



# Behaviour and Anti-Bullying Policy

## **St Anne's Fulshaw CE Primary School Behaviour and Anti-Bullying Policy**

### **Rationale**

St Anne's Fulshaw CE Primary School aims to work in partnership with the whole school community to encourage and promote the appropriate behaviour of pupils both within and outside the classroom.

Parents and carers have a vital role to play in supporting and developing good behaviour throughout their child's school career. This Behaviour and Anti-Bullying Policy is based on a partnership between parents, carers, staff, governors and pupils working together in matters involving values, ethos, standards and expectations.

### **Aims**

- To ensure a welcoming and safe environment that is both calm and orderly for the whole school community
- To model and expect a set of preferred behaviours based on a culture of high expectations, self-respect and mutual respect
- To support pupils in accepting responsibility for their own behaviour
- To provide a framework within which undesirable behaviour can be managed and changed.

### **Implementation**

The Behaviour and Anti-Bullying Policy should be available to and understood by all members of the school community. Good and improved behaviour should be celebrated at every opportunity. Inappropriate behaviour must always be appropriately challenged. Effective communication between parents / carers and staff is vital in celebrating the positives and swiftly addressing undesirable behaviour. Consistency of approach and patience from all staff are vital in supporting successful behaviour management. Rewards, routines, responsibilities, rules and sanctions are the responsibility of all staff.

### **Rewards**

All staff at St Anne's Fulshaw CE Primary School try to encourage positive behaviour by pupils through positive reinforcement including:

- Team points
- Class stickers and stamps
- Public praise and reinforcement within their own class and in other classes across the school
- Notes, emails and calls to parents / carers
- Star of the Day awards
- Class rewards
- Child of the Week
- Outstanding Behaviour Awards
- Headteacher's Awards

### **Sanctions**

It is important that the children are aware of the consequences of their choices. The list of sanctions is generally progressive, however some misdemeanours will result in an automatic formal consequence.

#### Step 1:

Undesirable behaviour will be specifically identified and the pupil is asked to refrain.

#### Step 2:

Undesirable behaviour will be specifically identified and the pupil is told to refrain with a reminder of the consequence if they choose not to.

### Step 3:

Undesirable behaviour will be specifically identified and the consequence is implemented.

Consequences may include the following sanctions:

- Specified amount of time working in another class
- Specified amount of time working with the Deputy Headteacher
- Specified amount of time working with the Headteacher
- Specified amount of time on the fence at playtime
- Removal of privileges appropriate to the age of the pupil
- Communication with parents / carers by class teacher
- Communication with parents / carers by Deputy Headteacher
- Communication with parents / carers by Headteacher
- Meeting with parents / carers and class teacher
- Meeting with parents / carers and Deputy Headteacher
- Meeting with parents / carers and Headteacher

Following a meeting with parents / carers the following actions may be taken:

- Further advice sought from CEAT / Ed Psych cluster consultation
- Specific targets for behaviour may be included on a child's school focus plan, or a separate behaviour plan may be written
- An individualised system of behaviour management including personalised rewards and sanctions may be introduced

Parents / carers and pupils will meet with staff to regularly review the effectiveness and impact of action taken.

It is important to note that parents / carers are welcome into school to discuss these matters with their child's class teacher by appointment.

### **Bullying**

Bullying can be physical, verbal or emotional, and is usually repeated over a period of time by a single person or a group of people. It is the wilful, conscious desire to hurt, threaten or frighten someone. Bullying can take many forms:

- Physical – hitting, kicking, taking belongings;
- Verbal – name calling, insulting, offensive remarks;
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours;
- Cyber-bullying – the use of mobile phones or web-based messaging / chat room arenas;
- Homophobic or transphobic bullying;
- Racial bullying - racially offensive remarks;
- Hurtful and deliberate behaviour related directly to the protected characteristics of the Equality Act 2010 (age, disability, gender including gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity). This may be targeted at an individual, or members of their family, which may in turn cause upset and distress.

