



CRABTREE JUNIOR SCHOOL BEHAVIOUR AND ANTI-BULLYING POLICY

REVIEW RECORD

Name of Policy	
Behaviour and Anti-Bullying	
Staff Responsible for Review (e.g. Headteacher, Subject Leader)	Date of Review (term and year)
Senior Management Team	January 2016
Governors Responsible for Review	Date discussed with staff (at Staff Meeting or via notice board)
Phil Kendall Ian Pattrick	February 2017
Date of Adoption in Curriculum Minutes	Date of Next Review
	February 2019

SIGNED MASTER COPY OF POLICY KEPT IN POLICIES FOLDER IN SCHOOL OFFICE

RECORD OF REVIEW AND AMENDMENTS	
	Brief Details of Changes
December 2013	Amended definition of bullying in line with DfE/Herts guidance
January 2016	Amendments to reflect content of CAT's Vision and Values Policy.
February 2017	Amendments to include details of "Peer on Peer abuse" in line with DfE/Herts guidance

The governing body shall conduct the school with a view to promoting high standards of educational achievement.

Crabtree Academy Trust is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

The Crabtree Schools will promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

SECTION 2

PART ONE: BEHAVIOUR

Purpose

The purpose of the school's behaviour policy is to ensure that the atmosphere in the school allows the whole community to work towards the Aims of the School (See Appendix 1).

Scope

The school aims to foster standards of behaviour that

- are conducive to teaching and learning,
- demonstrate mutual respect for all members of the school community
- ensures that pupils and staff feel safe at school.
- reflect the values of the Crabtree Academy Trust (See Vision and Values Policy)

This policy sets out clear rules for pupils to follow, and explains the school's response to inappropriate behaviour as well as the system of rewards for good behaviour.

Everyone involved with the School Community has rights and responsibilities to ensure that teaching and learning takes place in a supportive and co-operative environment. Appendices 3, 4 and 5 detail the rights and responsibilities of pupils, staff and parents/carers, respectively.

Links with other policies

- Home-School Agreement
- Health and Safety
- School Prospectus
- Crabtree Academy Trust, Vision and Values Policy

Policy

The school's aim is to approach discipline in a positive and consistent way.

At Crabtree Junior School we promote a positive attitude to behavior by focusing on values so that all children can reach our school aims. Values are felt and believed; they are seen and heard throughout the day. A set of core values, underpinned by British values- democracy, the rule of law, individual liberty, mutual respect and tolerance- gives all in our community a common purpose, an ethos that supports the pupil as reflective, analytical and responsible learners and in turn promotes quality teaching and learning.

The above values are the principles that guide the way that we behave.

To foster such values specific themes are highlighted within a two year cycle:

Year 1: responsibility, honesty, hope, respect, appreciation, wisdom.

Year 2: co-operation, peace, caring, trust, perseverance, thoughtfulness.

These values are introduced on a half termly basis through assemblies, topic themes and in the school's social curriculum lessons.

To ensure that our values are embedded within school practice pupils are expected to adhere to the 'Crabtree Code', which was compiled by the pupils and adults at Crabtree Junior School – revised January 2016 (see Appendix 1).

Alongside the Crabtree Code, the children may devise their own class charter.

School Ethos

At Crabtree Junior School we believe it is important that many of the skills and attitudes we wish pupils to develop are taught and demonstrated throughout the school in a variety of ways. Pupils will have opportunities to develop their understanding of these issues through:

- ❖ Social curriculum / PSHE lessons (through the use of a specific scheme – ‘Jig Saw’, which promotes our values)
- ❖ Assemblies
- ❖ School trips
- ❖ Extra curricular activities
- ❖ Classroom and playground rules
- ❖ School council
- ❖ Local community events
- ❖ Fund raising activities
- ❖ Charitable donations
- ❖ Taking part in PA events
- ❖ Hall displays
- ❖ Dedicated social skills groups

Good Behaviour

A school priority is to encourage good behaviour and promote self-discipline. It is expected that all children will exude the Crabtree Academy Trust values, including:

- Respect the rights of others
- Respect other people’s and school property
- Be polite
- Be kind and sensitive and thoughtful
- Be attentive and hard working
- Be co-operative and take responsibility for their actions
- Be naturally calm

Appropriate behaviour will be encouraged and rewarded in the following ways:

- Positive reinforcement
 - verbal or written comments
 - stickers
 - Superstar of the Week/golden cushion/sports cushion
 - Challenge Champions
 - Class of the Week trophy
 - House points
- Specific feedback
 - marking – comments pertinent to work with targets to move the children on in their learning
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- Pupils being given responsibility
 - Head Boy and Head Girl
 - School Council Reps
 - Sports Captains
 - Play Leaders
 - House Captains
 - Eco council
 - Tuck shop team

