



# **Newbridge Primary School**

## **Behaviour and Anti-Bullying Policy**

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Role:	Behaviour Team and Class Teachers
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<b>Review Date</b>	<b>Changes made</b>	<b>By whom</b>	<b>Date Shared with staff</b>
September 2017	2.2 Updated wording on house points 2.3 Sanctions for bullying amended 10 SEN provision updated	Jo Amor Laura O'Byrne Heather Bateman	
September 2018	1.4 At the head's discretion, the policy will be adapted for children with Special Educational Needs. 2.3 Peer on peer abuse paragraph added  5.4 The teacher will make notes on any parent/teacher meeting and store this information electronically.  12.2 The teacher will make notes on any parent/teacher meeting and store this information electronically.	Jacky Hansard	September 2018
September 2019	THIS POLICY IS UNDER REVIEW by the safeguarding team		

## **Rationale**

At Newbridge Primary School, we encourage mutual respect, care and concern for others. As a school we want our children to develop a clear view of right from wrong and to feel safe, secure and valued. We want them to appreciate the needs of others and of the community around them. The School Values underpin all school life and are used as a way of encouraging and rewarding children for:

Learning and Communication

Creativity and Imagination

Personal Development

Collaboration

Citizenship

## **1. AIMS AND EXPECTATIONS**

- 1.1** It is a primary aim of Newbridge Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This Policy document has been prepared following a process of consultation with staff, parents and children and it complies with Section 89 of the Education and Inspections Act 2006. It is a working document designed to promote an environment where everyone feels happy, safe and secure.
- 1.2** The school has a number of rules, but our Behaviour and Anti-Bullying Policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective, respectful and considerate way.
- 1.3** The school expects every member of the school community to behave in a considerate way towards others, to contribute to standards of behaviour and uphold the school values.
- 1.4** We treat all children fairly and apply this Behaviour, Discipline and Anti-Bullying Policy in a consistent way. At the head's discretion, the policy will be adapted for children with Special Educational Needs.
- 1.5** This Policy aims to help children grow in a safe and secure environment, and to become positive, responsible, confident, well-motivated and increasingly independent members of the school and wider community.
- 1.6** The school rewards good behaviour and sanctions inappropriate behaviour, as it believes that this will develop an ethos of kindness and cooperation. This Policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## 2. REWARDS AND SANCTIONS

### 2.1 Recognition

- All staff follow the agreed system of day to day recognition that is part of the Traffic Light Behaviour System (see appendix 1).
- Across the whole school staff use the star above the Traffic Light Behaviour System to reward good behaviour or demonstration of the school values. Children who are on the star receive a sticker as a reward at the end of the day. Positive behaviour is not rewarded by the giving of gifts and presents.
- Staff can informally send children to members of the Senior Leadership Team in recognition of the school values, good learning or good behaviour. Their names are recorded in the 'Golden book'.
- Celebration Certificates are awarded to two children per class per week at weekly celebration assemblies. These certificates link to the school values and class teachers keep a record of who receives a certificate to ensure that all children receive recognition throughout the year.

### 2.2 House points

- Children are divided into 4 school houses.
- House points are rewarded to a child when they demonstrate the school values throughout the school day.
- House points are totalled on a weekly basis and the results announced at a whole school assembly.
- The winning house wins 10 mins extra play.
- No more than 1 house point is given to a child at a time.
- House points can be given at any point during the school day, including break times and lunch time.

### 2.3 Sanctions

- The management skills of the teachers, teaching assistants and SMSAs are crucial to the achievement of good standards of behaviour throughout the school.
- Where behaviour is unacceptable, the Traffic Light Behaviour System is used. (See Appendix 1). This is used throughout the school and all members of staff have received training on this system (September 2015). When a new member of staff begins working at Newbridge they will receive training as part of their induction.  
Traffic Light system
- Step 1- warn the child about their behaviour
- Step 2- name moves to Orange.
- Step 3- If the behaviour improves, child returns to Green; if the child continues the behaviour they move to Red.
- Step 4- Once on Red, child is taken to phase leader. They record name in book and child missing a playtime.

