



**MARTONGATE PRIMARY SCHOOL  
BEHAVIOUR, ANTI-BULLYING AND EXCLUSIONS POLICY  
2018**

At Martongate Primary School we are committed to providing the best possible education within a supportive and safe environment, and central to this aspiration is a shared commitment to implementing a consistent behaviour policy. Our behaviour policy is based on the belief that all children can be helped to care about others and to be a part of a caring sharing community.

There are occasions when rules are transgressed and this policy seeks to set out our approach to ensuring that children understand that their actions will always lead to consequences. When dealing with unacceptable behaviour the child should understand what it is that they have done wrong, what they need to do to put it right, what they should do if faced with a similar situation again. We stress that it is the behaviour that we don't like, not the child.

**GENERAL PRINCIPLES**

- ◆ There is a single School Rule, written by the children, that informs all of our decisions as to what constitutes good behaviour. This is, " Be respectful to everyone and everything and always consider how your actions make others feel". In essence therefore any action that harms or upsets others would be considered contrary to the expectations that we have for pupils.
- ◆ Our behaviour policy promotes positive behaviour and discourages anti-social behaviour
- ◆ Every member of staff shares responsibility for upholding good behaviour and implementing this policy.
- ◆ All staff are expected to model the behaviours we expect of the children. In particular, we talk respectfully to children and expect them to talk respectfully to us.
- ◆ All staff are committed to the principle of anticipating what might go wrong and organising things in such a way as to minimise the possibility of it happening. In essence, stopping it before it starts!
- ◆ Teachers are responsible for monitoring the behaviour of all children in their class, and hold them to account for their behaviour at all times.
- ◆ Teachers maintain a record of behaviour concerns and log actions that they have taken to deal with them

- ◆ Parents will be kept informed of their children's behaviour and will be engaged as partners in upholding the highest standards of behaviour
- ◆ Principles of Restorative Practice are used to help children understand that their behaviour impacts on others

We expect that the majority of children will develop into caring and productive members of the school community. However, there will be occasions when our normal rewards and sanctions policy is insufficient to ensure that a particular child's needs are catered for and there will need to be more sustained and individualised support.

At all times, parents are involved so that they know that the school has concerns, and so that we work in partnership to address the problem. In the first instance a behaviour modification strategy/ plan should be implemented. If this proves to be unsuccessful, teachers should discuss their concerns with their Phase Leader and SENCO who will further support any strategies being used. If a child's behaviour still causes concern, the teacher will discuss the matter with the Headteacher or Deputy Headteacher, who will decide whether to involve other agencies.

### **REWARDS POLICY**

As a school we work very hard to develop a positive approach to the children in school and to reward all children for their efforts. We recognise though that a rewards policy which is unfairly or inappropriately applied, has the potential to demotivate children and we make this statement as a commitment to use rewards wholly as a way of recognising the achievements of all.

In general we:

- Catch children being good
- Ensure that good behaviour and hard work are acknowledged and rewarded
- Work relentlessly to create a positive class and school atmosphere in which it is seen that it is worth being good and working hard
- Ensure that everything we do is seen to be fair and equitable
- Ensure that children who exhibit challenging behaviour are seen to be dealt with and that they do not receive excessive rewards for small improvements. This is especially important when devising and implementing Individual Behaviour Programs. Any rewards should be educational and not seen to be a treat that would discourage other children

The rewards that we use to motivate children are:

- Praise and appreciation for effort and achievement is used throughout the school to create a positive atmosphere.
- Dojo points are used by teachers to reward and encourage pupils to display the highest of personal standards

- Staff have stickers and certificates which they give to reward exceptional behaviour
- Certificates are used to recognise and reward longer term improvements or extra special achievements.
- Weekly 'Celebration' assemblies are an opportunity to raise the profile of success and achievement.
- An Attendance Award is drawn from the names of all the children who have a 100% attendance record and no late marks.
- When children graduate from the school at the end of year 6, there is a major award ceremony in which children are selected to receive a range of awards and trophies that reflect their efforts throughout their time at school. Although quite rightly some children receive more than others, we do ensure that all children receive something during this evening.
- In addition to the above, each class has their own individual reward systems which they adopt each year to encourage the individual group of children according to their needs
- Class Champion Awards (re. Sporting Values). Winners names go into a draw for a sports prize (Sports premium)

### **RESTORATIVE PRACTICE**

This is an approach to developing and maintaining positive relationships between all members of the school community. Key questions in a Restorative Conversation are:

- **What happened?**
- **What part did you play?**
- **Who has been affected?**
- **What do you need for this situation to be put right? (to the 'victim')**
- **What do you think needs to be done to put the situation right? (to the 'perpetrator')**

*NB. The restorative approach does not preclude sanctions and punishments, indeed at the end of a restorative conversation it is imperative that the agreed actions, sanctions and punishments are carried out in line with this policy.*

### **SANCTIONS MIGHT INCLUDE:**

- Withdrawal of privileges
- Detention during break times
- Isolation from other pupils for a period of time
- Involvement of parents
- Withdrawal from non-curriculum events and visits
- Fixed term exclusion

- Children will not normally be considered to represent the school in any event during school time or outside of school if their behaviour falls below the expected standard.

## **ESCALATION OF RESPONSE**

In the first instance, any staff member who witnesses an incident would deal with that incident and report it to the class teacher.

Class teachers maintain a log of incidents and where there is an emerging pattern they involve the child's parents to develop a joint response (NB any underlying factors must be acknowledged and taken into account).

If anti-social behaviour continues the class teacher develops and implements a behaviour improvement plan

If anti-social behaviour continues the class teacher requests intervention, support and help from the Phase Leader, SENCO, Deputy Headteacher or Headteacher who may involve other agencies.

