



LAPAGE PRIMARY SCHOOL & NURSERY

Behaviour and Safety Policy & Procedure

Behaviour Discipline, Anti-bullying and Exclusion

“Working together we achieve”

“At Lapage Primary School, we treat everyone with mutual respect in a calm and positive manner”

Section 1: Behaviour Management and Discipline

General Principles

We recognise that the behaviour of children at Lapage Primary School and Nursery is generally positive. This policy reflects this view and works to promote this by praise and reward. The application of this policy will take account of the known specific circumstances of each child to ensure the ‘child is not missed’ in dealing with behaviours. Some children may have IEPs, Social and Emotional development plans or involvement from external agencies that will be reflected in behaviour management strategies.

- Every child in school has the right to learn.
- Everyone has a positive contribution to make.
- Acceptable standards of behaviour, work and respect depend on the example modelled by us all.
- Behaviour management has to be worked for, it does not simply happen. Staff set high standards and apply rules consistently and fairly.

School Rules

1. Always follow instructions given by an adult in school the first time.
2. Take care of each other
3. Speak politely to each other
4. Walk sensibly and quietly inside school
5. Look after school and school equipment
6. Remain inside the school grounds

Positive rewards system

All children and groups should be encouraged by the use of verbal and non-verbal signals for positive choices.

Individual children

Children also collect stickers on a chart that can be exchanged for rewards administered by the learning mentors. The successes of children are shared with parents developing self-esteem.

Classes

Each class has a class rewards system building up points to a whole class treat that children can earn for effective working together.

Recognising Success

Some assemblies may be used to celebrate individual and group successes. Children may be sent to the Leadership team in recognition of hard work and success.

In managing challenging behaviour the focus should be on de-escalation and recognition that this occasionally arises from ‘a child in crisis’. Emphasis should be on good teaching and positive reinforcement of expected behaviour. A range of strategies including non-verbal and verbal cues will be used before progressing to consequences. Consequences linked clearly back to rules do however ensure children are clear about the high expectations we have of them and how this impacts on their learning.

The consequences are:

1. Look or verbal warning
2. Name on the board/in book,
3. 5 minutes away from the other children in the classroom
4. 10 minutes in a different class,
5. Child brought with slip to the SMT to discuss behaviour and return to class
6. Parents are seen by the senior management in cases of persistent bad behaviour.

Lunchtime/Playtime consequences:

1. The child will stand at one side for 5 minutes then be allowed to play
2. The child will stand with a Lunchtime Supervisor or adult on duty for 5 minutes then be allowed to play
3. The child will be reported to the senior supervisor.
4. The child will be referred to a member of the leadership on lunchtime duty.

SEVERE behaviour:

- **Fighting:** full contact brawl, or when a mark is left on a child
- **Swearing:** when heard by an adult or reported by a reliable child
- **Vandalism:** damage to school or personal property in the school
- **Racism:** saying or doing things to another which are related to race and hurtful
- **Bullying:** using your body or words to hurt or upset someone (See section 2)
- **Stealing:** proven stealing.

Severe behaviour results in the pupil immediately being sent to a SMT member, who will then follow the severe behaviour procedure.

Children in school will also follow **The Lapage Code** and receive tokens which lead to motivational rewards.

Children have sticker charts to collect stickers which they redeem for prizes from the prize trolley.

In exceptional circumstances the Head teacher will exclude a child from school for a suitable period of time. The Head teacher has the power to exclude a child from school for up to 45 days. During this time, work will be set by staff and parents are expected to collect and return the work to school. (See Section 3)

Section 2: Anti-bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

If bullying (one person using their power to hurt another) is suspected we will:

- Talk to the suspected victim, and any witnesses individually using fair procedures and questions.
- Identify the bully and talk about what has happened, to discover why they became involved.

- Make it clear that bullying is not tolerated.
- If the bully owns up then sanction procedures outlined in the Behaviour Policy will be followed (see appendix 1)
- Incidents of bullying are recorded via the behaviour slips and kept in the office as well as being recorded on SIMs.
- Ask Class teachers to keep an informal log of incidents if there are concerns.
- Involve all parties together to discuss the issues if agree by all parties
- Allow children time to sort things out.
- Support & empower children to resolve the conflict & understand their role in the issues
- Establish an agreement between the children where needed Inform parents
- Follow up with further discussions with individuals as and when appropriate
- When necessary support children individually or together
- If the incidents persist and are causing a health and safety issue then the Head Teacher could instigate exclusion procedures (see Section 3)

Prevention & strategies to reinforce the Policy on Anti-bullying:

- Anti-bullying / RESPECT week
- Being a listening school, adults deal with every situation, even if minor. Talking to the children may present the situation escalating.
- Children are made aware of the strategies to deal with low level issues and what to do in different situations including situations of cyberbullying.
- Children participate in role play work in class as part of PSHE and SEAL
- Making use of curriculum opportunities to raise pupil awareness e.g. through RE, cross curricula themes, drama, story writing and literature
- A whole school reward system
- Good quality role models including Adult modelling of appropriate response to a wide range of scenarios
- Children & parents have a good knowledge of the procedure/policy via the VLE, Website or paper copies in school.
- Children have a clear understanding of their rights & responsibilities
- E-safety frequently discussed and taught
- Use of Play Leaders and Learning Mentors in the playground
- Adults to deal with a situation, even if minor. Talking to the children may prevent the situation escalating.

The role of governors

The governing body supports the Head Teacher in all actions to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the governors about the effectiveness of school's anti-bullying policy.

If the parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Head Teacher. If they are still concerned, they should contact the Governing Body via the clerk.