**For more serious behaviours e.g. aggressive or bullying, the child is taken directly to the Head Teacher.**

### Definition of Bullying

Bullying is a series of targeted and repeated incidents by an individual or group against others, with the intention of causing harm. Several forms of bullying can be identified:

- Physical abuse - pushing, hitting, kicking, biting, spitting etc;
- Verbal abuse - name calling, taunting, teasing, negative comments etc;
- Emotional abuse - non-verbal signals, being left out of activities, controlling or coercive behaviour;

- Taking other people's possessions without asking;
- Damaging property;
- Intimidation of any kind;
- Extortion;
- Racism – name calling, unfair treatment and exclusion because of ethnicity, background, culture or religion;
- Homophobia – direct bullying based on actual or perceived sexual orientation and indirect bullying e.g. use of homophobic language around the school;
- Gender/ Gender identify – bullying someone because of their gender or their gender identify (they may be transgender or exploring their gender identity);
- Cyber bullying – bullying via phone, internet or other electronic devices.
- Peer on peer abuse - Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

The Head teacher or Deputy Headteacher would investigate the incident fully.

- For a one off incident, parents would be contacted and the child would miss a lunchtime play supervised by Head Teacher or Deputy Headteacher. Their name will be recorded in a behaviour log.

- Where bullying behaviours are displayed, the Headteacher or Deputy Headteacher would contact parents and ask for a meeting to discuss the unacceptable behaviour. Targets would be set up which the child would need to follow. This could involve missing lunchtime play until behaviour improves. A report is used for the teacher to record progress in the child's behaviour. The Headteacher would also contact the parents of the victim to discuss the incident and explain the next steps.

### **3. THE CLASSROOM**

- Where children's attitude to learning/behaviour is below expectations the following strategies may be used:
  - (a) Traffic Light system
  - (b) loss of break time / part of lunchtime (supervised by teacher) if persistent it is taken to the Phase Leader.
  - (c) learning sent home to be completed.
  - (d) meeting with teachers and parents to plan a way forward.
- More serious incidents follow the plan from above.

### **4. OUTSIDE THE CLASSROOM**

- Staff follow the agreed Traffic Light Behaviour System.

## **5. THE ROLE OF THE TEACHER, TEACHING ASSISTANT AND SMSA**

- 5.1 It is the responsibility of class teachers, teaching assistants and SMSAs to ensure that the school rules are enforced in classes and around the school, and that children behave in a responsible manner during school time.
- 5.2 Staff members have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 5.3 Staff members treat each child fairly, and enforce the school and classroom rules consistently. Staff treat all children with respect and understanding.
- 5.4 If a child misbehaves repeatedly in class, a record of all such incidents is kept by members of the Senior Leadership Team. In the first instance, the class teacher deals with incidents themselves in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from Senior Leadership Team and the Parents/Carers are informed. The teacher will make notes on any parent/teacher meeting and store this information electronically.
- 5.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Local Authority Specialist Behaviour Service.

## **6. THE ROLE OF THE HEADTEACHER**

- 6.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement this Policy consistently throughout the school, and to report to the Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school and staff.
- 6.2 The Headteacher supports the staff by implementing the policy, setting the standards of behaviour and by supporting staff in their implementation of the policy.
- 6.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 6.4 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

## **7. THE ROLE OF PARENTS/CARERS**

- 7.1 We work collaboratively with parents/carers to support their child's learning, and encourage supportive dialogue between the home and the school.
- 7.2 We expect parents/carers, while on the school premises, to support and reinforce the school's Behaviour, Discipline and Anti-Bullying Policy by demonstrating appropriate behaviour, both physical and verbal. Parents/Carers can be asked, for a fixed term period, to vacate the premises if they use inappropriate verbal or physical standards of behaviour.
- 7.3 If the school has to use reasonable sanctions as a result of a child's behaviour, we expect parents/carers to support the actions of the school. If parents/carers have any concerns they should raise it with the School Leadership Team in the first instance. If the concern remains, they should

contact the Headteacher and, thereafter, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

- 7.4** Parents/Carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Depending on the severity of the alleged offence, it may be appropriate for parents to contact the phase leader, deputy head or Headteacher. Parents/Carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

## **8. THE ROLE OF GOVERNORS**

- 8.1** 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 Headteacher in adhering to these guidelines.
- 8.2** The Headteacher has the day-to-day authority to implement the school's Behaviour, Discipline and Anti-Bullying Policy, but the Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.
- 8.3** The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The Governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- 8.4** The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