### **Procedures to follow**

All staff will:

- Apply the Behaviour and Anti-Bullying Policy consistently;
- Listen carefully to pupils and provide them with opportunities to fully express their views and opinions – both verbal and written;
- Adopt a problem solving approach which moves pupils forward;

- Ensure the Headteacher is made aware of any bullying to ensure it is recorded and monitored;
- Ensure that racial harassment is reported directly to the Headteacher, and is recorded separately;
- Consider withdrawal of privileges and/ or removal from the playground;
- Contact parents when appropriate;
- Communicate effectively with colleagues and parents / carers so that the response to all incidents is objective and in line with the school's policy.

### **Support and Intervention Techniques - Raising Awareness and Whole School Strategies:**

- Annual themed week usually during National Anti-Bullying Week in November, followed up with regular assemblies and teaching of PSHCE during the school year on the theme of bullying;
- Promotion of the STOP message in school and with parents / carers, to ensure everyone understands what bullying is and that it will not be tolerated (STOP: Several Times On Purpose);
- Teaching assertiveness and other social skills;
- Peer mentoring;
- Teaching victims to say “no” or get help;
- Role-play bullying situations so that pupils have a sound understanding of the different roles (perpetrator, victim, bystander, witness);
- Educating pupils specifically about the role of the witness or bystander;
- Use of drama / theatre workshops to reinforce undesirable behaviours and positive responses.

### **Pupils who have been bullied will be supported by:**

- Being offered an immediate opportunity to discuss the experience with their teacher or member of support staff
- Discussing ways to build resilience with a chosen member of staff, this may include 1:1 sessions or inclusion in group based activities
- Reassuring the pupil and providing ongoing support
- Restoring self-esteem and confidence
- Working with other agencies to provide specialist support and guidance if needed

### **Pupils who have bullied will be supported by:**

- Discussing what happened, establishing the concern and reinforcing the need to change
- Informing parents / carers and securing their support in changing the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting that the content be removed and reporting the account to the service provider
- Sanctioning the pupil in line with this policy
- Speaking with police or other agencies to support the pupil in managing undesirable behaviour

### **Exclusions**

A pupil may be excluded from school when they meet the criteria in the September 2017 guidance from the Department for Education

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

No decision to exclude a pupil is taken lightly, and all are the responsibility of the Headteacher or, in their absence, the Deputy Headteacher.

Exclusions can take the form of:

- Fixed Periods of Exclusion – where a child is excluded from the school for a specified lunchtime period and / or a number of school days; and
- Permanent Exclusion – where a child is permanently excluded from attending the school

No 'informal' or unofficial exclusions, even with the agreement of parents / carers, are permitted in law.

Exclusions will take place with immediate effect, once the decision has been made by the Headteacher, or, if appropriate, by the Deputy Headteacher. Parents / carers will be informed of the decision by telephone (or other means) requesting that their child be removed from the school immediately. They will also receive, on the day that the exclusion takes effect, a letter giving the reasons for the decision, the duration of the exclusion and the date on which the child can return to school. This letter will also explain to parents / carers their rights of consultation and appeal. A copy of this policy will be appended to the letter, for information.

### **Fixed Period Exclusions**

A fixed period exclusion means that a child will not be allowed to attend school for one or more lunchtime periods or for one or more school days. (If a child is excluded for a lunchtime period and is entitled to a free school meal school will make arrangements for a lunch to be provided, for example by providing a packed lunch).

During a single school year, the aggregate fixed periods of successive periods of exclusion cannot exceed forty-five days. If this threshold is exceeded, the exclusion becomes permanent, subject to review by the Governors – see below.

### **Parental Participation**

Parents/carers, as well as being informed of the grounds for and duration of an exclusion, may, if the exclusion is for five days or less, ask to discuss the exclusion with the governors - specifically, by making representations to a specially-convened Pupil Discipline Committee (whilst the PDC do not have to meet with parents / carers it is probable that they will do so if requested).

If the exclusion is for between six and fifteen school days in a term, the governors' Pupil Discipline Committee must meet to discuss it with parents / carers if requested.