- Pupil success shared with other pupils
 - displays
 - Achievement Assemblies
 - showing other classes
 - reading to younger children
 - Pupil Choice Awards-
 - Inter-house competitions

- Staff colleagues and parents/carers involved in celebrating the pupil's achievement
 - showing / telling appropriate subject leaders
 - showing / telling Headteacher; rewarded with appropriate verbal / written comments and/or stickers/badges
 - assemblies to parents

Inappropriate Behaviour

There are occasions when children fail to behave in the appropriate way:

- Breaking the school's learning rules – when children either prevent themselves from learning or disrupt the learning of others.
- Breaking the school's respect rules – when a child demonstrates some kind of disrespectful behaviour.
- Breaking the school's safety rules – when a child acts in a way which may be considered dangerous.

Staff will aim to:

- Teach pupils how to solve their problems through discussion, the Social curriculum and through Jigsaw assemblies.
- Help them to take responsibility for their own actions and to understand the link between their actions and the consequences of those actions.
- Speak assertively to disruptive pupils, using language which is decisive, firm and clear.

In order to ensure that unacceptable behaviour is met with a consistent approach and that a range of sanctions can be used fairly throughout the school, inappropriate behaviour is classed from Level 1 to Level 5 and dealt with as follows:

- Level One – Usually dealt with on the spot by the member of staff present.

- Level Two – Usually dealt with by informal reference to others.
- Level Three – Usually dealt with in a formal way; parents/carers may be informed.
- Level Four – All procedures recorded formally; parents/carers informed.
- Level Five – Whole staff informed with possible involvement of outside agencies. In some instances, exclusion may be considered.

Appendix 2 lists a range of possible scenarios and consequences, as a guide to disciplinary procedures. Every situation is different and will be treated with sensitivity by the staff at the school. Provocation shall always be taken into account and each point of view listened to.

Children will be given the opportunity to correct or redeem inappropriate actions and this will be aided by discussion of what the positive actions might have been.

PART TWO: ANTI-BULLYING

Implementation of the Behaviour Policy should effectively reduce incidents of bullying. However, research shows that bullying exists in all schools and this policy aims to prevent it if possible and to have accepted procedures for dealing with bullying if and when it arises.

Definition of Bullying

Bullies are people who deliberately set out to intimidate, threaten and/or hurt others repeatedly. They can operate alone or as a group.

Crabtree Junior School defines bullying as behaviour that impacts negatively on others in the following ways:

1. The behaviour is either intended to cause distress or results in significant distress.
2. The behaviour is repeated or results in multiple impacts on the target.
3. There is an imbalance of power between the perpetrator/s of bullying and the target/s whether as a result of the prior context or the content or the experience of the hurtful behaviour.

Bullying behaviour can include the following hurtful behaviours:

- name-calling, taunting, teasing, mocking and making offensive comments
- offensive, threatening or personalised graffiti or other written material
- excluding people from groups
- gossiping and spreading hurtful or untruthful rumours
- kicking, hitting, pushing
- taking belongings
- cyberbullying – including sending inappropriate, offensive or degrading text messages/ photos, emails or instant messages, setting up websites or contributing content to social networking sites that is designed to embarrass or upset individuals or collective exclusion of individuals from social networking sites.

Peer on Peer abuse

Crabtree Junior School also has a duty to recognize the early sign of Peer on peer abuse (as detailed in our Child Protection Policy). Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe

harm may be caused to children by abusive and bullying behaviour (detailed above) of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour. Therefore, Crabtree Junior School's commitment to dealing with bullying with "0 tolerance" enables the school to minimize risk associated with peer on peer abuse.

Equality Act 2014

Our policy reflects the provisions of the Equality Act 2014. We are concerned to minimise disadvantages suffered by adults or children who share a relevant protected characteristic (see Equality Statement).

Aims

- To make it clear to all members of the school community that no form of bullying is acceptable.
- For everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as a victim or observer.
- To ensure that all reported incidents are followed up.
- To establish facts clearly, taking separate accounts from victims, bullies and witnesses.
- To offer comfort and support to victims
- To confront bullies with the seriousness of the offence and to offer support to help them readjust their behaviour.
- To seek parental/carer and peer group support and co-operation at all times.
- To keep an incident log to record and monitor all incidents of bullying.

Procedures for dealing with bullying

It should be noted that not all hurtful behaviour is bullying, but all reported hurtful behaviour should be taken seriously and resolved at the earliest opportunity.

