

Clarendon Junior School



Positive Behaviour and
Anti-Bullying policy

Aims

It is our primary aim that every member of our school community feels valued and respected and that each person is treated fairly and well.

We want to achieve an environment where everyone feels happy, safe and secure and our children can become positive, responsible and increasingly independent members of the school. Our behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

We aim to ensure that our children understand that they are all equally important and that behaviour issues are dealt with in a fair and consistent way.

Rules

We have a set of rules referred to as 'Golden Rules' which help us to foster appropriate behaviour in order that the most effective learning can take place. Our policy is a means of promoting good relationships and supports the school community in aiming to allow everyone to work together in an effective and considerate way. We make sure all members of the school community know and understand our rules and expect every member to behave in a considerate way to others. We treat all children fairly and apply this policy in a consistent way.

Our 'Golden Rules' are displayed prominently around our school and in every classroom. Teachers regularly discuss the importance of our rules and help children to understand how keeping them is of benefit to everyone.

This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

We reward good behaviour as we believe this will develop an ethos of kindness and co-operation.

Golden Rules

Do be gentle and help everyone stay safe

Do be respectful, kind, helpful and polite

Do be honest and truthful

Do look after property and use equipment with care

Do work hard and use your time well

Do listen to people and give others time to speak

Keeping the rules

Rewards

We praise and reward our children for good behaviour in a range of ways:

- Verbal praise
- Stickers
- 'Star of the Week' and end of term Celebration Assemblies
- Golden Time
- Whole class rewards
- House points
- Bead for a good deed
- Raffle tickets for good lunchtime behaviour

Children can earn Golden time each day. They can earn a total of 25 minutes of Golden Time per week. Beyond this, teachers can have additional reward systems in place for their class that meet the needs of the individual children.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class or threatens, hurts or bullies another child, we follow the agreed procedures detailed in Appendix 1.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

When rule breaking continues

The procedures detailed in Appendix 1 are followed for each incidence of disruptive behaviour in the classroom or playground. However, if we feel a child is not able to respond to our rules, rewards and sanctions we will contact parents in order to discuss the next steps we need to take together in order to support the child further.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to prevent any further occurrences of such behaviour.

We define bullying as the use of strength or power which results in pain and/or distress to the victim. Racist, homophobic or transgender bullying will not be tolerated at our school. All forms of bullying need to be taken seriously.

Bullying can be:

Physical - pushing, kicking, hitting, pinching, biting, pulling hair, scratching or any use of violence.

Verbal - name calling, insulting somebody's family, sarcasm, spreading rumours, teasing.

Emotional - excluding, tormenting (e.g. hiding books, threatening gestures).

Racist - racial taunts, graffiti, gestures.

Sexual - unwanted physical contact or abusive comments.

Homophobic - using the word 'gay' in a negative way will not be tolerated

Violent, Abusive, Sexual and Racist Behaviour

It is made absolutely clear to children that violent, racist, sexual, abusive or bullying behaviour is never condoned in our school. [See classroom charts in Appendix 2] All incidents are recorded and dealt with robustly.

When such behaviour occurs the following procedure applies:

1. Children involved in violent, abusive or racist incidents are accompanied by an adult to the Headteacher or Deputy Headteacher.

2. The incident will be fully investigated and recorded and the child's parents contacted as soon as possible.
3. Class teacher discusses the child with their Phase Leader and or / Headteacher / Deputy Headteacher in order to decide what supportive steps will be taken. [This may include an IBP]

The Role of the Class Teacher and Support Staff

It is important that every adult in school models good behaviour so that children understand and can learn what good behaviour is.

It is the responsibility of class teachers to ensure that the school's Golden Rules are enforced in their classes, and that their classes behave in a responsible way during lesson time.

The class teachers in our school 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.

The class teacher treats each child fairly and enforces the classroom rules consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of such incidents. In the first instance, the class teacher deals with incidents him / herself following our procedures. However, if there are repeated incidents, the teacher seeks help and advice from the Phase Leader, Deputy Headteacher or Headteacher.

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's behaviour support service.

The class teacher keeps parents informed about the progress of their child and may also contact a parent if there are concerns about the child's behaviour or welfare.

Children displaying repeated challenging behaviour and/or have a behaviour support plan would follow the behaviour flow chart found in Appendix 3

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school and to report to 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 the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed term suspensions 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. This action is taken only after the school Governors have been notified.

The Role of Parents

We believe that a good home / school relationship is pivotal in ensuring that our Behaviour Policy works well for the benefit of all our children. We inform parents when their child is behaving well and we inform parents when their child is breaking school rules. We always welcome parent's comments, suggestions and support and trust that if they accept a place for their child at Clarendon Junior School they will agree to support our Positive Behaviour Policy. If parents have a concern about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher or Deputy Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented involving the school Governors.

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 Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but 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.

Fixed Term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school therefore follows government guidance and refers to this guidance in any decision to exclude a child from school.

Only the Executive Headteacher/Head of School has the power to exclude a child from school. They may exclude a child for one or more fixed periods for up to 45 days in any one school year. In extreme and exceptional

circumstances, the Executive Headteacher may exclude a child permanently. It is also possible for the Executive Headteacher to convert a fixed term exclusion into a permanent one if the circumstances warrant this.

