



Ashford Oaks Primary School

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Behaviour & Anti-Bullying Policy

October 2022

<p>Document history: Reviewed by Restorative justice policy added by EN Reviewed by Ellie South & Gerry D'cruz Updated by Updated by Updated by Updated by</p>	<p>Gerry D'cruz Gerry D'cruz Andrea McCluskey Gerry D'cruz Jane Marshall Jane Marshall</p>	<p>12/02/16 15/06/16 01/11/16 March 17 July 20 11/10/21 14/10/22</p>
<p>Safeguarding Approved</p>	<p>Toni Harris</p>	<p>15/10/22</p>
<p>Agreed by the governing body on:</p>		<p>19/10/22</p>
<p>Review date:</p>		<p>Nov 23</p>
<p>Signed:  Chair of Governors</p>		

Ashford Oaks Primary

Behaviour and Anti-Bullying Policy Statement

Rationale

At Ashford Oaks we aim to provide a happy and secure environment for all those who work here or visit. We expect all members of our school community to treat each other with respect and to take responsibility for their own behaviour.

Principles

At Ashford Oaks:

We have a right to...

- *Opportunity*
- *Achievements*
- *Kindness*
- *Support*

To achieve these we will:

- ⇒ *Be friendly and polite*
- ⇒ *Call people by their preferred name*
- ⇒ *Move around the building quietly*
- ⇒ *Follow directions from staff straight away*
- ⇒ *Look after personal and school property*
- ⇒ *Work hard*
- ⇒ *Be helpful to those in need*

We understand that some of our children have very individual needs and so may need to be supported and managed differently. Differences will be celebrated and there should be mutual respect for all.

Legislation, statutory requirements and statutory guidance.

This policy is based on legislation and advice from the Department of Education (DFE):

- *Keeping Children Safe in Education 2022*
- *The Equality Act 2010*
- *Behaviour in Schools: advice for headteachers and school staff 2022*

Aims of the Policy

This document provides a framework for the creation of a happy, safe, secure and a positive environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow everyone to understand the policy of the school and to apply it consistently and fairly.

- *To provide clear boundaries for acceptable behaviour and language to ensure physical and emotional safety.*
- *To encourage and praise greater effort in both work and behaviour*
- *To ensure a consistent approach to behaviour throughout the school with parental co-operation and involvement.*
- *To involve parents throughout the process and to keep them informed, working in partnership.*

- *To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by using assertive discipline techniques*
- *To ensure a safe, caring and happy atmosphere throughout the school*
- *To promote good citizenship*
- *To promote good mental health*
- *To promote self-discipline*
- *To prevent bullying/child-on-child abuse.*

Every child has the right to learn but no child has the right to disrupt the learning of others. To create a positive culture and caring ethos is an essential prerequisite for learning it depends upon trusting relationships and a process of co-operative team work and the school welcomes and encourages the involvement of the KCC, governors, parents and carers and others in the community.

Success Criteria

If the aims of this policy are successful this will lead to:

- *Positive, caring attitudes towards everyone where achievements at all levels are valued*
- *Pupils recognise the importance of their own emotional wellbeing and where to go to get support for good mental health*
- *Pupils self-esteem raised*
- *Pupils are ready and eager to learn*
- *High levels of engagement and wellbeing captured in the Leuven Screening*
- *Pupils, staff and parents have a sense of direction and a feeling of common purpose.*

Rights

Ashford Oaks is a Rights Respecting School, Silver Award. The Articles linking with this policy:

Article 3 best interests of the child, Article 12 respect for the views of the child, Article 19 protection from violence, abuse and neglect, Article 28 right to education.

Every child has the right to feel safe, secure and happy to achieve this we believe the child must:

- *have clearly defined boundaries within which to live*
- *feel valued, appreciated, and know their voice is heard*
- *be fairly treated*
- *be spoken to with respect and courtesy*
- *have a learning environment of good quality that is conducive to learning*

Adults working in the school have a right to:

- *be treated with respect and courtesy*
- *feel valued, appreciated, and have access to a line manager*
- *to know their voice is heard*
- *receive appropriate training to enable them to carry out the roles expected of them*

Responsibilities

All members of the school community - teaching and non-teaching staff, parents, pupils and governors, work towards the school aims by:

- *providing a well ordered environment in which all are fully aware of behavioural expectations*
- *treating all children and adults as individuals and respecting their rights, values and beliefs,*
- *fostering and promoting good relationships and a sense of belonging to the school community*
- *offering equal opportunities in all aspects of school life and recognising the importance of different cultures*
- *encouraging, praising and positively reinforcing good relationships, behaviours and work,*
- *rejecting all bullying, child-on-child abuse or harassment in any form including sexual harassment and sexual violence*
- *helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently*
- *caring for, and taking pride in, the physical environment of the school*
- *working as a team, supporting and encouraging each other.*
- *Following and adhering to the Child Protection Policy and Safeguarding Children Policy*

All the rules have been devised over a period of time after various discussions with the children, parents/carers and staff to hear their opinions. When these rules are reintroduced to the children there must be opportunity to discuss them and ensure that they are fully understood and accepted. All rules will be displayed in the appropriate place.

