



**GREAT FINBOROUGH
CHURCH PRIMARY**

Behaviour, Anti-Bullying & Exclusion Policy

Prepared by:	S Dodd
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Chair of Governors:	
Chair of Committee:	
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Great Finborough Church Primary

Behaviour, Anti-Bullying and Exclusion Policy

1 Background

- 1.1 This policy is to outline the expectation of behaviour at our school, the strategies we employ to achieve and maintain this standard and the role of all stakeholders in this important area. We understand that the best way to achieve excellent behaviour is to provide exciting and motivating learning opportunities that are accessible to all children, and by making our expectations of behaviour clear and consistent.
- 1.2 This policy directs all stakeholders to National and Local Authority procedures for dealing with unacceptable behaviour, exclusions and incidents of bullying, and safe restraint. We as a school follow these policies and procedures, listed at the end of this policy.
- 1.3 Definitions:
SEND – Special Educational Needs & Disability
ISP – Individual Support Plan
BSP – Behaviour Support Plan
PSP – Pastoral Support Plan

2 Policy Aims

- To clarify the expected behaviour of all members of the school community, including identifying the rewards and sanctions in place.
- To clarify the arrangements for dealing with matters relating to bullying or perceived bullying.
- To clarify the procedures to be followed if it is necessary to exclude a child.
- To clarify the procedures to be followed if it is necessary to restrain a child.

3 Responsibility

- 3.1 The implementation of this policy is the responsibility of all paid members of school staff and volunteers.

4 Expectations

- 4.1 We expect high standards of behaviour from our pupils and expect them to be polite, considerate, respectful and obedient to ensure that everyone is safe and able to access learning unhindered. We expect pupils to follow basic behavioural rules in order to maintain a calm and safe working environment, and we actively encourage children to develop self-control.
- 4.2 When appropriate a restorative justice approach will be taken.

5 Expectations from parents/carers

- 5.1 It is expected that parents/carers will work in partnership with the staff to ensure that their children meet the behavioural expectations and follow school rules. This includes explaining to their child the need for rules and good standards of behaviour. Parents/carers are responsible for ensuring that their child has sufficient sleep, are properly fed, and are adequately prepared for the school day.

6 Rewards

- 6.1 Pupils adhering to school rules and adhering to behavioural expectations are praised regularly and rewarded in a variety of ways. Individual classes have tailor-made reward systems to suit the needs of children in particular cohorts. Further awards can be achieved in the form of daily and weekly certificate opportunities, with prizes for children gaining multiple certificates. A child who demonstrates consistently all our underpinning Christian values may be nominated for our "I've Made a Difference" cup, awarded periodically.

7 Sanctions

- 7.1 In cases where behavioural expectations have not been met, then a range of sanctions will be used by staff. The basic structure of this procedure is:
1. The adult will issue a verbal warning and remind the child of the behaviour expected of them as a member of our school community.
 2. The child will have time to reflect in their own classroom.
 3. The child will have 5 minutes time out in another class.
 4. The child will need to meet with a member of the Senior Leadership Team to discuss their unacceptable behaviour.
 5. Parents/ Carers will be contacted and a meeting arranged with a member of staff.
 6. The child will be placed on a Behaviour Support Plan (BSP) and support from external agencies will be sought.
 7. A child in danger of exclusion will be placed on a Pastoral Support Plan (PSP).
- 7.2 In most cases children will modify their behaviour in stages 1-4.
- 7.3 We recognise that in some circumstances it may be appropriate to join this procedure at an intermediate stage. Parents/carers may be contacted.
- 7.4 By law the school is entitled to enforce detentions as outlined in DfE Guidance.
- 7.5 In exceptional circumstances it may be necessary to restrain a child. Where this is the case, staff will follow the Suffolk County Council procedure in 'Guidance on the Use of Force to Control or Restrain in Schools'. The Headteacher authorises all paid staff in the school to restrain when required, and volunteers when accompanying children on trips outside school premises.

8 Searching and confiscation

- 8.1 The Headteacher and teaching staff at the school may search pupils or their possessions.
- 8.2 Staff can confiscate any items that they consider harmful or detrimental to school discipline.
- 8.3 Items may be collected from the teacher or school office at the end of the day. Please note: staff will take all reasonable precautions to keep confiscated items safe, but cannot be held liable for the loss of or damage to these items.

