



Behaviour, Exclusions and Anti-Bullying Policy

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INTRODUCTION

This policy has four main aims:-

- i) Consistency – we wish to promote common expectations regarding standards of behaviour and a common approach to unwanted behaviour throughout the school.
- ii) Mutual Support – we wish to provide agreed lines of support for teaching and non-teaching staff.
- iii) Raising Standards – we hope to raise standards of behaviour in order to achieve whole school aims.
- iv) To minimise any Bullying - we hope to reassure children and adults that bullying will not be tolerated and appropriate action will be taken.

GENERAL CONSIDERATIONS

If we are to achieve these aims it is important for staff (teachers and non-teachers) to have respect for each other and the children and for the children to have respect for adults and one another. We hope to achieve peaceful resolution of conflict whenever it arises. Pupils will be given reasons/explanations for rules, sanctions, rewards etc. We will also attempt to recognise and reward good behaviour as often as possible. We have 5 core school values:

Teamwork

Respect

Integrity

Enjoyment

Discipline

We will promote these values and celebrate great examples of them every week.

BEHAVIOUR PATTERNS

Behaviour which gives particular cause for concern will be recorded on an incident report form which will be a brief record of the incident and records the time of the incident and other people who are involved. The information needs to be factual.

This record may indicate a particular behaviour pattern if the log is maintained over a period of time. It also provides concrete evidence for discussion with parents and other agencies.

Class teachers will consult the Headteacher if they feel the child's behaviour requires parental involvement.

PARENTAL INVOLVEMENT

Parental support and involvement is essential in all aspects of the school. Where there are problems with a pupil's behaviour this is nearly always improved when parents become actively involved. A dialogue between teachers and parents means that difficulties can be discussed from an early stage and a deterioration in behaviour prevented. Parents should also be encouraged to inform school of any change in circumstances which might affect a child's behaviour.

LINES OF SUPPORT

The school is organised in three phases each with a phase leader:-

Foundation Stage (Years N and R) Phase Leader – Miss. McGee

Middle School (Years 1, 2, and 3) Phase Leader – Miss. Beale

Upper School (Years 4, 5 and 6) Phase Leader – Mr Phil Reed

The first line of support for class teachers will be the phase leader. The Learning Mentor may also be consulted at this stage if appropriate.

The second line of support will be the Headteacher, following consultation with the phase leader. In the absence of the Headteacher this will be senior management.

The first line of support for supervisory assistants will be the Learning Mentor. The second line of support will be the Senior Leadership Team, following consultation with the Learning Mentor.

For other non-teaching staff, the first line of support will normally be the class teacher.

A recommendation may be put forward for the involvement of the Learning Mentor, whose main role is to support children accessing their education. The role may include some social skills work or some one-to-one discussion on codes of conduct and how a child should behave.

Procedures for Involving Parents

- 1) Class teachers invite parents in to school to discuss the problems. This will usually be an oral invitation to the parent directly or by phone call or a letter sent home. The date of the meeting and the reason will be recorded in the schools "Behaviour Diary" (CPOMS). Parents may be asked to monitor the situation in conjunction with the class teacher e.g. to come into school each week for a progress report.
- 2) If there is no consistent improvement in the child's standard of behaviour, then after discussion with the phase leader the Headteacher will become involved. This may initially be an oral invitation to the

parents to discuss the situation or a formal written request. The outcome will vary according to the situation, but could result in:-

- i) Parents monitoring in conjunction with the Headteacher.
- ii) a formal report system (daily)
- iii) exclusion at lunchtime – temporary/permanent
- iv) Permanent exclusion.

EXCLUSIONS

If an Exclusion is required, senior management will be consulted, however, the Headteacher will make the final decision.

In case of Exclusion, Headteacher or delegated Senior Leader to complete full investigation and to gather necessary documents for pupil's file.

Only the Headteacher can exclude students from school.

The school office will write and send exclusion letters.

Letters must have a reintegration meeting time and a person who will be meeting parents - most returns from exclusion will be convened by the Headteacher. However, there will be occasions when it is more suited that the learning mentor or a member of Senior Leadership Team convenes the meeting.

Pupils will usually go on report on return from exclusion.

Exclusion should be logged on SIMS and reported to The Local Governing Body and MAT Board.

Exclusions data to be monitored by the The Local Governing Body and the MAT Board to look at trends in exclusions.

- 3) Parents will be consulted about the involvement of other agencies e.g. the educational psychologist, learning and behaviour support team or social services.
- 4) Any written communications between the school, parents and other agencies will be kept in the school record folder.

REWARDS AND SANCTIONS

At Finham, we use Good to Be Green charts and track children's behaviour through DCPro (our school assessment system). We use DCPro as an online platform to help reward the positive learning behaviours we see in the classroom. During lessons, children can accrue points by being moved to one of the behaviour bands e.g. red, yellow, white, green and blue – much like the Good to be Green zones. At the end of each day, the children's points totals are saved and at intervals throughout the year, the children with the highest number of points in each class will be rewarded with a treat.

It is important that teachers discuss with their class the expectations for how to reach each band on the chart, for example, 'As I am walking around the room, what would I expect to see in terms of behaviour, in order to award a pupil with a star card?'. Teachers will consistently update DCPro Behaviour, which ultimately allows us to celebrate the fantastic learning behaviours that exist in our classrooms.

Whilst we may have to put in consequences for children's behaviour (see below), our focus is to identify, record and celebrate the positive things that we see!

Below is the process we follow when challenging inappropriate behaviour:

1. The children remain green if they are behaving well.
2. A verbal warning is given: "If your behaviour does not change, your card will be turned to yellow."
3. The children's cards are turned to yellow as a warning that their behaviour needs to change.
4. A final warning is given.
5. The children's cards are turned to red if they continue to disrupt the class.

