



**Park Grove**  
PRIMARY ACADEMY

Policy Number

**Park Grove – School Specific  
Behaviour Policy  
(including Anti Bullying)**

Signed:

Date: July 2021

Review Date: July 2024

Review Period: Every 3 years  
(by Local Governing Body)

## **AIMS AND EXPECTATIONS**

It is a primary aim of Park Grove Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring school and our values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can learn and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Every member of the school community has a number of rights:

- I have the right to be treated with respect
- I have the right to be surrounded by good manners
- I have the right to play safely
- I have the right to be included
- I have the right to hear positive language

However, the primary aim of the behaviour policy is not a system to enforce rules; it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work in an effective and considerate way.

- The school expects every member of the school community to behave in a considerate way towards others.
- The adults in school provide positive role models for the children.
- We treat all children fairly and apply this behaviour policy consistently.
- We recognise the importance of good self-esteem and a positive self image for all children.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school accentuates and rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **STATUTORY CONTEXT**

Education and Inspections Act 2006; School Standards and Framework Act 1998; Education Act 2002; Equality Act 2010; SEN Code of Practice

## **ENCOURAGING POSITIVE BEHAVIOUR**

We praise and reward children for good behaviour in a variety of ways:

- Teachers and support staff give children immediate recognition of success within each class (e.g. stickers, moving along the behaviour chart, raffle tickets etc).
- Classes will discuss our whole school rights throughout the year and how they can abide by them. This promotes a sense of understanding and ownership of the school rights which encourages the children to behave positively.
- A consistent behaviour system is used in all classes to support childrens' understanding of the positive behaviour expected from Reception all the way up to Year 6.

- We nominate children from each class for special Good Work certificates to acknowledge consistent good work, positive attitude, outstanding effort or acts of kindness in school. These certificates are given out weekly in Good Work assemblies.
- Children are offered jobs with responsibility and are invited to help in school.
- We also acknowledge all the efforts and achievements of children out of school by encouraging them to bring certificates or items they have made etc. to show in key stage assemblies.
- The tree of kindness is used so that children can nominate their peers in recognition of positive behaviour which are presented during Good Work assemblies.
- Our lunchtime staff choose children who display good behaviour to sit at the Golden Table on Fridays. Chosen Golden Table children are encouraged to invite a friend to join them.
- Children can earn lunchtime tokens for good behaviour in the lunch hall. The tokens add up to class prizes.
- We send out praise postcards to children from each class. These postcards are addressed to the children and posted home in recognition of their successes in class and around school.
- Key Stage Assemblies focus on the development of positive attitudes and values.
- Our PSHE curriculum encourages children to think about what it means to play a responsible part in our school community.
- We have a 'Buddy Bench' on the playground which children can go to if they need someone to play with.
- Headteacher Behaviour trophies are given regularly in assembly.
- Volunteer children from Years 1 - 6 are trained as playground buddies. Playground buddies help look after children at break times and can help children resolve conflicts. They are regularly supervised by staff and will always involve an adult if there is a serious behaviour issue.

## **ASSERTIVE DISCIPLINE AND CONSEQUENCES**

The School has high expectations of behaviour and in order to ensure a safe and positive learning environment, staff deal with the different instances of inappropriate behaviour according to the Assertive Discipline structure.