9 SEND

- 9.1 The School acknowledges that some children, for reason of Special Educational Need, disability, or other vulnerability may be unable to comply with the standard expectations of behaviour laid down in this policy. In these cases parents, SENCO and teaching staff work together, sometimes with the help of specialist outside agencies to plan for the child's needs. Where this is deemed to be the case, a BSP or PSP specific to that child will be developed, and this will be circulated to all relevant staff.
- 9.2 Any child that is on an ISP/BSP/PSP for behaviour will be subject to a Risk Assessment. All documentation will be shared as appropriate with members of staff and the parent/carer.

10 Anti-Bullying

- 10.1 **Definition of Bullying:** Bullying is behaviour repeated over a period of time which causes distress to another human being by making them feel lonely, unhappy, frightened or threatened.
- 10.2 **Definition of a bully:** Bullies are often unhappy people; they can be any age and anywhere. The bully may be a victim as well as a perpetrator.
- 10.3 **Definition of a victim:** A victim is a person who may be:

- withdrawn
- unassertive
- isolated
- anxious

A victim may be identified by unexplained changes in behaviour.

- 10.4 Bullying can include:

- Being threatened
- Unkind rumours
- Dirty looks
- Rude signs
- Teasing
- Name calling

- Being made fun of
- Being physically hurt
- Being ignored by friends
- Having belongings messed about or hidden
- Being made to give away money, food or possessions
- Being made to do something that is against the rules
- Being made to do something against one's will
- Negative comments about a person's gender, race, religion, culture, physical appearance or ability

10.5 Procedures and Guidelines for Children

- If it happens to you it is alright to tell a friend or a grown up.
- If it happens find a friend or adult to tell.
- At the time say "NO", "I don't like it", "You are making me/him/her unhappy."
- If you know that someone else is being bullied tell a grown up.
- You can tell them to stop.

10.6 Guidelines for Parents

Awareness of Bullying

- Listen to your child.
- Believe your child.
- Reassure your child, but don't promise you won't tell anyone else.
- Take action by telling the school.
- Work out a plan of action with your child and the school staff.

10.7 Guidelines for Staff

- Listen to any concerns raised by children and parents, record what is said.
- Inform Headteacher and all staff to ensure that everyone is aware.
- Discuss as a staff the way forward- agree an appropriate plan of action.
- Keep victim and their parents/ carers informed- speak to them regularly.
- Keep records of all discussions and pass to Headteacher.

11 Exclusions

11.1 Ours is an inclusive school, and exclusion will only be considered as a last resort. Where necessary we are prepared to plan individually and make considerable adjustments to our provision and curriculum in order to support children who have difficulties with behaviour.

11.2 However, the Headteacher may exclude if there is a severe breach of acceptable behaviour constituting:

- Physical or verbal abuse
- Deliberate damage or intent to damage property
- Persistent disruptive behaviour that is detrimental to the education of other children in the school
- Any other behaviour that is harmful to the reputation of the school or the well-being or reputation of staff and pupils

- 11.3 In all cases of Exclusion, the Headteacher will carry out the Exclusion in accordance with the DfE & Suffolk guidelines. See appendix 1.
- 11.4 If we believe a child's poor behaviour is as a result of a Safeguarding issue, this will be dealt with under the Safeguarding policy and will be given due consideration when considering exclusion.

12 Governance

- 12.1 Governors will ensure that sufficient resources are made available to the Headteacher to ensure effective implementation of this policy.
- 12.2 Governors will review and approve the policy as required.
- 12.3 Governors will monitor exclusions, cases of reported bullying, and incidents of restraint via the Headteacher's termly report.
- 12.4 Governors will ensure that the school is compliant with its legal requirements.

13 Other Policies that should be referred to

13.1 This policy should be read in conjunction with the following:

- Online (e-Safety) Policy.
- Child Protection & Safeguarding Policy.
- Whistle Blowing Policy.
- Equal Opportunities and Race Equality Policy
- SCC Guidance on School Discipline
- SCC Guidance on the Use of Force to Control or Restrain in Schools
- School Rules

The Seven School Rules

- 1 Always speak politely
- 2 Be kind to others
- 3 Look after belongings carefully
- 4 Listen and follow instructions
- 5 Move calmly and sensibly in school
- 6 Wear your uniform smartly
- 7 Be ready to learn and try your best at your work