

# Aylesford School

and Sixth Form College



wonder aspiration respect discipline

## PRIMARY SCHOOL

# BEHAVIOUR AND ANTI-BULLYING

# POLICY

Written: June 2015  
Lead: Headteacher  
Via: Standards, Personnel and Curriculum

**'from potential to reality'**

Tapping Way, Warwick, Warwickshire, CV34 6XR  
**Tel:** 01926 747100 **Fax:** 01926 494194 **Email:** [office@aylesford-elearning.net](mailto:office@aylesford-elearning.net) **Web:** [www.aylesford-elearning.net](http://www.aylesford-elearning.net)  
A charitable company registered in England and Wales, company number 7848367  
**Headteacher: Steven Hall BSc MA**

Our policy outlines how we encourage in children appropriate patterns of behaviour and standards of discipline. It is underpinned by the values of Aylesford Academy captured by the phrase:

### **Wonder, Aspiration, Respect, Discipline**

<b>Wonder</b>	Valuing the role of curiosity in developing knowledge and understanding
<b>Aspiration</b>	Valuing the challenge in the journey to achievement
<b>Respect</b>	Valuing the worth of ourselves and the worth and diversity of others
<b>Discipline</b>	Valuing determination, concentration and resilience. Understanding order, process and purpose

#### **School Mission Statement**

To inspire in students a passion for lifelong learning; to work in partnerships to provide an exciting, engaging and enjoyable experience. To support high standards of achievement in a happy and secure environment.

Together we will promote:-

- Willingness to listen and learn
- Respect and tolerance
- Expectations of high standards
- Confidence and self esteem
- Physical, emotional and spiritual well-being

Within an enriched environment which is enjoyable, challenging, safe and secure.

This, of course, implies that we each have a **responsibility** for our collective well-being.

#### **Encouraging and Affirming Good Behaviour**

The welfare of children is best met when school staff, governing bodies and parents work in collaboration.

The school cannot work in isolation. To ensure progress, everyone concerned with the child should work together to develop a consistent approach.

We seek to run as an orderly, safe and corporate community expecting excellent manners and an awareness and tolerance of others.

We treat each other with respect – adults and children alike. Some indicators are:-

- ✓ Using names when addressing each other
- ✓ Looking at people when addressing them
- ✓ Courtesy when passing through doorways – each thanking the other when a whole class walks through
- ✓ Moving around school in an orderly fashion
- ✓ Helping without waiting to be asked
- ✓ Taking responsibility
- ✓ Understanding that one person's mood and behaviour affects several others in some respect
- ✓ Adults' 'firm' voices are appropriate on occasions but the tone should be one of control rather than anger or intimidation
- ✓ Caring for property, equipment and our environment.

To support this there are rewards and sanctions. Certificates of Achievement, the granting of privileges and commendation to the Headteacher is at the discretion of all staff. During the week, and in our Friday Achievement Assembly, we celebrate achievement and positive attitudes.

The children are fully involved in devising their own class agreements at the beginning of each school year – and negotiating amendments as necessary. These encapsulate the values of our school ethos statement in ‘child-speak’ language and ‘Communicate in Print’ symbols/pictures, and are displayed in the classroom. Children are encouraged to work together as a group/class to earn merits and rewards.

In the main we seek to inspire children to achieve high standards of personal discipline and academic attainment by praise, encouragement and positive reinforcement of good behaviour. In Assemblies and in PSHE lessons moral and behaviour-related issues will be explored – e.g. racism, being a good friend, equal opportunities, disabilities and bullying.

We actively differentiate to ensure that every child will experience success and will come to have a sense of self-worth and pride in his/ her own achievements – and in good team/ class work. Opportunities are offered to all children to succeed in non-academic pursuits through extra-curricular activities and through the ‘Hidden Curriculum’.

‘Citizenship’ is developed by encouraging children to see themselves as part of a community and appreciating inter-dependence. Children are given increasing amounts of responsibility for helping in school on a regular basis. This may take the form of helping with lunch-time or classroom duties, helping to clear up after a school event and assisting with some clerical duties. Year 6 children are “buddies” to Reception children offering support and being excellent role models for younger children.

We are always mindful about the values implicit in the ‘Hidden Curriculum’ – children are learning all the time they are in school – whether we are consciously teaching them or not. Every adult is a role model for children’s social and moral development.