## **9. FIXED-TERM AND PERMANENT EXCLUSIONS**

- 9.1** We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is [www.ace-ed.org.uk](http://www.ace-ed.org.uk).
- 9.2** Neither the full governing body, nor the Pupil Discipline Committee (PDC) excludes pupils. Section 52 (1) of the Education Act 2002 states that only the Headteacher of a school can exclude a pupil. This is defined as including anyone who is acting as Headteacher on a temporary basis, for example, when the Headteacher is away from the school. The Headteacher should make it clear to everyone in the school who is in control when s/he is not on the premises.
- 9.3** It is the job of the PDC, following their Committee's Terms of Reference, to decide if the Headteacher has taken the right action in excluding the pupil, and whether the length of the exclusion is appropriate in the circumstances.
- 9.4** Decisions to exclude should be taken only:
- in response to serious breaches of the Behaviour, Discipline and Anti-Bullying Policy
  - if allowing a child to remain at school would seriously harm the education or welfare of the children or other members of the school community.

**9.5** Permanent exclusion is appropriate where it is the final step in a process for dealing with disciplinary offences following a wide range of other strategies used without success. There will be some exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude on a first offence. These are:

- serious actual or threatened violence against another pupil or member of staff
- sexual abuse or assault
- supplying or in possession of an illegal substance
- carrying an offensive weapon

**9.6** In such cases the Secretary of State would not normally expect the PDC or an Independent Appeal Panel to reinstate the pupil.

#### Alternatives to Exclusion

**9.7** Before resorting to exclusion the school must first try other methods to deal with discipline issues. These may include:

- internal exclusion, which requires a pupil to be removed temporarily to another place within the school and which may include break times
- a managed move, to a different school

#### Length of exclusions:

**9.8** Heads may exclude for one or more fixed periods up to a maximum of 45 days in one school year.

**9.9** Inspection evidence suggests that 1 - 3 days is long enough to gain benefit from the exclusion without the pupil suffering adverse educational consequences.

**9.10** The school must set learning for the pupil during a fixed term exclusion of more than one day, and a teacher should mark this.

**9.11** Where a much longer exclusion has been imposed, e.g. 15 days or more, the Headteacher must consider:

- how the child's education will continue during this time. The school, under new guidelines September 2007, must provide and pay for alternative educational facilities from the sixth day of exclusion (Venue for the sixth day of exclusion would be Oldfield School or Aspire Academy)
- how the time can be used to address the child's needs
- how best the child can be reintegrated to the school

#### Lunchtime exclusion

**9.12** Children can be excluded for the duration of the school's lunchtime, especially if it disruptive behaviour at lunchtime that is the cause of the problem. This equates to a fixed term exclusion of one half school day. Parents/Carers have the same rights of appeal. Arrangements may need to be made for children who have free school meals.

## Parental cooperation

- 9.13** Where a parent/carer refuses to comply with an exclusion, whether at lunchtime or for longer periods, the school must consider the child's safety in deciding what action to take.
- 9.14** If the school is unable to resolve the situation it may be necessary to contact other support agencies' (eg Educational Psychology Service or Pupil Access and Support), or contact the Local Authority for advice about legal remedies.

## The Role of the Headteacher

- 9.15** Before deciding to exclude the Headteacher must
- ensure that an appropriate investigation has taken place
  - consider all the facts and firm, evidence to support the allegation and take into account the appropriate school policies. If the Headteacher is in any doubt as to whether the child did what is alleged they should not exclude.
  - allow the child an opportunity to give their version of events
  - check whether an incident was provoked, especially by either racial, homophobic or sexual harassment
  - if necessary, consult with other people, but not with anyone who may be later involved in a review of the decision, e.g. a member of the PDC
- 9.16** Once the decision to exclude has been made, the Headteacher must immediately inform the governing body's PDC (through the Chair of Governors if necessary or appropriate) and the Local Authority in the following circumstances:
- all permanent exclusions
  - exclusions that result in the child missing more than 5 days in total in a term
  - exclusions that result in the child not being able to take a public examination.

Short term fixed period exclusions need only be notified three times a year. Notification should give the child's name, and the length and duration of the exclusion.