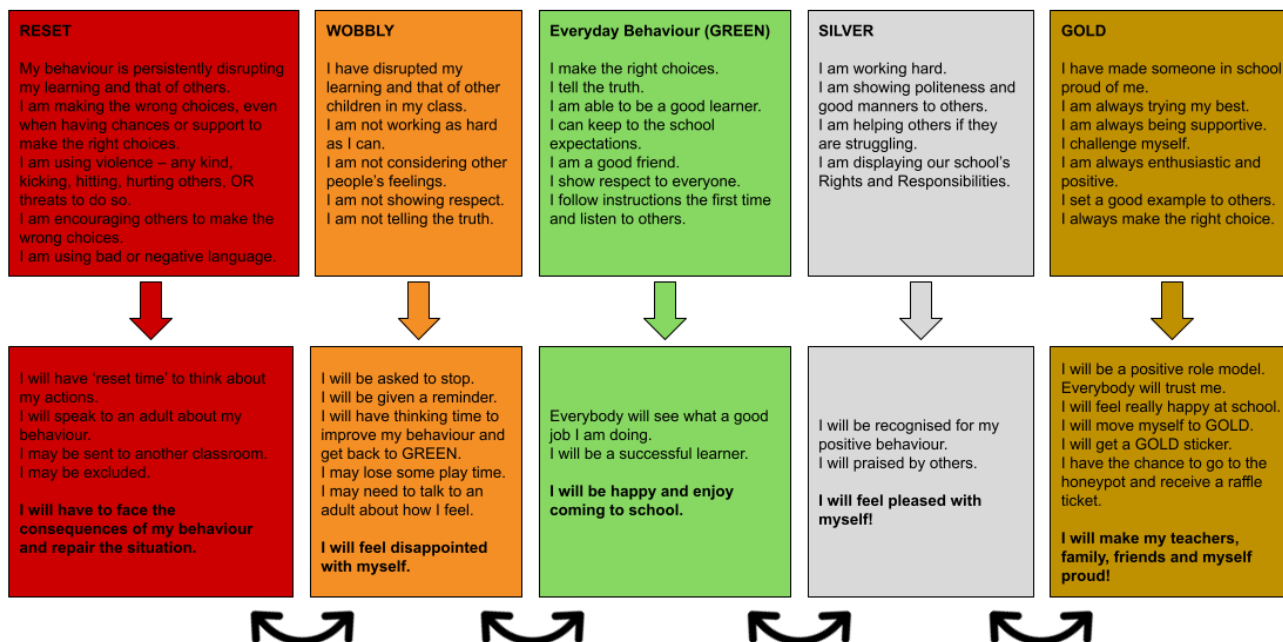
We expect children to listen carefully to instructions in lessons. We expect everyone to treat others with respect and speak properly and politely with others. If they do not do so, children will be given warnings and chances to improve their behaviour. Consequences for their behaviour may also be explained e.g. time missed at playtimes or lunchtimes. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, perhaps at playtime or lunchtime. If a child misbehaves repeatedly, we remove the child from the rest of the class until s/he is in a position to work sensibly again with others.

### **Behaviour Consequences**

1. A clear visual representation of the behaviour structure is shared and displayed in every classroom.
2. The behaviour expectations document is shared with the children so they understand what each colour represents.
3. Staff to refer to the Behaviour Expectations chart (below) for any child reaching orange (wobbly) or red (reset).



## Our Behaviour Expectations



### Consequences at Playtime and Lunchtime

We expect children to show the same respect to adults and each other during their break-times as they do in the classroom. If a warning is issued to a child at play or lunchtimes, this will be communicated to the class teacher. Low level behaviour incidents will be managed outside by a member of the staff. If a child is persistently misbehaving or disrespectful at playtime or lunchtime please inform the class teacher who can refer to the Behaviour Expectations.

### Pupils' conduct outside the school

Sanctions and rewards will also be applied to children's behaviour outside the school, in certain circumstances. For example, when the child is taking part in any school-organised or school-related activity or is in some way identifiable as a pupil at the school or where misbehaviour could have repercussions for the orderly running of the school or pose a threat to another pupil. Lunchtime and afterschool clubs which are run through school should follow school behaviour policy and incidents of inappropriate behaviour should be reported to the class teacher. Serious incidents may result in the child missing a week of the club.

### **BULLYING**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally (Department for Education July 2011). Any such behaviour will be dealt with under Ebor Academy Trust's Anti-Bullying policy.

### **THE ROLE OF ADULTS IN SCHOOL**

It is the responsibility of adults in school to ensure that the school rules are followed both in and out of class, and that children behave in a responsible manner at all times.

All adults in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

All adults treat each child fairly and make sure that the Behaviour Policy is consistently applied. Adults treat all children in school with respect and understanding.

Alongside the SENCo, the school employs two members of staff as *The Pupil Support Team* whose role it is to offer support to children and families. They will work together with children who have Individual Behaviour Plans and support children with behaviour issues (e.g. friendship group problems)

The school liaises with external agencies, as necessary, to support and guide the progress of each child. This will be coordinated by the SENCo. The class teacher may, for example, discuss the needs of a child with the Educational Psychologist, Educational Social Worker or Local Authority behaviour support service. In instances where the assistance of external agencies is required relating to behaviour, school will always consult with parents in advance.