### **Discouraging Undesirable Behaviour**

If children are well-motivated in lessons, have a broad and balanced curriculum and are encouraged to engage in productive play at break times, it is seldom necessary to intervene negatively with more than a reminder about what is acceptable behaviour and what is not. Children and adults are encouraged to apologise and forgive.

At every age the clear message must be given to children that all behaviour has consequences. In how s/he chooses to behave, the pupil will determine whether the consequences are favourable or unpleasant. Use of emotion charts and communication in print symbols will help younger pupils to reflect on their good and bad behaviour.

Occasionally, for more serious incidents, it is necessary to impose some form of sanction. This will be done, in the main, by teachers or the Headteacher. Midday carers, and support staff should check undesirable behaviour in the first instance but keep class teachers informed of any incidences where a child has been reprimanded. If further sanctions are thought necessary the class teacher must be informed by midday staff.

Sanctions may include ‘time-out’, the removal of privileges, a lunchtime detention (see protocol next page), or a letter of apology. For persistently bad behaviour or a particularly serious incident there would be a referral to the Headteacher, who would consider how best to involve parents. When a child has completed a sanction, we stress to them (and to other children if necessary), that the episode is over, that they have been forgiven, and that a new start can be made.

## **Forgiveness is an important part of the ethos of this school – no child acquires ‘a bad name’**

For more persistent bad behaviour, various behaviour modification strategies might be applied, including a programme of pastoral care. Incentive sheets for recording incidents of desirable behaviour may be used. A child's behaviour may be monitored 'on report' for a short time. Behaviour targets would be agreed by all parties, including the child, and the child's efforts and progress monitored regularly through the day. Records may be kept about responses to the undesirable behaviour.

Internal exclusions might be imposed in instances of persistently poor behaviour.

### **Exclusions**

The Headteacher may decide that a child's behaviour, over a period of time or after a particularly serious isolated incident, represents an unacceptable threat to health and safety standards in school, or to the educational progress of others in the school. The child may be excluded from school for a temporary period, or permanently.

### **Periodically**

Pupils will be encouraged to self-assess and discuss their behaviour with their teachers.

The aim of this system is to promote and acknowledge the **good behaviour** of the majority of our pupils. It is difficult to measure the absence of a 'negative', but our success criteria might be that:-

- ✓ *Every pupil has had more rewards than sanctions*
- ✓ *Everyone – adults and pupils – can cite examples of how our school ethos statement is kept alive*
- ✓ *There is a shared partnership with parents and a shared knowledge about each pupil's behaviour in school.*

### **Confiscation of pupils' property (Section 94 Education and Inclusion Act)**

This is a lawful disciplinary penalty.

Lawful confiscation – the act of taking a personal item from a pupil must be *reasonable* and proportionate according to the circumstances and likewise, retention and disposal.

The DCSF guidance gives specific examples e.g.

- Posing a threat (using a laser pen inappropriately)
- Distraction (using a personal music player in class)
- Illegal (racist/pornographic material/weapons and drug – vital to have established protocols with Police, separate guidance on drugs)

Care should be taken if confiscating jewellery or clothing – everything should be stored safely and if appropriate marked so that there is no confusion.

Any item confiscated should be returned to the pupil at the end of the school day, providing that returning the said item does not constitute a risk to health and safety. Consult the Headteacher in this scenario.

### **Children with Emotional and Behavioural Difficulties (EBD)**

Children with more acute emotional/ behavioural needs will be supported in accordance with our policy for Special Educational Needs and Disability (SEND). Where school-managed support proves to be insufficient within a realistic time frame (3-6 months), we may make a

referral to the Integrated Disability Service for further assessment and diagnosis of the child's needs.

Parents are always informed when their child has been placed on the school's SEN register.

### **Physical Intervention**

The vast majority of children do not behave in an aggressive or violent manner. For children who present challenging behaviour, prevention and avoidance are always our first measures.

However, certain situations may arise for school staff in which physical restraint may be required in dealing with conflict. *We follow the Local Authority's Guidelines for Physical Intervention.* A member of staff may use, in relation to any pupil at school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following:-

- committing an offence
- causing personal injury to, or damage to the property of, any person (including the pupil himself) or
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.

It applies where a member of staff is:-

- on the premises of school, or
- elsewhere at a time when, as a member of staff, they have lawful control or charge of the pupil concerned (e.g. school trip).