## Informing Parents/Carers of an exclusion

- 9.17** The Headteacher must, without delay, take all reasonable steps to inform the parents/carers of the exclusion and its duration. This should be by telephone in the first instance followed by a letter within one school day.
- 9.18** The letter should be sent by first class post, or personal delivery, to the last known address of the parent/carer. If posted it should be assumed to have arrived. This applies to permanent exclusions but, in the absence of any advice regarding fixed term exclusions, it would be wise to follow the same guidance.
- 9.19** Following any meeting of the PDC, letters to parents/carers and the Local Authority should be treated in the same way.

**9.20** The letter must state:

- For a fixed term exclusion - the period of the exclusion
- For a permanent exclusion - the fact that it is permanent
- The reason
- The parent/carer's right to make representation to the PDC
- The person the parent/carer should contact to make representation, ie the Clerk to Governors

**9.21** The letter should also mention:

- The latest date by which the PDC must meet to consider the exclusion
- The parent/carer's right to see and have a copy of the child's school record upon written request
- For a fixed term exclusion, the date and time when the child should return to school (in the case of a lunchtime exclusion, the number of lunchtimes for which the child is being excluded and any arrangements necessary for a child receiving free school meals) and that they will meet with the Headteacher to support the return
- For a permanent exclusion, the date it takes effect and any relevant previous history
- Arrangements for the child to continue with his/her education. It is the parent/carer's responsibility for ensuring work is completed
- The name of an appropriate Local Authority officer to contact for advice Informing the PDC and the Local Authority

**9.22** Within one school day the head must inform the PDC and the Local Authority of:

- Permanent exclusions
- Exclusions that will result in the child being excluded for more than 5 days or 10 lunchtimes in one 'old' term (may be accumulated over a period of time)
- Exclusions where the child will miss a public examination

**9.23** Fixed period exclusions totalling less than 5 days or 10 lunchtimes in one 'old' term must be reported to the PDC and Local Authority once every 'old' term.

**9.24** The information should include:

- The name of the child
- The length of the exclusion
- The reason
- The child's age, gender and ethnicity
- Whether the child has a statement or is being assessed
- Whether the child is in Local Authority care

## **10 SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)**

**10.1** At any one time the school can have children with a wide range of SEND. On occasions there may be children in the school with needs which cannot be met by the Behaviour, Discipline and Anti-Bullying Policy and it is not in their best interests to follow it e.g. Attachment disorder. In situations such as this the school will devise a Pastoral Support Plan which is designed specifically to meet the needs of the child. The plan will outline the children's needs and be written in collaboration with specialist agencies such as the Primary Pastoral Partnership, Educational Psychologist Service or Local Authority representatives.

**10.2** At Newbridge Primary School we are committed to helping every child thrive in their emotional and social development. We use the *Thrive* approach to help us identify and support children that may need further help developing in these areas.

The programme can be used to screen cohorts of children or used with pupils on an individual basis. Children may be selected for an individual *Thrive* assessment for a number of reasons, these may include; concerns from the class teacher about the behaviour of a child, concerns from parents about the behaviour of child, if the child has is looked after or in care, if a child has been adopted, if a child asks for help with their behaviour.

Our SENDCO is a trained *Thrive* Practitioner and is able to develop plans to work with parents, teachers and support staff to support individuals and groups of children. If the school feels that your child would benefit from support from *Thrive* parents will be asked to contribute to the process through an initial meeting, a questionnaire (if appropriate), and through activities at home. Depending on the need of the child, they may be supported in school through *Thrive* activities or through adapted teaching methods in the classroom.

## **11 DRUG AND ALCOHOL RELATED INCIDENTS**

**11.1** It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need prescribed medication during the school day the parent/carer should notify the school and ask permission for the medication to be brought. This should be taken directly to the Office for safekeeping. Any prescribed medication needed by a child while in school must be taken under the voluntary supervision of a teacher or other adult worker. (See Medical NeedsPolicy)

**11.2** The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents/carers of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed. Support will be given by the school nurse/other local services (early help) to ensure that children in this situation understand the physical, emotional and legal consequences of substance misuse.

**11.3** If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

**11.4** It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent/carer of the child has visited the school and discussed the seriousness of the incident with the Headteacher.

