



Behaviour and Anti-bullying Policy

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Behaviour and Antibullying Policy

Our school vision

At The Ferrars Academy we believe that every child has the right to an appropriate education in a calm respectful and positive atmosphere which is free from disruption or harassment. We believe that every member of the school community should strive to this vision.

Policy aims:

To create an environment where:

- Effective learning can take place
- All individuals respect one another
- Each member of the academy community feels physically and emotionally safe
- Positive actions and behaviours are valued and encouraged
- Negative actions and behaviours are discouraged
- Firm action is taken against any form of bullying
- Pupil behaviour is managed effectively and consistently
- Pupils understand that actions and choices have consequences
- Strategies for managing behaviour are consistent and appropriate for each child
- Children are given the choice to make decisions about their work and play so they can learn about responsibility and independence.

Our approach towards Behaviour Management

Classroom management is key to promoting good behaviour. At The Ferrars Academy we expect all classrooms to have:

- A positive classroom tone
- A clear set of classroom rules/ expectations which have been agreed by the teacher and children
- An attractive, well cared for tidy and organised environment
- Resources that are stored allowing independent use
- A culture of mutual respect towards property, resources and others

Rewards and Sanctions

Rewards

These should celebrate achievement, motivate improvement and say 'well done' to individuals. The following strategies can be used.

- Verbal praise and encouragement
- Non verbal praise- smiles/ thumbs up
- Stickers/ stars / stampers/ praise pads
- Written remarks on work
- Displaying pupil's work and achievements

- Superstar Learner award
- Maths star awards
- Superstar manner awards
- Value stars
- Children will visit a year lead or senior member of staff to share their good work/ behaviour
- Principal Rewards
- Phone calls home
- Raisins as a reward for spelling test results
- Teachers can use online rewards- class dojo
- Table points for meeting required expectations

Sanctions

When a child’s behaviour falls below an acceptable standard, a range of sanctions will/could be enforced. It is our aim to resolve behavioural issues at the earliest possible stage while working closely with children and their families. All behavioural incidents that cause concern are logged on CPOMS and monitored by the SLT.

The purpose of a sanction is to ensure that children understand when their behaviour has been unacceptable To show that action has been taken where another child has been hurt or upset as a result of another behaviour

Low Level Behavioural Issues	Serious Behavioural Issues
Normally dealt with in school however on occasion and if persistent parents will be notified.	Parents and Carers will always be notified
<ul style="list-style-type: none"> • Gestures- shakes of the head, facial expressions, frowns 	<ul style="list-style-type: none"> • Removal from classroom / situation/ area
<ul style="list-style-type: none"> • Time out 	<ul style="list-style-type: none"> • Behaviour incident logged on CPOMS
<ul style="list-style-type: none"> • Withdrawal of privileges 	<ul style="list-style-type: none"> • Behaviour plan drawn up specific to child
<ul style="list-style-type: none"> • Loss of playtime or lunchtime or close adult supervision at these times 	<ul style="list-style-type: none"> • Advice sought from professionals
<ul style="list-style-type: none"> • Writing letters of apology 	<ul style="list-style-type: none"> • Internal Exclusion with Year Lead
<ul style="list-style-type: none"> • Isolation within the classroom 	<ul style="list-style-type: none"> • Internal Exclusion with Vice Principal or Principal
<ul style="list-style-type: none"> • Discussion with parents / carers 	<ul style="list-style-type: none"> • Exclusion

Continual/ Persistent Behaviour issues

If a child’s behaviour has a continually disruptive and negative impact on their own and others learning and creates an unsafe environment, an assessment of the child’s specific needs will be undertaken and a meeting between the relevant school staff and the parents will be initiated.

Exclusions

Where the child’s behaviour continues to cause significant concern the principal will discuss with the chair of governors on behalf of the governors, to move the child onto the exclusion procedure.

We hope to avoid such measures if at all possible.

Promoting good behaviour and dealing with negative behaviour

We promote positive behaviour at The Ferrars Academy and do recognise that at times children can be unkind however bullying is not tolerated and will be dealt with immediately and in an age appropriate manner.

We aim to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. All children and staff at The Ferrars Academy have the right to be safe and happy both in class and in the playground.

Definition of 'Bullying'

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

The main types of bullying are:

- physical (hitting, kicking, theft/ taking belongings)
- verbal (name calling, racist remarks, making offensive remarks)
- indirect (spreading rumours, excluding someone from social groups)
- online/ cyber bullying

Our approach towards bullying

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, lacking concentration or absence from school. Pupils must be encouraged to report bullying in schools. If left unaddressed it can have a devastating effect upon individuals and impact on their mental health. Issues are dealt with in a timely and appropriate manner.