The role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school Anti-bullying Policy, and to ensure that all staff (both teaching and nonteaching) are aware of the school policy, and know how to identify and deal with incidents of bullying.

- The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The Head Teacher ensures that all children know that bullying is unacceptable behaviour.
- The Head Teacher ensures that all staff, including lunchtime supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Head Teacher leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.

The role of all staff

- All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place.
- All adults to deal with situations quickly and fairly to prevent situations escalating.
- All adults to follow up what they have said e.g. keeping an eye, follow up discussion etc.
- Teachers are responsible for recording of all incidents of bullying that happen in their class, and that they are aware of in the school. If a child is being bullied or is bullying others, the class teacher will inform the child's parents with the Head Teacher.
- There is a behaviour pro-forma in which staff record all incidents of bullying that occur both in and out of class. The school also record incidents that occur near the school, or on the children's way between school and home, that we are aware of. All adults who witness an act of bullying should record it on a behaviour slip.
- When any bullying taking place between members of a class, the teacher will deal with the issue immediately, including counselling and support for both the victim and perpetrator of the bullying. It will then be referred to the Inclusion Manager who may initiate Learning Mentor involvement.
- All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- A range of methods are used to help prevent bullying and to establish a climate of trust and respect for all.

The role of parents

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- If a child has bullied your child, please do not approach that child on the playground or their parents or involve an older child to deal with the bully. Please inform school immediately and we will deal with it following the school procedures.
- It is important that you advise your child not to fight back. It can make matters worse!
- Tell your child that it is not their fault that they are being bullied. Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately. Remember incidents are confidential, do not discuss them with other parents on the playground. Speak to school staff if you have concerns.

- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- If parent who is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Head Teacher. If they are still concerned, they should contact the Governing Body via clerk.

The role of children

What Can Children Do If They Are Being Bullied?

Each term or when incidents occur, class teachers will discuss bullying and reinforce the following strategies:

- Tell someone - Remember that your silence is the bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset or scared. It is hard, but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be strong inside – say "No!" Walk confidently away. Go straight to a teacher or member of staff.
- If you are getting emails, texts or messages that make you feel uncomfortable please save them and show them to an adult. Do not respond to them.
- Fighting back may make things worse – don't do it.
- Generally it is best to tell an adult you trust straight away. You will get immediate support.
- Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

What do you do if You Know Someone Is Being Bullied?

Take action! Tell someone - watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.

Tell an adult immediately. Teachers will deal with the bully without getting you into trouble. Do not take direct action yourself.

Monitoring and review

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to governors on request about the effectiveness of the policy. This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's behaviour report, where incidents of bullying are recorded, and by discussion with the Head Teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs. This procedure will be reviewed in accordance with the school's review cycle, or earlier if necessary.

Section 3: Exclusions

Lapage Primary school is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

The Governing Body recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of the above policy as it is the governors' aim that no-one should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never “give up” easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.

A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some rare situations, exclusion may be necessary, if all other strategies have been exhausted. No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation. All formal exclusions will be reported to the Local Authority using the appropriate forms as required.

Reasons for exclusion:

- Serious breach of the school’s rules or policies;
- Risk of harm to the education or welfare of the pupil or others in the school.

Any exclusion will be at the decision of the Head teacher, in consultation with the Governing Body, as appropriate.

Temporary exclusion

A temporary exclusion should be for the shortest time necessary. Ofsted evidence suggests that 1-3 days is usually enough to secure benefits without adverse educational consequences.

Persistent or cumulative problems

Exclusion for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies. These strategies are outlined in the Behaviour and Discipline Policy (section 1).

Single incident

Temporary exclusion may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases the Head teacher will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school’s policies. The pupil will be encouraged to give his/her version of events and the Head teacher will check whether the incident may have been provoked, for example by bullying or racial harassment.

Permanent exclusion

A permanent exclusion is a very serious decision and the Head teacher will consult with the Deputy Head teacher and Chair of the Governing Body before enforcing it.

As with a temporary exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another pupil or a member of staff;
- Possession or use of an illegal drug on school premises;
- Persistent bullying;
- Persistent racial harassment;

The decision to exclude

If the Head teacher decides to exclude a pupil he/she will:

- ensure that there is sufficient recorded evidence to support the decision;
- explain the decision to the pupil;
- contact the parents, explain the decision and ask that the child be collected;
- send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion; the length of the exclusion and any terms or conditions agreed for the pupil's return;
- in cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked;
- plan how to address the pupil's needs and integration back into their class on his/her return;
- return;
- plan a meeting with parents and pupil on his/her return.

Safeguarding

An exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for exclusion, the school may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

Behaviour outside school

Pupils' behaviour outside school on school business e.g. on school trips, at sports fixtures, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school.

Pupils with special educational needs and disabled pupils

The school must take account of any special educational needs when considering whether or not to exclude a pupil.

We have a legal duty under the Disability Discrimination Act 2005 as amended not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The Head teacher should ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

Marking attendance registers following exclusion

When a pupil is excluded temporarily, he/she should be marked as absent using Code E.

Managed move

In cases where the Head teacher and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent has treated the school or members of its staff unreasonably the Head teacher may require the parents to remove the pupil at the end of a term. This is not exclusion and in such cases the Head teacher may assist the parents in placing the pupil in another school.

Removal from the school for other reasons

The Head teacher may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time.

Procedure for appeal

If parents wish to appeal the decision to exclude, the matter will be referred to the Governing Body and handled through LA appeal procedure.

This procedure must be read alongside the:

Single Equalities Policy and Procedure

Safeguarding Policy and Procedure

Special Educational Needs Policy and Procedure