**11.5** If the offence is repeated the child will be permanently excluded.

**11.6** If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

**12 MONITORING and REVIEW**

- 12.1** The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 12.2** The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Senior Leadership Team and Headteacher record those incidents where a child is sent to them on account of their behaviour. These incidents are shared at Senior Leadership Team meetings.
- 12.3** The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 12.4** It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that this Policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of equality; it will seek to ensure that the school abides by the Equality Act 2010 and Schools advice from the Department for Education and that no member of the school community is treated unfairly because of race, religion or belief, gender, disability or sexual orientation.
- 12.5** This policy is to be reviewed annually in September of each new academic year.

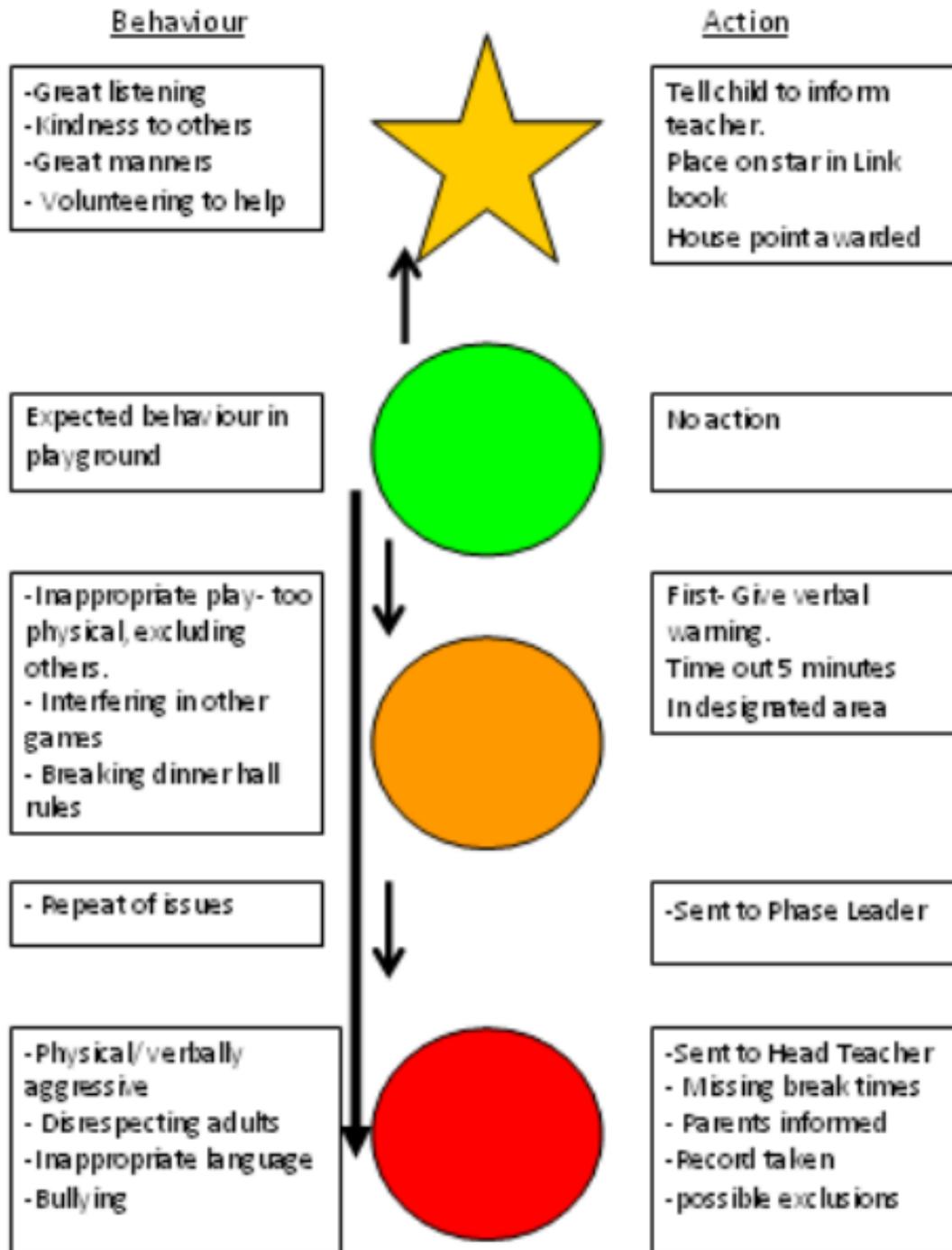
Chair of Governors \_\_\_\_\_ Date: \_\_\_\_\_