If the Head of School excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, she makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head of School informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Head of School.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the Governors' Appeals Panel decides that a child should be reinstated, the Head of School must comply with this ruling.

Drug- and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. Only prescribed medicines, in the original container with the prescribed dosage attached are permitted to be brought into school. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of an appointed person.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians 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.

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. 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 or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher.

If the offence is repeated, the child will be permanently excluded. 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 care will also be informed.

Monitoring and review

The Head of School monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incident book that we keep in the staff room.

The Head of School keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

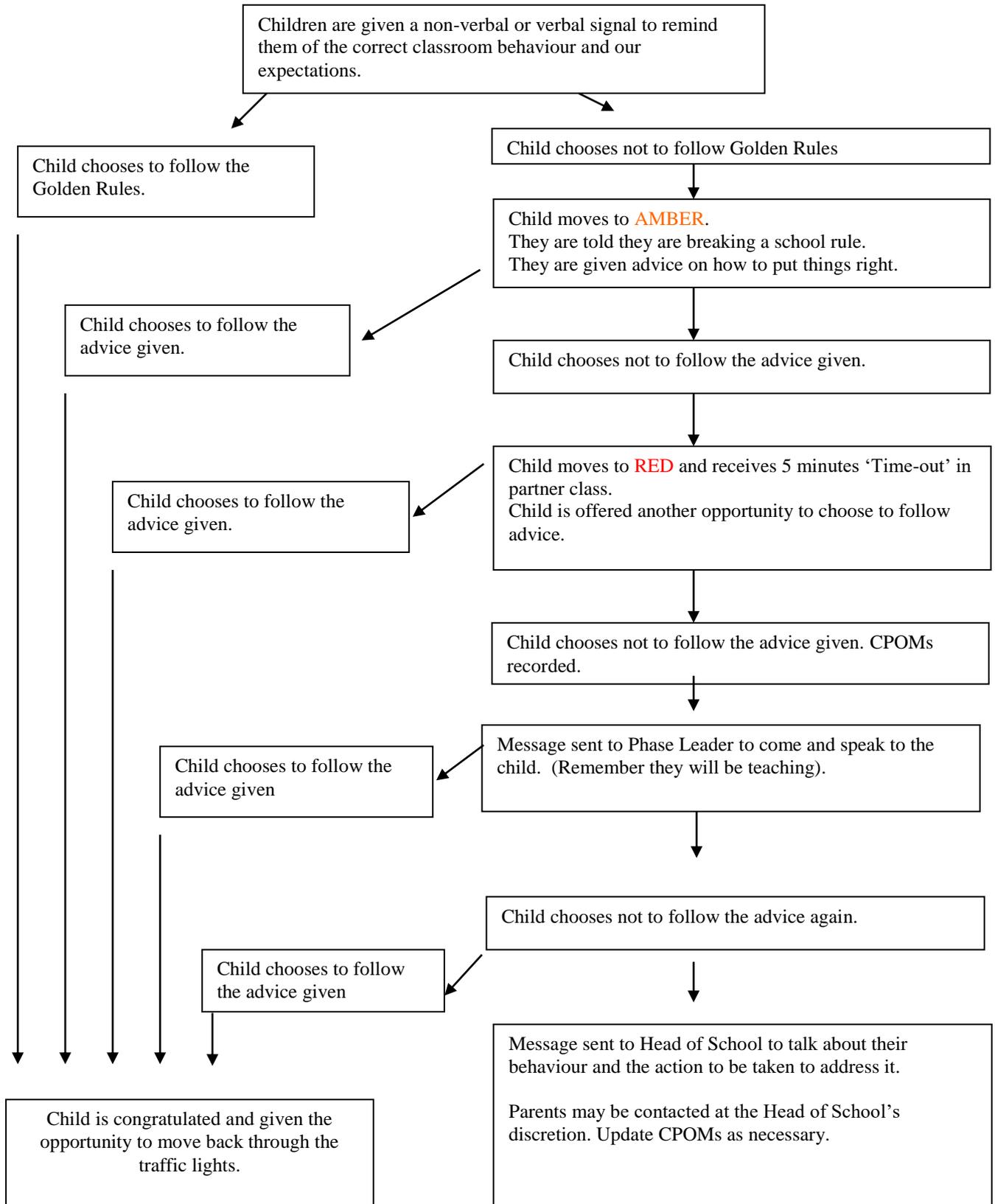
Signed:

Date: 17/04/2024

To be reviewed: April 2025

Appendix 1

Behaviour flow chart for disruptive classroom behaviour
(Excluding abusive, violent, sexist and racist behaviour)



If Someone Hurts or Bullies You

- Always tell an adult in school as soon as you can.
- If you are still worried tell your own teacher as soon as you can.
- If you are still worried tell Mrs Ward or your Phase Leader as soon as you can.
- An adult in school will always help you to sort it out.



Repeated or unprovoked violence and Bullying People

If you are violent on purpose or if you bully someone,
it is always very serious

This will happen:

You will go to your Phase Leader or Mrs Ward to discuss the problem.

You will always lose some free choice time. This may be a playtime or Golden Time or both of these.

Your parents will be told.

If you keep on hurting or bullying people you may not be able to come to our school at all.

Appendix 3

Behaviour flow chart for children who are displaying repeated challenging behaviour and may have a behaviour support plan.