The class teacher reports to parents about the progress of each child in their class in the annual written report to parents. Parents should not learn about concerns or difficulties for the first time from the written report. The class teacher may contact a parent if there are concerns about either the behaviour or welfare of a child.

## **THE ROLE OF THE HEADTEACHER**

It is the responsibility of the Headteacher and the Senior Leadership Team to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher has the responsibility for giving fixed-term exclusions (either internal or external) to individual children for serious acts of misbehaviour. Serious acts of misbehaviour might include swearing, acts of physical violence, bullying or racial abuse.

## **THE ROLE OF PARENTS**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain our expectations of behaviour through this policy on the school website and we expect parents to read these and support us.

We expect parents to support their child's learning, and to cooperate with the school. We build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and if the situation is still not resolved, the chair of school governors who has a monitoring role concerning behaviour and discipline. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. Staff and governors can be contacted via the school website.

## **THE ROLE OF GOVERNORS**

The governing body has the responsibility of reviewing these general guidelines on standards of discipline and behaviour and their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy.

## **MONITORING AND EVALUATION**

The Senior Leadership Team monitors the effectiveness of this policy on a regular basis, reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour using CPOMs.

The Headteacher keeps a record of any pupil who is excluded. This is also reported to Ebor Academy Trust and the Chair of Governors.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

**LINKED POLICIES:** Ebor Academy Trust Behaviour and Anti-Bullying policy, SMSC and Equality Policy, Attendance.

**REVISED BY:** J Sawyer, Vicky Hearson, Charlotte Platts, Amy Canham

**DATE:** July 2021

**NEXT REVIEW:** July 2024

## Appendix A

### Policy Number

**3 – Appendix A**

## Appendix A: Anti-Bullying Policy

Academies are required to draw up and implement anti-bullying guidance through the Independent Schools Standards Regulations 2010.

This guidance outlines the Ebor Academy Trust policy and practice to prevent and tackle bullying so that children are educated in a safe, secure and nurturing environment. We are committed to developing an anti-bullying culture whereby no bullying, including between adults, or adults and children and young people will be tolerated.

### **1. Governors, staff, students and pupils in all schools in the Trust will:**

- 1.1. Discuss, monitor and review the anti-bullying guidance on a regular basis
- 1.2. Support all staff to promote positive relationships and identify and tackle bullying appropriately
- 1.3. Ensure that student/pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that students/pupils feel safe to learn; and that they abide by the anti-bullying guidance
- 1.4. Report back to parents/carers regarding their concerns on bullying and deal promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying guidance
- 1.5. Seek to learn from good anti-bullying practice elsewhere and utilise support from the Local Authority and other relevant organisations when appropriate.

### **2. Definition of bullying**

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The four main types of bullying are:

- 2.1. Physical (hitting, kicking, theft)
- 2.2. Verbal (name calling, racist, homophobic remarks)

- 2.3. Indirect (spreading rumours, excluding someone from social groups)
- 2.4. Cyberbullying (defined as ‘the use of Information and Communications Technology (ICT)) particularly mobile phones and the internet, used deliberately to upset someone else. It can be used to carry out all the different types of bullying (such as racist bullying, homophobic bullying or bullying related to SEN and disabilities). Cyberbullying includes inappropriate and harmful behaviours expressed via digital devices such as the sending of inappropriate messages by phone, text, Instant Messenger, through web-sites and social networking sites, and sending offensive or degrading images by phone or via the internet.
- 2.5. Sexual harassment or abuse (involving the use of explicit or implicit sexual overtones, including the unwelcome and inappropriate promise of rewards in exchange for sexual favours. Sexual harassment includes a range of actions from verbal transgressions to sexual abuse or assault)

### **3. Forms of bullying covered by this guidance**

Bullying can happen to anyone. This guidance applied to all types of bullying including:

- 3.1. Bullying related to race, religion or culture
- 3.2. Bullying related to LDD (learning difficulties or disability)
- 3.3. Bullying related to appearance or health conditions
- 3.4. Bullying related to sexual orientation (homophobic bullying)
- 3.5. Bullying of young carers or looked after children or otherwise related to home circumstances
- 3.6. Sexist, sexual and transphobic bullying

### **4. Action to be taken if bullying occurs**

- 4.1. Victims are supported and reassured. They are offered help and support in dealing with the consequences of the bullying and to help them deal more effectively with any future bullying.
- 4.2. Perpetrators are made to realise that bullying is unacceptable and that it will not be tolerated.
- 4.3. Children and staff are made aware of their responsibilities in stopping bullying from happening. It is everyone’s responsibility to prevent it and children are helped to understand that it is acceptable (and important) that they report bullying when they know that it is happening.
- 4.4. Parents when appropriate are made aware when their child is being bullied, or is bullying someone else.



- 4.5. Midday supervisory assistants and other support staff are aware of the policy on bullying and appropriate action to take when it occurs.
- 4.6. School policy on Behaviour emphasises the need to care for and respect other people.

## **5. Approaches to prevent bullying**

Leadership in the Trust will promote an open and honest anti-bullying ethos which secures whole-school community support for the anti-bullying guidance. Staff are expected to actively demonstrate positive behaviour and set a positive context for anti-bullying work in the schools. The schools in the Ebor Academy Trust will adopt a range of strategies to reduce bullying and to tackle it effectively if it does occur. The schools will:

- 5.1. Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience, particularly through each school's personal and social health education curriculum.
- 5.2. Consider all opportunities for addressing bullying including through the curriculum, displays, peer support and through the School Council. This will include PSHE and Citizenship classes which can be used to discuss issues around diversity and draw out anti-bullying messages.
- 5.3. Train all staff to identify bullying and follow the Ebor Academy Trust guidance and procedures on bullying, including recording incidents of bullying.
- 5.4. Actively create "safe spaces" for vulnerable children and young people and provide structured play opportunities at lunchtime and by using older children acting as play leaders.
- 5.5. Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- 5.6. Make use of creative learning through art, music, poetry, drama and dance to develop understanding of feelings and enhance pupils' social and emotional skills
- 5.7. Use whole-school and key stage assemblies to raise awareness of the anti-bullying guidance
- 5.8. Provide age appropriate events which can prompt further understanding of bullying such as theatre groups, exhibitions and current news stories

## **6. Involvement of students/pupils**

We will:

- 6.1. Regularly canvas children and young people's views on the extent and nature of Bullying, this forms part of our ongoing pupil voice work. Giving pupils the opportunity to share how they feel on many aspects of school life including bullying.
- 6.2. Work to educate all pupils on the harm and dangers of bullying behaviour. Teaching children about the importance of using kind words and respectful actions and interactions.
- 6.3. Ensure students know how to express worries and anxieties about bullying

- 6.4. Ensure all students/pupils are aware of the range of sanctions which may be applied against those engaging in bullying
- 6.5. Involve students/pupils in anti-bullying campaigns in schools with a curriculum enhancement week each autumn term
- 6.6. Publicise the details of help-lines and websites
- 6.7. Offer support to students/pupils who have been bullied and to those who are bullying in order to address the problems they have
- 6.8. Ensure there are opportunities for students/pupils to have a say about school issues
- 6.9. Ensure children understand who are the safe people in school they can confide in with their worries.
- 6.10. Ensure children feel listened to and understood when they raise a concern of alleged bullying.

## **7. Liaison with parents and carers**

We will:

- 7.1. Ensure that all parents/carers know who to contact if they are worried about bullying.
- 7.2. Ensure all parents/carers know the correct channels to follow if they need to raise a concern with the school
- 7.3. Ensure all parents/carers know where to access independent advice about bullying.
- 7.4. Work with all parents and the local community to address issues beyond the school gates that give rise to bullying, utilising the school's PSCO wherever necessary.
- 7.5. We will carry out a thorough investigation into any alleged bullying incidents. This will involve compiling witness statements and gathering pupil's views and feelings. The victim and alleged perpetrator will also provide statements as part of an investigation into bullying.