Chair of Curriculum Committee \_\_\_\_\_ Date: \_\_\_\_\_

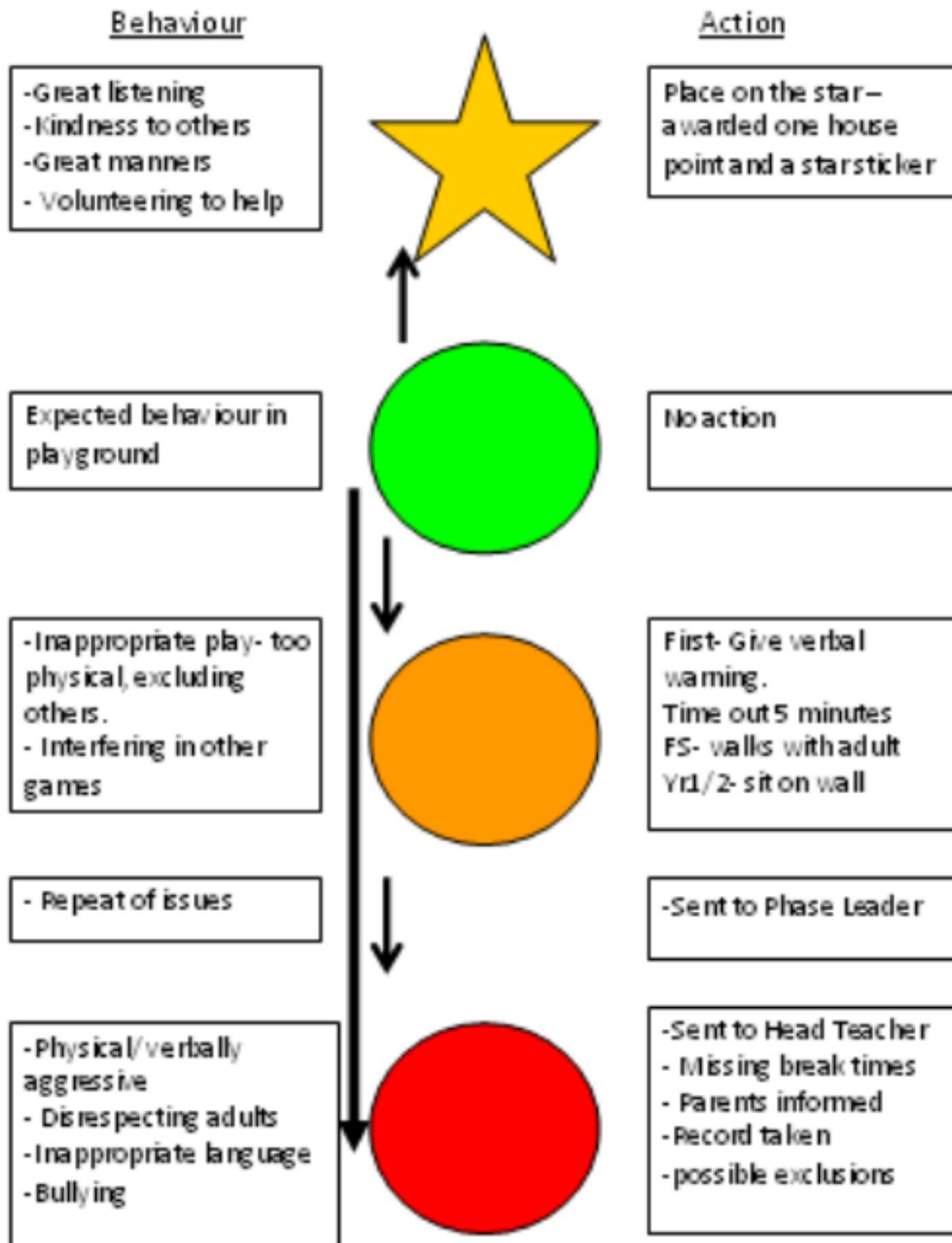
Headteacher \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix- Traffic Light Behaviour System**

**Traffic Lights for the Upper School Playground-**



## Traffic Lights for the Lower School Playground-



## Traffic Lights for the classroom-