Statutory Duty

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Implementation in School

All pupils are encouraged to talk to their teachers when they have a concern and through assemblies, values lessons and our PSHE curriculum, they learn that if a pattern of unkind behaviour begins to emerge they must speak out.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the Principal via CPOMS
- The Principal will interview all concerned and will log the incident actions on CPOMS
- Parents will be kept informed
- Subsequent actions in response to the incident(s) will be planned in consultation with all parties concerned

Implementation specific to Pupils

Pupils who have been bullied or perceive they have been bullied will be supported by:

- being offered an immediate opportunity to discuss the experience with a member of staff of their choice
- being reassured
- offering continuous support
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the 'wrong choice' and need to change
- informing and supporting parents/carers in helping change the attitude of the pupil

Each incident will be very unique in nature and dealt with according to the severity of the issue and the age and developmental age of the children as a general guide the following principles are applied:

Step 1	Meet with the victim
Step 2	Hold a meeting with all involved in the incident
Step 3	Explain the problem in factual terms
Step 4	Share the responsibility as a group
Step 5	Ask for ideas and solutions in order to move forward
Step 6	Share the responsibility of the group
Step 7	Meet again

The following disciplinary steps can/ may be taken:

- miss playtimes/lunchtimes/ other sessions/ write letters pictures of apology
- lunchtime exclusion (sent home for lunch)
- fixed-term exclusion
- permanent exclusion

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, whole school assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour and encourage positive relationships.

Supporting adults

Our school takes measures to prevent and tackle bullying among pupils however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is also unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Principal.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken.
- Reassuring and offering appropriate support.

- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the principal
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed and reminded of the school's policy on such matters and taking appropriate action as necessary (disciplinary, civil or legal action)

EXCLUSIONS

At Ferrars we do not believe that exclusion is in the best interests of pupils experiencing difficulty with their behaviour in school, therefore exclusion of any type is an absolute last resort and will only be used in extreme cases.

Internal Exclusions

In some circumstances it may be necessary to isolate a child from other pupils for a fixed period. When excluded internally, a pupil will spend some time, usually one day, working in isolation in the Principal's office or in the classroom of a senior leader. Parents are informed in writing, of the circumstances surrounding the internal exclusion.

Prevention of Exclusions Consortium

In some cases it may be deemed appropriate for a child to spend time out of their own school to reflect on their behaviour and their relationships with their peers or school staff. The West Area Partnership has an agreed protocol which allows school to refer pupils to spend a fixed period of time in a partner school for this reflective time to take place. This encourages the child to consider the impact of their behaviour on others and the potential consequences for themselves, should this behaviour continue. These exchanges are arranged in full consultation with parents and with the co-operation of parents.

Fixed Term Exclusion

In extreme circumstances a decision may be made to exclude a child from school. A fixed term exclusion will be for no more than five days. The Principal would inform the parents of the exclusion and their right to make representations to the Governing Body and **the LA.**

Parents of an excluded child will be asked to attend a meeting before the child returns to school. All parties will need to agree on a plan of action which will help the child to deal with his/her behavioural difficulties. The plan of action will be recorded and a date will be set for a review meeting. Other professionals will be invited to the meeting if appropriate (e.g. social worker and educational psychologist etc.)

Permanent Exclusion

The Principal can exclude a child from school permanently if in his/her judgement the pupils return to school would seriously prejudice the education of the other pupils or would place the safety of the pupils and/or staff at risk. As in the case of a fixed term exclusion the parents will be informed in writing and advised of their right to make representations to the Governing Body. A meeting will be held to discuss the exclusion. The Principal will write a report which clearly states the reason for the exclusion and the events which led up to the exclusion. The following people will attend the meeting: the Principal, Class Teacher, the child's parents/carers and governors. The governors will have been identified as those who

are prepared to be on an Exclusion Panel. The child is also invited although this is not usually appropriate at Primary School level.

The Principals report is sent to all members of the panel as well as to the parents. The meeting is formal in nature and minutes will be taken of the decision reached and the reason for the decision. If the governors agree to the exclusion, the parents have the right to appeal. The parents have fourteen days in which to lodge appeal with the **Trust Secretary**. The appeal is heard by an independent panel and their decision is binding.