- Teachers will talk with their classes about bullying and what they should do as an individual if they are bullied, or are witness to or are aware of any bullying. Whole school assemblies may highlight the issue if appropriate.
- Everyone will be alert to signs of bullying and report it to the appropriate person.
- If an incident of bullying occurs, all those involved will be spoken to individually by the teacher or Headteacher.
- The victim will be offered support, guidance and comfort.
- Facts will be established as clearly as possible and the bully made aware of the seriousness of his/her behaviour. The bully will be told the consequences of his/her actions (according to the level appropriate as specified in the Behaviour Policy). Parents/carers will be informed.
- The Headteacher / teacher will log the incident.
- If the bullying still persists, the Headteacher will inform the Governors of the school and exclusion procedures will be considered.

SECTION 3

Monitoring and review

The Curriculum Committee shall be responsible for review of the Behaviour and Anti-Bullying Policy.

Incidents of bullying recorded in the Incident Log shall be reported to the governors in the Headteacher's termly Report to the Governors.

The policy shall be reviewed annually in accordance with the Governing Body Year Planner.

SECTION 4

Appendices

Appendix 1	School Aims and the Crabtree Code
Appendix 2	Examples of Behaviour and a guide to the consequences
Appendix 3	Rights and Responsibilities of Pupils
Appendix 4	Rights and Responsibilities of Staff
Appendix 5	Rights and Responsibilities of Parents and Carers

School Aims

Throughout the school, the staff aim to provide high standards of academic and personal development.

Crabtree Junior School aims to:

- Use imaginative ways of delivering a broad curriculum, embracing computing and new technologies to enhance the provision of high-quality teaching.
- Provide diversity of opportunity.
- Develop thinking skills to enable children to become independent and effective learners, prepared to take risks.
- Treat children as individuals, tailoring teaching to meet each child's needs.
- Provide a safe and supportive learning environment.
- Promote mutual respect, responsibility and high standards of behaviour.
- Set goals for achievement, celebrate success and build children's confidence.
- Establish an effective partnership with parents.

Responsibilities for working towards the Aims of the School.

All members of the school (teaching and non-teaching staff, parents/carers, pupils and governors) work towards the schools aims by:

- Promoting self-esteem in children and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Providing a well-ordered environment in which all are fully aware of behavioural expectations.

The Crabtree Code

Cooperation We work and play together as a team: sharing and making sure everybody feels included.

Respect: We respect other people, their ideas and opinions; we look after belongings, property and the environment.

Attitude: We are helpful, positive and keen to learn; we take pride in our school.

Behaviour: We follow the school rules; we are polite and behave well at all times.

Thoughtfulness: We are kind, friendly and considerate; we treat others as we would like to be treated ourselves.

Responsibility: We are honest and take responsibility for ourselves and our actions.

Enthusiasm: We work hard, aim high and always do our best.

Enjoyment: We make the most of being at school and tell someone if we are unhappy

Examples of Behaviour and a Guide to the Consequences

We will instil in our pupils that they must tell an adult if they have concerns regarding bullying.

Examples of Level One Behaviour – Usually dealt with on the spot by the member of staff present.

Preventing learning

- Using loud voices which disturb others
- Initiating arguments in class
- Calling out, disrupting class quiet time

Abusive behaviour

- Pulling faces behind someone's back
- Unkind personal remarks, 'name calling'
- Invading others' personal space

Dangerous behaviour

- Throwing an object
- Running inside school
- Swinging or waving something that could hurt

Possible consequences:

- The 'teacher' look
- Verbal reprimand
- Time out within the class
- Given individual time to discuss the problem
- Pupil reminded of Crabtree Code and/or class rules
- Discussion with group / class about rules
- Moving to another table
- Apologising

Examples of Level Two Behaviour – Usually dealt with by informal reference to others

Preventing learning

- Spoiling or taking another's work
- Refusing to be quiet
- Deliberately distracting others
- Refusing to work with others
- Deliberately damaging property

Abusive behaviour

- Swearing at another person
- Cruel taunting
- Defying adults who work in school
- Deliberate hitting, kicking, pushing etc
- Spoiling or taking another's property

Dangerous behaviour

- Loss of self control, temper tantrum
- Unsafe use of large apparatus (pushing in PE or on outdoor climbing frame)

- Breaking branches from trees on the field

Possible consequences:

All strategies employed at Level One plus:

- Incident may be logged in Incident Log
- Time out in another class
- Letter of apology to offended
- Pupil misses a privilege
- Informal discussion with Headteacher
- Informal discussion with parent/carer
- Pupil misses playtime (note kept in Incident Log)

Examples of Level Three Behaviour – Usually dealt with in a formal way

Preventing learning

- Persistent display of Level Two behaviour

Abusive behaviour

- Persistent display of Level Two behaviour

Dangerous behaviour

- Persistent display of Level Two behaviour
- Reckless behaviour

Possible consequences:

- Behaviour Sheet
- Two Behaviour Sheet entries reported to parents/carers by letter
- Another regular reporting device

Examples of Level Four Behaviour – All procedures recorded formally

Preventing learning

- Persistent display of earlier levels of disruptive behaviour despite sanctions
- Inciting others to disruptive behaviour
- Shouting down others, including adults

Abusive behaviour

- Persistent display of earlier levels of disruptive behaviour despite sanctions
- Bullying
- Inciting others to bullying
- Mild physical aggression towards an adult
- Stealing

Dangerous behaviour

- Persistent display of earlier levels of disruptive behaviour, despite sanctions
- Running away from school
- Loss of self control which requires restraint by an adult
- Reckless behaviour that has potential to hurt or injure

Possible consequences:

- All previous measures

- All incidents logged
- Pupil on report
- Regular contact with parents/carers arranged
- Exclusion from school visits
- A formal arrangement of time out in another class, with Headteacher or Deputy Head
- Pupil sent home for remainder of day
- Temporary exclusion considered
- EP involvement
- Education Support involvement

Examples of Level Five Behaviour – Usually very serious incidents or where the parents/carers of the pupil do not support the school’s Behaviour Policy

Preventing learning

- Persistent display of earlier levels of disruptive behaviour despite sanctions
- Log of classroom incidents shows an unacceptable loss of teaching time

Abusive behaviour:

- Persistent display of earlier levels of disruptive behaviour despite sanctions
- Abusive sexual behaviour
- Physically assaulting an adult

Dangerous behaviour:

- Persistent display of earlier levels of disruptive behaviour despite sanctions
- Striking or injuring an adult
- Hurting another child necessitating medical attention
- Causing severe damage to property
- Reckless behaviour that causes injury

Possible consequences:

- Further involvement of other agencies, EP Support Services
- Continual monitoring involving all concerned including parents/carers
- Whole staff to be informed of situation
- Part-time school considered
- Governors informed and exclusion procedures initiated
- Following the exclusion procedures, the head teacher can decide to temporarily or permanently exclude a child.

Rights and Responsibilities of Pupils

Rights of Pupils	Responsibilities of Pupils
<i>I have the right to ...</i>	<i>I have a responsibility to ...</i>
<ul style="list-style-type: none"> • Feel safe and happy • Learn without disruption • Be treated as a person with respect • Know that my property is safe • Work in a clean and tidy school • Have my success celebrated • Have my concerns taken seriously 	<ul style="list-style-type: none"> • Work hard in school and complete my homework to the best of my ability. • Behave sensibly and keep the Crabtree and classroom codes. • Be polite, helpful and respectful to all pupils and adults. • Take care of school property and my own belongings, and help to keep the school clean and tidy. • Wear my school uniform and appropriate footwear. • Take responsibility for ensuring my PE kit is in school from Monday to Friday. • Tell a member of staff if I am unhappy or need help. • Show respect for the school environment.

Rights and Responsibilities of Staff

Rights of Staff	Responsibilities of Staff
<i>I have a right to</i>	<i>I have a responsibility to....</i>
<ul style="list-style-type: none"> • Feel valued as a person and a professional • Teach without disruption • Be shown courtesy and consideration by all in the school community • Work in a safe and supportive community • Have the support of the parents/carers of the pupils with whom I work • Have the opportunity for professional development • Have my property respected, including that belonging to the school 	<ul style="list-style-type: none"> • Treat all in the school community – whether pupils, staff or parents/carers – with care, courtesy, consideration and respect. • Ensure a professional approach to my work and take responsibility for my own professional development • Provide quality teaching and an appropriate curriculum • Promote a safe and supportive environment for others • Keep parents/carers informed about the curriculum and the progress of pupils, and encourage parental involvement • Be actively involved in whole school planning and policy making • Respect the property of others and promote a clean, tidy and orderly environment

Rights and Responsibilities of Parents/Carers

Rights of Parents/Carers	Responsibilities of Parents/Carers
<i>I have the right to ...</i>	<i>I have a responsibility to ...</i>
<ul style="list-style-type: none"> • Receive regular communication about school life and events in school • Be kept informed of my child's progress • Be treated with respect and have my opinions listened to • Have my child learn to his/her potential • Expect that my child works in a clean and orderly environment 	<ul style="list-style-type: none"> • Ensure that my child attends regularly and punctually • Ensure that my child is appropriately dressed and prepared for school • Support the education of my child and be involved with the activities of the school • Keep in regular contact with the teachers and the school in general • Support the school in relation to decisions made, and promote the policies and the rules of the school to my child • Treat all members of the school community with respect