If a child's card is turned to red, they will need to fill in a red card slip. The slip needs to be taken home and returned to the class teacher the following morning. The class teacher will then upload this onto CPOMS.

Red Cards will be logged and monitored by phase leaders and a 3rd red card leads to a meeting with parents. If there is no change in a child's behaviour, then the Headteacher or a member of the Senior Leadership team will become involved.

In some incidences, serious incidents may occur. All serious incidents will be recorded in The Bound and Numbered Book by a member of the Senior Leadership Team and recorded on a MAT incident form.

Below is a summary of the rewards and sanctions we use:

| <u>Rewards</u> | <u>Sanctions</u> |
|---|---|
| DCPro Behaviour Points | Standing/ sitting away from other children |
| Stickers | Walk beside a member of staff at playtime |
| Lunchtimes tokens. | |
| Verbal/non-verbal praise – recognising the values in children | Sent to partner class |
| Values certificates in Assembly and shared with the wider community on FROG. | Miss playtime. |
| Marble in the jar and raffle tickets – individual class encouragement systems | Writing letter of apology to injured party |
| Good to be Green – Whole School Policy on learning and class behaviour | Withdrawal from school sports teams for a limited time. |
| Sharing within the class | Letter home from Headteacher |

Specific Behaviour Needs

These will be individually agreed inline with the schools SEND Policy or the schools Physical Contact Policy.

Anti- Bullying Strategy

Behaviour across the school sometimes becomes more personal and may cause a child or group of children distress. To clarify the school approach to bullying we have our definition:

‘A conscious action that intentionally hurts another individual or group, which is sustained over a period of time’.

Examples of actions may include: name calling, physical assault, and isolation from a group, cyber bullying, picking on perceived differences (materialistic, gender, race) and targeting a weakness intentionally.

At Finham Primary School we believe that every child and adult in school should be able to work and study in a bully –free environment. Everyone should feel confident when coming to school that they can spend the day in a friendly place where we are all working together to help one another. When bullying does happen staff and pupils should feel confident to report the behaviour enabling the system to be put in place to prevent it happening again.

Finham is a happy school and we endeavour to keep it as such.

Procedures for addressing Bullying

All accusations of bullying are taken seriously. Time should be spent not only with the victim but also considering the reasons why a child becomes a bully. There are ideal times during the week when issues related to bullying can be discussed in class.

PSHE provides school staff with a clear opportunity to work on bullying. Within the national curriculum for PSHE pupils should be taught:

Key Stage 1

That there are different types of teasing and bullying; that bullying is wrong and how to help to deal with bullying.

Key Stage 2

The consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; the nature and consequences of racism, teasing and bullying; how to respond to bullying and ask for help.

Foundation Stage

- I know I belong in my classroom.
- I like the ways we are all different and can tell you something special about me.
- I can tell you some ways in which children can be unkind and bully others.
- I can tell how it feels when someone bullies you.
- I can be kind to children who have been bullied
- I know who I could talk to in school if I was feeling unhappy or being bullied
- I know what to do if I am bullied.

Years 1 and 2

- I can tell you what bullying is.
- I can tell you some ways in which I am the same and different from my friends
- I am proud of the ways in which I am different.
- I can tell you how someone who is bullied feels.
- I can be kind to children who are bullied
- I know that when you feel sad it affects the way you behave and how you think
- I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied
- I know what to do if I am bullied.

Years 3 and 4

- I know what it means to be a witness to bullying.
- I know that witnesses can make the situation worse.
- I know how it might feel to be a witness to, and a target of, bullying.

- I can tell you why witnesses sometimes join in with bullying or don't tell.
- I can tell you some ways of helping to make someone who is being bullied feel better.
- I know that sometimes bullying is hard to spot, and I know what to do if I think it is going on but I am not sure.
- I can problem-solve a bullying situation with others.

Years 5 and 6

- I understand how rumour-spreading and name-calling can be bullying behaviours.
- I can explain the difference between direct and indirect types of bullying.
- I can explain some of the ways in which one person (or group of people) can have power over another.
- I know some of the reasons why people use bullying behaviours.
- I know some ways to encourage children who use bullying behaviours to make other choices.
- I can tell you a range of strategies which I have for managing my feelings in bullying situations and for problem-solving when I am part of one.

There are also opportunities for this work to be developed through the citizenship curriculum, children will cover a variety of topics, for example:

- Living in a diverse world.
- Developing our school grounds.
- Children's rights- human rights.
- How do rules and laws affect me?

Procedures for dealing with reported incidences

- The class teacher will deal with reports in the first instance and there are procedure forms to be completed.
- Contact with parents is essential so they are kept informed of exactly what is going on. A follow up meeting should be arranged after a week to check if there have been improvements (this can be a phone call).
- If the behaviour continues then a senior member of staff (Deputy Head, senior teachers, phase leaders) will be involved.
- Depending upon the nature of the incident, children can be referred to the Headteacher at any stage. Opportunity should be given to both victim and bully to express their version of events and time taken to find out what instigated the behaviour.
- The school learning mentor may be involved at any stage in spending time with the bully and the victim to work at the issues that have

developed. At all times it should be stressed that bullying is not acceptable and that action will be taken.

Procedure sheets to use when recording incidences and to work with children are attached. These procedure sheets and the recorded incidences will be monitored by a nominated Governor regularly.

The Local Governing body will monitor the implementation of this policy and regularly review its impact.

Adopted - January 2017

To be reviewed annually

Reviewed - September 2023
Next Review – September 2024



Rachel Crow, Chair of Governors. Date September 2023



Sarah Bracken, Headteacher. Date September 2023