

Claregate Primary School

Behaviour, Socialisation and Anti Bullying Policy

1 Statement of Principles

- Governors and school staff believe that behaviour and good socialisation is central to the well-being, life chances and educational success of every child at Claregate Primary School.
- Our ethos is one where every child matters as an individual and unique person.
- This ethos ensures that while having high expectations, we will work with children and families to ensure good behaviour in all aspects of school life.
- Our Motto “Each for All” permeates our culture and children are expected to help and support each other to make a greater whole.

2 Aims

- 2.1 To ensure that the behaviour of children at Claregate School is **exemplary and outstanding**.
- 2.2 To build very **positive relationships** where children care what adults think about them.
- 2.2 To ensure that children’s **behaviour improves** as they progress through the school.
- 2.3 To successfully **track, monitor** and improve behaviour through the school.
- 2.4 To work in a multi-agency “**team around the child**” approach to more complex behaviour issues.
- 2.5 Bullying and unkindness is wrong and damages individual children. We therefore do all we can to prevent it, by developing a **school ethos in which bullying is regarded as unacceptable**.

Objectives

- **3.1** To have a set of rewards and consequences to promote good behaviour and challenge poor behaviour.
- **3.2** To rigorously investigate cause and consequence. We will intervene and “scaffold” pupil’s interaction and socialisation where parents have requested it, or where we identify a problem. This will be recorded and check back systems will be put in place to make sure it does not occur again or repeatedly.
- **3.3** We aim, as a school, to produce a safe and secure learning environment where all can learn without anxiety.
- **3.4** This policy aims to produce a consistent school response to any behaviour or bullying incidents that may occur.

- We aim to make all those connected with the school aware of our opposition to poor behaviour and bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

How Do We Tackle Poor Behaviour and Reward Good?

We value all children at Claregate. We expect the highest standards of moral, spiritual, social and cultural development of our pupils. We value our multi-racial society. Anti-social behaviour in whatever guise (name calling, racism, physical threat etc.) is never tolerated and if a child's behaviour is causing problems a staged system of sanctions is in place to deal with it.

Not all anti-social behaviour will enter at the same level. Depending on the seriousness we may enter a child at the higher stages. Serious incidents would include fighting, malicious or aggravated bullying including racist, homophobic (and other "protected characteristics).

Bullying is only one part of negative social interaction and behaviour, but is the most quoted. We define bullying as "action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally". It is vindictive, long-term or deliberately targeted by an individual or group against a victim. Feelings of isolation and vulnerability and potential for long term psychological or self-image problems are possible.

However most issues reported to us as bullying are "tiffs" between friends or in group identity / socialisation issues. We do not demean the importance of this to children and the genuine concern that it causes. However we are also trying to prevent ordinary children being labelled as bullies, which can cause as much hurt as actually being bullied.

N.B. at any stage the advice of the Multi Agency Support Team including Educational Psychologists and support workers may be sought.

- Stage 1:** Class teacher sports coach or member of staff deals with problem if it is of a minor nature. Verbal reprimand as appropriate. Mediation in friendship disputes. Clarity about future expectations.
- Stage 2:** Repeat incidents are referred to Key Stage Co-ordinator. More serious verbal reprimand. Mediation and consequence. Clarity about future expectations. Claregate Lunchtime Club (CLC) for work based issues could also be used at this stage.
- Stage 3:** Refer to Deputy Headteacher. They will decide on withdrawal of playtimes / lunchtimes or use of detention (stage 4) for behavioural issues, CLC for work based issues.
- Stage 4:** Detention for behavioural issues such as disobedience or anti-social behaviour. Clarity about future sanctions.
- Stage 5:** If repeated yellow card is sent home by drawing parents' attention to poor work, attitude or behaviour. This may be done in conjunction with stage 4.
- Stage 6:** If repeated or for serious one off incidents a red card is sent home inviting parents to discuss the particular problem. An agreed

vision of what future expectations are in terms of behaviour will be negotiated with parents.

- Stage 7:** Withdrawal of privileges e.g. trips, duties, after school events.
- Stage 8:** Parents will be given the option to periodically amend the normal timetable of school life in order to relieve “flash points” e.g. later start time of earlier finish time, withdrawal from a certain lesson. N.B. this may still constitute and be recorded as an exclusion (see DFE guidelines). This will not affect statutory schooling.
- Stage 9:** If repeated, temporary lunchtime exclusion if it is a lunchtime issue (letter) (this will constitute official exclusion).
- Stage 10:** If it persists temporary exclusion from school following LA and DFE guidelines.
- Stage 11:** Re-integration to school on a contract or potentially a formally agreed reduced timetable.
- Stage 12:** Referral is deemed appropriate to special school or PRU. Managed move via LA considered if in the best interests of the child.
- Stage 13:** If repeated permanent Exclusion as a sanction of last resort.