Teaching Positive Behaviour

Expectations of behaviour are made clear through the school's vision: *Dare to Dream* and it's values: *Opportunity, Achievements, Kindness, Support.*

Emotional Wellbeing and Self-esteem

It is easier to behave well when you feel good about yourself. We have a supportive school with a caring ethos. We also acknowledge that many of our pupils come from situations that are not. Therefore we actively promote good relationships and positive views of others and ourselves through each class using:

⇒ ***PSHE, Assemblies and Circle time*** at least once a week

- *encouraging pupils to discuss their feelings*
- *ways of teaching right and wrong, respect, support and consideration*
- *Mindfulness*
- *Following the Rights Respecting agenda*
- *The Pastoral Support supporting pupils where deemed appropriate*

Systems for celebrating the positive

It is important that we try to remain as positive as possible at all times. In order to make the most of this it is expected that there will be a number of means within the school of rewarding and celebrating achievement and good behaviour. It is important that we have systems that are based on rewarding the behaviour and work.

These include:

Around the school

- *Pupil of the week*
 - ⇒ *One child is chosen by each class teacher to receive a certificate in assembly.*
- *Dojo points (individual and class) and MiM (Make it Matter) points for being a positive member of the school community, achieving in their learning, being considerate, being kind. Dojo is a popular online platform used by many schools in order to give class and group points to children for targeted positive behaviours. The Dojo app is used to communicate news of these positive behaviours to the home of the child in question.*
- *Verbal praise*
These positive points are shared with parents/carers.
- *The use of circle time to celebrate*
- *Extra privileges in class e.g. giving additional jobs or responsibilities, extra playtime, use of the adventure playground, lunch with staff*
- *For improving pupils, who need regular support and reminders for behaviour, they are put onto a 'Behaviour Chart'. They collect Smileys to show improving behaviour and are rewarded at the end of a week.*

Approaches and Consequences for negative behaviour

When pupils choose to engage in negative behaviour we will allow the children to reflect and learn from their experiences. We will support the children to use the Zones of Regulation so they begin to understand the triggers to their negative behaviour and how to regulate their emotions around them. We do not give whole class or group consequences we identify the pupils making the wrong choices and respond to them appropriately.

The staff will only use positive handling as a last resort, all staff have been trained in PROACT- SCIP (Positive Range of Options to Avoid Crisis). For high profile children parents/carers will have given consent for staff to support their child with positive handling.

School staff will liaise with parents/carers, other local schools and police if they become aware of any negative behaviours taking place outside of the school premises (as per the Child Protection Policy – community safety incidents).

Consequences/Sanctions

See Appendix 1

Intervention following/during a physical incident.

All staff will respond to low level incidents, if a child or a member of the school community is at risk of significant harm a member of the Senior Leadership Team will intervene. A record of the incident must be recorded on CPOMs. .

Confiscation/searching

If a pupil is known to have any item that is harmful or detrimental to the schools behaviour policy the pupil will be asked to surrender the item. If the pupil refuses the pupil may need to be searched, this will be done in accordance with the Child Protection Policy. 2 adults will be present, one being a designated safeguarding lead, the adults will be of the same sex as the pupil, the adults will explain why the search is happening to the pupil and will seek to gain the pupils co-operation. The pupils dignity will be protected, the staff will not embarrass or ridicule the pupil. The staff will assess whether carrying out a search will put the pupil or staff at risk. The incident to be recorded on CPOMs.

Reduced Timetable

When appropriate the school, in consultation with parents/carers may suggest a reduced timetable if unacceptable behaviour persists. This will only be implemented in exceptional circumstances and every other avenue for full time education has been exhausted. To be recorded on CPOMs.

Exclusion

This is seen as a last resort and all other sanctions have failed. Only the headteacher may exclude a child and this is always carried out in consultation with the parents/carers. The Chair of Governors is informed and parents have right of appeal. The exclusion period is at the discretion of the headteacher and may be from 0.5 day upwards, but will rarely exceed 1 day. The length of exclusion will be related to the misdemeanour and any previous exclusions. To be recorded on CPOMs.

