



Behaviour, Exclusions and Anti-Bullying Policy

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Behaviour, Exclusions and Anti-Bullying Policy

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 subscribed to 5 key **Engage!** 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 –

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 "Behaviour Diary". 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 – see Exclusions Policy for more information

If an Exclusion is required, senior management to be consulted.
(Headteacher to make 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 reintegration meeting time and 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 member of Senior Leadership Team convenes the meeting.

Pupils should 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

<u>Rewards</u>	<u>Sanctions</u>
Values Points	Standing/ sitting away from other children
Stickers	Walk beside a member of staff at playtime
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

Good to be Green

To promote positive learning behaviours in school all classes will use the 'Good to be Green' system.

- 1 - Children will be given a verbal warning by the staff member.
- 2 – If the behaviour continues the child will turn their card to amber.
- 3 – If the behaviour continues the child will turn their card to red. They will be sent to the phase leader and will take a slip home to be signed by parents.
The card goes back to green when the child returns with their signed slip. They can then turn their card back and focus on making better choices the next day.

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.

Ours 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 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, Assistant Head, senior teachers, phase leaders) will be involved.
- Depending upon the nature of the incident children can be referred to the head teacher 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



S. Bracken

This policy will be reviewed annually

Reviewed October 2021

Signed by:

Terry Arnett, Chair of Governor. Date October 2021

A handwritten signature in blue ink, appearing to read "Terry Arnett", with a small dot at the end of the line.

Sarah Bracken, Headteacher. Date October 2021

S. Bracken