If a child has been excluded for more than 15 school days in a term, the Pupil Disciplinary Committee must meet to review the exclusion, whether or not parents / carers choose to attend.

The latest date by which the Pupil Discipline Committee can meet is no later than 50 school days from the date that the governors were notified of the exclusion. The school will write to parents / carers of the proposed meeting and their right to attend and make their representation at the meeting. Parents / carers may be accompanied by a friend or representative and may advise school of a disability or special need that would affect their attendance at a meeting held in school.

### **During the Exclusion**

Parents / carers are responsible for any child while they are excluded. An exclusion takes effect as soon as the Headteacher, or Deputy Headteacher, has made the decision to exclude.

While a child is excluded, they may not go to school or into the school grounds. Schools and school grounds are private places anyone entering without authority, which might include excluded pupils, is trespassing and can be asked to leave. The school will set work for all excluded pupils but it is up to parents / carers to make sure it is collected from the school and returned, when completed, for marking.

A return to school meeting at the conclusion of the exclusion will take place between the pupil, parents / carers and Headteacher or Deputy Headteacher before the pupil re-enters on site education.

An exclusion is a very serious matter and even if parents / carers do not want to meet with the governors, they are urged by the school to discuss what has happened with teaching staff and how they might work together to improve the child's future behaviour.

Parents / carers can request more information the school to help understand what has led to an exclusion. If parents / carers want to discuss an exclusion with the CSA, then they can contact the Inclusion Officer or the Admission, Exclusions & Employment Administrative Officer. The Advisory Centre for Education also has a national helpline on exclusions that may be of assistance to parents / carers.

### **Permanent Exclusions**

In all cases, parents / carers have a right to know the detail of the grounds for permanently excluding their child. A letter informing them of the reasons for the permanent exclusion will be sent on the day of the exclusion. This will also advise parents about the date of a meeting of the Pupil Disciplinary Committee (which has full decision making powers), or of a full governing body meeting which will consider the decision to exclude.

Parents / carers can attend, with a friend or representative if desired, and the excluded child can go to the meeting if the parents / carers want him / her to go.

Before the meeting, the school must send details of all the reasons for the exclusion to parents / carers. The school must include all the reasons that they will present to the governors and they cannot bring in new information at the meeting. If parents / carers give new information at the meeting, then the school can respond to this.

If parents / carers wish to appeal against the exclusion to an Independent Appeal Committee, the letter about the exclusion decision will tell them who to write to and the deadline for doing this. They must state why they think the decision should be changed. Further information is available from the Inclusion Officer or the Admissions, Exclusions and Employment Administrative Officer or the Advisory Centre for Education, which has a free national help line.

### **Independent Appeal Hearings**

Parents / carers have the right to appeal to an Independent Appeal Panel against any decision made by a Pupil Disciplinary Committee. The process for appealing and for managing an appeal panel is contained in the DfE's statutory guidance on exclusions (September 2017)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

### **After the Appeal Hearing**

If the parents / carers are unsuccessful in the appeal, the exclusion will stand and the responsibility for arranging education for the excluded pupil rests with the CSA. The Inclusion Officer will work with the pupil, parents / carers to gather all the relevant information to help support the family through the re-integration process into appropriate education provision.

If the parents / carers are successful, then the pupil is entitled to return to school. The Headteacher or deputy Headteacher will need to discuss and plan how to manage what could be a difficult situation for a pupil's return to school. Whilst delay is not acceptable, it is reasonable for the school to expect a meeting with the pupil and parents / carers prior to re-entry so that there can be an agreed planned return to school.

Details of an exclusion may not be deleted from the pupil's record, even where reinstatement is directed. The Pupil Discipline Committee must, however, comply with any parental request to append their appeal statement to the pupil's record. It will be for the Pupil Discipline Committee to decide what details of the exclusion are included in the pupil's school record in accordance with statutory guidance.

### **Review**

This policy will be reviewed every three years, or earlier if necessary.

Reviewed 13.02.23