, hurting, blaming someone else for something they didn't do, doing something someone doesn't like every day

There are many types of bullying including:

- Physical: (e.g. hitting, kicking, theft, damage to personal property)
- Verbal (e.g. repeated name calling, personal comments which exploit, physical, racial, cultural, social or gender differences)
- Cyber bullying e.g. by use of email, social media, interactive websites, mobile phone
- Indirect (e.g. Isolation of individuals from their social or peer group)
- Racial and religious bullying
- Homophobic and transgender bullying
- Bullying related to special educational needs and disability

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults.

There may be evidence of changes in work patterns, reduced concentration or truanting from school.

ALL staff, governors and pupils must be alert to signs of bullying and act promptly and firmly against it in accordance with school policy.

See also, Appendix A, Racial Harassment and Harassment of Disabled Members of the Community.

Dealing with bullying incidents

The role of the staff

It is the responsibility of the staff to ensure that the 'Golden Rules' are enforced in classes and throughout the school and that the children behave in a responsible manner during lesson times, transition times and playtimes. All staff have high expectations of the children's behaviour and support all children to work to their highest standards. Children are helped, by staff, to understand that they have responsibility to learn and behave well, thus allowing all children to learn and progress.

Staff treat all children fairly and enforce the Golden Rules consistently. All children are treated with respect and understanding. Any repeated misbehaviours are recorded and dealt with accordingly: in the first instance, the class teacher will speak to the child about the behaviours and guide them to make better choices; if the behaviours continue, the class teacher will seek support and advice from senior staff. Parents will also be contacted to help support their child in following the Golden Rules.

All staff are aware that some children will need extra support in order to follow the Golden Rules. The class teacher will liaise with the SENCo, parents and external agencies, as necessary, to support and guide the progress of each child.

It is the responsibility of the class teacher to report to parents about the progress of each child with regards to behaviour and/or welfare as well as academic outcomes.

It is the responsibility of the Headteacher to implement the school behaviour policy consistently, and to report to governors, when requested, on the effectiveness of the policy. It is also their responsibility to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff in implementing the policy by setting the standards of behaviour, and by supporting staff in the implementation of the policy. All serious incidents are recorded and reported to Governors through the half-termly Headteacher Report. The Headteacher ensures that all staff receive sufficient training to be equipped to deal with challenging and anti-social behaviour.

In cases of serious acts of misbehaviour, which may involve violence, it is the responsibility of the Headteacher to issue internal, as well as fixed-term, exclusions. These actions are only taken after considerable thought and deliberation. Extra guidance on exclusions can be found on the [HCC Education and Inclusion Service website](#).

The role of parents

Bullying is everyone's concern. All staff, pupils and parents should be aware that bullying exists and share a commitment to combat it and to make the school a happier place for everyone. A copy of this Behaviour and Anti-bullying policy is available on our website and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We aim to build a supporting dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's behaviour or welfare.

If the school has to use reasonable sanctions to manage a child's behaviour, parents are encouraged to support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher, then the phase leader. If the concern remains, they should contact the Deputy Headteacher or Headteacher and then the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

More information and guidance can be found on the [KIDSCAPE website](#).

The role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

Governors may be asked for advice regarding particular disciplinary issues, however, the Head Teacher has the day-to-day authority to implement the school behaviour and anti-bullying policy.

Prevention

At the start of each school year, pupils will be reminded of the procedure they should follow if they encounter, or are the victims of bullying. We use our PSHE programme throughout the year, and associated anti-bullying work, to reinforce clear messages regarding bullying to all children.

We may also use KIDSCAPE methods for helping children to prevent bullying. As and when appropriate, these may include:

- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays (or using KIDSCAPE role-plays)

- having discussions about bullying and why it matters

Our anti bullying policy is part of our staff induction pack. We have emotional literacy support assistants (ELSA). We follow the Anti-bullying guidance for schools (National Healthy Schools Programme).

This policy should be read in conjunction with safeguarding, PSHE, and confidentiality policies.

Help organisations

Advisory Centre for Education (ACE) Adviceline	0300 0115 142
KIDSCAPE Parents Adviceline (Mon-Weds, 9.30am -2.30pm)	020 7823 5430
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk
Childline	0800 1111

See also, Appendix B, Processes of Support.

Assessment, monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a a variety of records of incidents of misbehaviour. Children with particularly challenging behaviour may have individual behaviour systems which may include records of behaviour.

The Head Teacher will keep records of any pupil who is excluded for a fixed-term and those who have internal exclusions. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy is reviewed annually. The Headteacher may, however, review the policy earlier than this, if the government introduces new regulations, or if recommendation on how the policy might be improved are received.

The school regularly carries out surveys, questionnaires etc. on bullying, We also use the personal social and health education (PSHE) end of unit and key stage statements to monitor and evaluate our anti-bullying work and policy.

Agreed by Governing Body:

To Be Reviewed: Sep 26

Annually

Last Reviewed: Sep 25

RACIAL HARASSMENT

Racial harassment may be defined as any words or actions towards an individual group, whether present or not, which make a person feel frightened, humiliated, ridiculed or undermined in self-confidence and self-esteem because of their colour, ethnic group or nationality.

- Physical assault against person or group because of colour, ethnicity or nationality.
- Use of derogatory names, insults and racist jokes.
- Racist graffiti.
- Verbal abuse or threats.
- Incitement of others to behave in a racist way.
- Bringing racist material into the school.
- Ridicule of an individual for cultural differences.
- Refusal to co-operate with other people because of their colour, ethnic origin or nationality.

Any of the above will be recorded and parents will be informed if the incidents are repeated and a bullying incident will be recorded.

HARASSMENT OF DISABLED MEMBERS OF THE COMMUNITY

Harassment of disabled members of the community may be defined as any words or actions towards an individual group, whether present or not, which make a person feel frightened, humiliated, ridiculed or undermined in self-confidence and self-esteem because of their disability.

- Physical assault against person or group because of a disability.
- Use of derogatory names, insults and disabled jokes.
- Verbal abuse or threats.
- Incitement of others to behave in a hurtful way.
- Ridicule of an individual for disability.
- Refusal to co-operate with other people because of their disability.

Any of the above will be recorded and parents will be informed if the incidents are repeated and a bullying incident will be recorded.

Process of support**Aims**

To ensure all pupils are effectively included and that their needs are met, so that they might make good progress.

To develop a program of support to ensure pupils are able to access the curriculum - this will involve: identifying the need(s), application of the appropriate learning programmes, individualised or small group support, appropriate environments and reward systems.

Process of support may include:

- Individual Education Plan (IEP), where appropriate, to focus on how the child is accessing the curriculum. This will be drawn up by the class teacher and supported by the SENCo.
- Gathering of evidence – focussing on triggers, situations (both positive and negative), using a Behaviour Book and/or ABCC charts to track.
- Records of dates, times and people involved.
- Involvement of an Educational Psychologist, where appropriate.
- Exploring a child's understanding of behaviours and expectations.
- Use of social stories to support a child's understanding of behaviours/expectations.
- Use of positive reward systems based on a child's personal likes.
- Careful planning when encountering new/different situations to enable all pupils to succeed.
- Consistency of staffing where possible.
- Agreed methods of support with clear processes and implantation guidance used by all staff consistently – this may be recorded formally in an Individual Behaviour Management Plan (IBMP).