Similarly a staged system is in place to reward and encourage children in their attitude, behaviour and work. Our aim is to motivate all our children.

- Stage 1:** Verbal praise from the class teacher. Positive comments on the child’s work and positive comments on the child’s reports.
- Stage 2:** Praise may be accompanied by a house point which are totalled termly with rewards.
- Stage 3:** A special certificate will be awarded at whole school praise sessions on a Friday morning (or at EYFS assemblies).
- Stage 4:** Headteachers’ sticker or gold sticker, Blue Commendation Certificate sent to a child’s home for exemplary work, attitude, achievement or behaviour.
- Stage 5:** Gold Award (Gold/Blue Claregate Badge) presented for outstanding achievement in any field to pupils and adults who have made a unique contribution to the life of the school.

Children are chosen in Year 6 to be prefects based on their exemplary behaviour and reliability as they enter Year 6. Certificates are given out by the Headteacher for things earned outside of school e.g. swimming certificates. Attainment rewards are given out at the leavers’ assembly for high attainment (two level 5’s) and the most pleasing progress.

Behaviour, Socialisation, In-group Identity, Interpersonal Relationships, Unkindness and Bullying

Claregate school has a strict behaviour and anti-bullying code. Bullying of any type will not be tolerated in any way and we will take a thorough individual and systematic approach to reducing it and dealing with problems that occur.

Socialisation and interpersonal relationships.
Tolerance, understanding and a sense of justice.
Understanding the needs of others, turn taking and sharing

The language that we use to describe children’s interpersonal relationships is extremely important. The blanket term bullying can be “she looked at me in a funny way” or could be something as serious as assault requiring hospitalisation. When we discuss these issues, it is vital that we acknowledge the level of seriousness and the level of intervention that is required.

All of these concerns will be logged centrally so we can monitor patterns of behaviour and follow up incidents no matter how minor they may appear. Acorns grow into trees!

Please read the following in conjunction with the school Disciplinary Policy which will be applied. Each incident after thorough investigation will be categorised and dealt with as follows.

	Description of Concern	What to Do
Level 1 <i>Friendship</i>	Friends occasionally falling out and squabbling over relatively minor issues. This may be competitiveness or one-upmanship. This may be two sided, but with one child or group of children who come out on top leaving the other feel temporarily vulnerable. Innocent name calling out of ignorance or wrong terminology.	Allow the children to work this out themselves, if unsuccessful contact the Senior Mid-Day Supervisor / class teacher and s/he will mediate with the children, pointing out about how easily feelings are hurt and give them a way forward. Teachers will use their judgment about how to deal with this. If this is not solved contact the class teacher again. Possibly use peer support or mediation.
Level 2 <i>Group dynamics</i> <i>Hurtful isolated incidents</i>	More long term arguments or one / two children feeling left out and without friends. Strong in- group identity among the friendship network. Possibly some spitefulness – not wanting to play with an individual, minor intentional name calling etc. Feelings of isolation and vulnerability. An individual who has uncharacteristically lost their temper and hurt someone in some way.	Contact the class teacher and Senior Midday Supervisor who will discuss it with Key Stage Co-ordinator and Senior Midday Supervisor and other Key Stage Colleagues, so everyone can keep a look out for a vulnerable child. A team approach to solving the issue in the same way as the above. If this is not solved contact the class teacher again. If not resolved contact the Key Stage Co-ordinator.
Level 3	As above but with a more repetitive,	Contact Key Stage co-ordinator