For a serious breach of the school's behavior policy, or when allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in school, the Headteacher may consider exclusion as an appropriate response.

Although this policy is intended to clarify procedures, it must be acknowledged that incidents are rarely clear cut in practice and that there has to be a certain degree of judgement and commonsense applied to defining a particular behaviour in a particular situation. For example some 'name calling' in one child's definition will be bullying by another's and be seen as good fun by someone else. We investigate incidents thoroughly, and then act sensitively and appropriately taking into account all the relevant background information and extenuating circumstances.

## **CHILDREN ATTENDING CLUBS AND OTHER ACTIVITIES OUTSIDE OF THE SCHOOL DAY**

Whilst we do accept that Childcare and After School Clubs, by their very nature, have a different character, we still believe that children ought to display high standards of care and consideration, and that their behaviour should be in line with the general principles contained in this policy. Staff should refer behaviour issues or concerns to the child's teacher, parent, Key Stage Leader or Headteacher as appropriate. In this way children understand that there is consistency in expectation and response throughout the time that they are on school premises.

## **ANTI BULLYING**

Pupils have a right to learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Bullying is defined as deliberately hurtful behaviour, *repeated over a period of time*, which is designed to upset or threaten and where it is difficult for those being bullied to defend themselves.

The main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)
- 'Cyber' (using technology such as mobile phones, messaging systems, x box etc. to deliberately insult or threaten)

Pupils who we find to have been the victim of bullying will be supported by:

- Discussing the experience immediately and reassuring the pupil that it is the perpetrator who is to blame.
- Offering continuous support
- Restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- Discussing what happened so that they understand the rights of the individual and how their behaviour needs to change.
- Sanctions in line with the school behaviour policy

### **INCIDENTS WHICH OCCUR OFF THE SCHOOL SITE**

Whilst we are a very caring school, and will support children whenever we can, incidents that happen off the school premises, outside of school hours are often outside of our jurisdiction, and we cannot be held responsible for incidents which occur whilst a child is the responsibility of their parents. However, if we hear of bullying, cyber bullying or a child wearing our school uniform in a public place, behaving in a way which could bring the school into disrepute, we will inform the child's parents so that they can take appropriate action. In rare occasions, the school may consider that behaviour outside of school does significantly relate to school, and may consider taking disciplinary action including exclusion.

### **EXCLUSIONS**

It is expected that the school's approach to developing children's good behavior would normally be sufficient to preclude the need to exclude a pupil. However, it is understood that there are occasions when it is the best interests of the school, an individual pupil or both to consider exclusion as an appropriate course of action.

When exclusions are considered, these guidelines and the guidance issued in DFE publication "Exclusion From Maintained Schools, Academies and Pupil referral Units in England (September 2017)" must be adhered to.

1. Only the Headteacher (or their designated deputy) has the power to exclude
2. A decision to exclude should only be taken if:
  - The incident/s has/have been thoroughly investigated to establish the facts. The pupil's own views and any contributing factors should be explored and taken into account. When establishing the facts that may provide the grounds for an exclusion the headteacher will consider the extent to which the evidence is proved "on the balance of probabilities"
  - It is in response to a serious breach of the school's behavior policy
  - Allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in school
3. It is unlawful to exclude for a non-disciplinary reason
4. Any exclusion must:
  - Be Lawful
  - Rational
  - Reasonable
  - Fair
  - Proportionate
5. The behavior of a child outside of school can be *considered* as grounds for exclusion if the behavior relates to school in some way
6. Informal or unofficial exclusions are unlawful
7. Under the Equality Act 2010, any exclusion must not discriminate on any grounds
8. Disabled pupils must have had reasonable adjustments made to facilitate their inclusion in school. It is still lawful to exclude, but it must be able to be proved that reasonable adjustments had previously be made
9. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 days in a school year), which may be for whole days or part/s of a day

#### **WHEN A DECISION TO EXCLUDE HAS BE MADE:**

1. The Headteacher must consider their duty of care when making arrangements to send a child home

2. The child's parents must be notified as soon as practically possible (preferably face to face or by phone) and a letter sent that specifies:
  - The reason for the exclusion
  - The period (s) and days of exclusion
  
  - That parents are responsible for ensuring that their child is not present in a public place during school hours during the period of exclusion
  - Parents' right to make representations to the Governing Board, and how they should be made
  - Where there is a legal requirement for the Board to consider the exclusion, that the parent has the right to attend the meeting
  - A link to the statutory guidance
  - A link to impartial advice (Coram Children's Legal Centre – 03000115142)
  - Links to any other relevant local services
  
3. The Headteacher must notify the Governing Board and Local Authority of:
  - A permanent Exclusion
  - An exclusion that would result in more than 5 days (or 10 lunchtimes) in a school term
  - An exclusion that would result in the pupil missing a National Curriculum test
  
4. For a fixed-term exclusion of more than 5 school days, the school must arrange suitable full-time education

#### **THE GOVERNING BOARD'S DUTY TO CONSIDER AN EXCLUSION**

1. The Governing Board must consider parents' representations. This can be delegated to a sub-committee of at least three governors (See "Exclusion From Maintained Schools, Academies and Pupil referral Units in England (September 2017)" for further guidance)

Where the exclusion is of 5 or less days in total for any school term, the Board of Governors must consider the case, but cannot force the Headteacher to reinstate the child. The Board does not have to meet with the parents

If the exclusion takes the child over 5 days (but less than 15) in any term, the Board must consider reinstatement within 50 days (if requested)

For all permanent exclusions the Board must consider within 15 school days whether to reinstate the pupil

2. Any such meeting must invite:
  - The parents
  - The Headteacher
  - A representative of the LA