*Every incident where physical intervention has been used must be recorded on child's records and reported to the **Headteacher** as soon as possible – but always on the same day.*

**Parents will be notified on the same day, by the class teacher or Headteacher, if any form of physical intervention is used.**

A child who requires repeated physical management would need a prescribed written handling policy within their Individual Education Plan.

### **Bullying**

We have a zero tolerance to bullying and have measures in place to prevent opportunities for bullying to take place:

- ensuring that there are no times when, or areas where, children are not under direct supervision;
- exploring the issue **sensitively** making use of 'SEAL' (social and emotional aspects of learning) materials and in other PSHE lessons
- regularly arranging Child Protection training for all staff (including midday supervisors) and Governors;
- being a 'listening' school – to children and to parents;
- acting speedily and emphatically when bullying is witnessed or brought to our attention.

### **What is bullying?**

There is a distinction between a child who is being *bullied*, and the minor 'fallings-out' with friends that are part of every child's experience or the occasional incidence of aggression. However temporarily distressing for the child these may be, this is not the same as bullying.

Bullying usually includes the premeditated intention to hurt physically and/ or emotionally – and to exercise emotional ‘power’ over the victim. It is usually frequent and persistent.

### **Responding to bullying**

Bullying will not be tolerated.







Reported incidents will be investigated fully, by the class teacher in the first instance, thereafter, the Headteacher or other nominated person.



The victim and the bully will be listened to and questioned sensitively by a teacher or the Headteacher.

Both will be informed that the incident will be treated seriously. The parents of the victim and the pupil found bullying will be informed about the investigation and the subsequent action to be taken.

Through PSHE, Circle Time or regular meetings with the teacher/Headteacher, the children in question, separately or together, will be encouraged to build a better relationship, in accordance with our school ethos.

## Behaviour Protocol

	In school		Playground	
	Undesirable behaviour	Consequence	Undesirable behaviour	Consequence
1	Low level 	Verbal warning	Low level 	Verbal warning
2	No acceptable improvement 	Initials on board	No acceptable improvement 	Sent inside to adult in corridor/Sunshine room
3	Repeated 	Miss a playtime	Third instance 	Reported to class teacher at end of playtime and sent back in to cool down/miss rest of play

4	<b>All</b> incidences of serious behaviour must be recorded in the school incident book. Support staff should write a report of the incident in the school incident book (Head's office) and inform Class and Headteacher	
5	Any first instance* of serious behaviour: 	Lunchtime detention (or playtime at KS1 teachers' discretion) <b>or</b> temporary exclusion at the Headteacher's discretion
6	Repeated incidences of any serious behaviour 	Pupil put on report/ pastoral support plan/ Behaviour Plan

**'from potential to reality'**

Tapping Way, Warwick, Warwickshire, CV34 6XR  
**Tel:** 01926 747100 **Fax:** 01926 494194 **Email:** [office@aylesford-elearning.net](mailto:office@aylesford-elearning.net) **Web:** [www.aylesford-elearning.net](http://www.aylesford-elearning.net)  
 A charitable company registered in England and Wales, company number 7848367  
**Headteacher: Steven Hall BSc MA**

**Serious behaviour**

**Following a lunchtime detention parents will be informed as appropriate**

<p><b>Serious behaviour</b></p> <p>Discretion will be applied to take account of the age of pupils and the level of pre-meditation; but <i>all</i> Key Stage 2 pupils will be expected to understand that serious behaviour will have serious consequences.</p>	<p><b>In school</b></p> <p>Outright refusal to work          Verbal abuse to member of staff/ adult visitors          Physical assault or verbal/ sexual abuse on another pupil or adult, including swearing.          Bullying          Racism          Theft          Serious damage to school property or that of another pupil/ member of staff</p> <p><b>Playground</b></p> <p>Verbal abuse to member of staff/ adult visitors          Physical assault or sexual abuse towards another pupil or adult.          Swearing          Deliberately damaging school equipment          Bullying          Racism</p>
<p><b>Low level undesirable behaviour</b></p>	<p><b>In school</b></p> <p>Talking instead of working in class. or listening in assembly.          Distracting others          Not doing what has been requested by an adult          Poor quality work          Minor damage to school property or that of another pupil/ member of staff</p>



**Playground** *First* instances of:

Spoiling other children's games (with intent)

Name calling, being unkind in first instance.

Being where they should not be

Not standing quietly in class line

Running when asked to walk.

Not helping to tidy away equipment