<i>Bullying</i>	vindictive, long term or deliberately targeted by an individual or group against a victim. Feelings of isolation and vulnerability and potential for long term psychological or self-image problems.	and if not resolved contact them again. Disciplinary measures as well as reasoning and discussion will ensue e.g. withdrawal of privileges like playtime or dinner-time. If persistent CLC and if it still is a problem refer to Headteacher to send yellow card home.
Level 4 <i>Aggravated Bullying</i>	An incident or string of incidents of low-level violence intimidation or racist aggravation e.g. a hit or kick that does not leave a mark possibly part of a game or rough play, deliberately aimed racist comment designed to cause hurt or upset.	Referral to Key Stage Co-ordinator who will deal with it but may refer to Headteacher or Deputy who may deal with personally depending on seriousness. Disciplinary measures as above depending on whether it is a first offence or not. RI form if deemed racist.
Level 5 <i>Assault or harassment</i>	A more serious assault which leaves a mark, or a series of minor assaults or comments that are targeted against an individual. Persistent or serious harassment or racist behaviour. Pack mentality group behaviour leaving an individual feeling isolated and alone.	Headteacher or Deputy Headteacher is the first contact. Incident log, RI form. Disciplinary policy applies.
Level 6 <i>Serious assault</i>	Intentional very serious individual assault causing serious injury necessitating first aid or hospitalisation. Deliberately targeted persistent abuse for whatever motive.	As above. RIDDOR if necessary.

3 The role of Governors

- **3.1** The governing body supports the Headteacher in all attempts to help children to interact well and eliminate poor behaviour and bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- **3.2** The governing body monitors the incidents of poor behaviour and bullying that occur, and reviews the effectiveness of school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors in the Headteacher's Report "Pupil Welfare" about the effectiveness of school anti-bullying strategies.
- **3.3** If a parent / carer contacts the chair of the governing body (Mr J Webster c/o Claregate Primary School) he will respond within ten days after investigating incidents. In all cases, the governing body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

4 The role of the Headteacher

- **4.1** It is the responsibility of the Headteacher to implement the school behaviour and anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the behaviour and anti-bullying policy in his Headteacher report to Governors.
- **4.2** The Headteacher ensures that all children know that they are accountable for what they say and do. They are made aware of how their behaviour affects others. They are told forcibly that poor behaviour and bullying is wrong, and that it is unacceptable in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong.
- **4.3** The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- **4.4** The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

5 The role of the teacher

- **5.1** Teachers in our school care for the well-being of the “whole child” and believe that interpersonal happiness leads to good learning. They take all forms of bullying seriously, and intervene to prevent incidents from taking place or deal with them when they do. They keep their own records of all incidents that happen in their class and that they are aware of in the school. If serious enough or repetitive they report to the Headteacher to record centrally.
- **5.2** If teachers witness inappropriate behaviour, hostility, poor socialisation or an act of bullying, they do all they can to support the children (victim and perpetrator). If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child’s parents.
- **5.3** We keep a Children Causing Concern log which includes records of any anti-social incidents or bullying that occur. This includes a “check back” after a week and a month to ensure that the anti-social behaviour has stopped.
- **5.4** If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and consequences as well as support for the child who has carried out the bullying. Bullying is often a sign that a child is being bullied themselves in another context. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Headteacher and the special needs co-ordinator. We then invite the child’s parents into the school via a “red card” system to discuss the situation. In more extreme cases, for example where these initial discussions have proven

ineffective, the Headteacher may contact external support agencies such as the social services.

- **5.5** Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- **5.6** Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.
- **5.7** The purpose of intervening in friendship disputes and bullying is so that the children can develop strategies for coping with this themselves. Over pastoral primary schools leave children vulnerable at Secondary school. However children who are taught avoidance, mediation and distraction can deal with a lot more in their wider social field than those children in a school which deals with everything as a disciplinary offence.

6 The role of parents

- **6.1** Parents who are concerned that their child might not be happy about friendships or are being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not available, the next person in the system on a line management basis – probably the Key Stage Co-ordinator.
- **6.2** Parents have a responsibility to support the school's behaviour and anti-bullying policy and to actively encourage their child to be a positive member of the school.
- **6.3** Parents who repetitively claim bullying where no bullying can be found, or where is being diagnosed incorrectly, or where it is a distraction technique to mask other issues will be challenged by the member of staff dealing with the incident.
- **6.4** We ask parents to discuss incident with us and be confidential in this. We strongly discourage children being called bullies in public or made scapegoats for socialisation issues on number 1 or 2 of the scale.

7 Monitoring and evaluation

- **7.1** This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.
- **7.2** This behaviour and anti-bullying policy is the Governors' responsibility and they review its effectiveness annually. They do this by examining the school's incident log, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents. The Headteacher will report serious incidents to the Chair of the Governing Body, who will decide whether to include this as an agenda item.
- **7.3** The Headteacher will report to the Governors about overall standards of behaviour and discipline as part of the Headteacher Report to Governors.

Claregate Primary School

Our Golden Rules



1. We always respect each other.
2. We are always polite.
3. We always listen to whoever is speaking.
4. We always try our best at everything we do.
5. We always move around school in a sensible manner.