Internal Seclusion

The Senior Leadership Team may deem a child's behaviour beyond a red card, unsafe and a risk to others within our school community. The child will be isolated from their usual class setting, the parents will be informed and the school will seek their support in this decision. The child will be set work by their class teacher and will have appropriate rest breaks during the seclusion. To be recorded on CPOMs.

Lunchtime rules & procedures

Lunchtimes are the most susceptible time in the school day for unfavourable behaviour to occur. Dojo points will be awarded for positive play and engagement. If negative behaviour is shown the supervising adult will give a warning to encourage a change in behaviour, if the negative behaviour continues the adult will take the child to the school office where an office member will inform a member of the senior leadership team.

We recognise this and have taken the following steps to alleviate the situation:

- Provided play leaders on the playground for lunch times, to provide games and activities for the children.
- Playground Buddies play with younger children and support peers that are having any difficulties or who may need someone to play with.
- Use staff well known to the children throughout the day for consistency
- Identified vulnerable children can join the Pastoral Support Team, the nurture provision or the Assistant Heads to engage with a range of social games and activities.

Record Keeping

For pupils whose behaviour is considered unacceptable a log on CPOMs will be made.

Anti-Bullying Policy

Our Beliefs

Bullying, child-on-child abuse, sexual violence and sexual harassment both verbal and physical will not be tolerated in this school. It is everyone's responsibility to prevent it happening and this policy contains guidelines for all members of the school community.

In our school children have a right to feel welcome, safe and happy. In our school we will not tolerate any unkind actions or remarks even if these were not intended to hurt. Bullying, child-on-child abuse, sexual violence and sexual harassment is deliberately hurtful behaviour that if repeated often over a period of time, making it difficult for the person concerned to defend themselves.

These negative behaviours take many forms. The 3 main types are:

- physical - hitting, kicking, taking belongings
- verbal - name calling, insulting, racist remarks and/or comments of a sexual nature of which these could be online
- indirect - spreading unpleasant stories about someone, excluding someone from social groups this includes online postings

Although resolving conflict by resorting to fighting is not acceptable, it is not bullying if two pupils of equal power and strength fight or quarrel.

Our Aims

- we aim to prevent bullying, child-on-child abuse at Ashford Oaks Primary School
- we aim to give our children skills to deal with conflict
- we aim to raise pupils' awareness of bullying, child-on-child abuse behaviour and the school's anti-bullying policy
- we aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school
- we aim to challenge attitudes about child-on-child abuse
- we aim to create play facilities that will provide an interesting and stimulating environment for pupils alongside quiet seating areas that can be easily supervised

Reasons for being a victim may be:

- race/sex/background/gender
 - new child in school
 - child with family crisis
 - disability
 - timid children who may be on the edge or outside a group
- Bullies make life miserable for many children.

Reasons for being a bully may be:

- victim of violence
- bullied at home or in the community
- enjoyment of power/creating fear
- not allowed to show feelings
- copying behaviour at home or on TV
- unhappy
- insecure
- self-hating
- low self esteem

It occurs in children from all backgrounds, cultures, races, sexes, from Nursery to 6th Form and adults.

General statements about bullying:

- boys often bully younger children of both sexes
- girls often use verbal abuse and ostracise from peer group - usually to other girls
- some victims are also bullies
- some victims are treated as culprits
- onlookers are condoning bullying and becoming part of bullying

Early signs of distress:

- withdrawn
- deterioration of work
- spurious illness
- isolation
- desire to remain with adults
- erratic attendance
- general unhappiness/anxiety/fear
- late arrivals
- bed wetting
- cry themselves to sleep
- unexplained cuts, scratches, bruises
- unexplained missing possessions

Sanctions for bullying/child-on-child abuse

- Bullying/child-on-child abuse should be treated in-line with other violent incidents, but additionally other sanctions may be used e.g. keeping the child off of the playground, preventing bully access to the victim.

Our Anti-Bullying Campaign

Prevention is better than cure so at Ashford Oaks Primary School we will:

- be vigilant for signs of bullying/child-on-child abuse
- always take reports of bullying/child-on-child abuse seriously and investigate them thoroughly.

Children will be encouraged to report all incidents of bullying/child-on-child abuse to an adult. These will then be referred to the class teacher.

Each class teacher should:

Use the curriculum and the UN Rights of the Child to increase children's awareness of bullying/child-on-child abuse and to help them to develop strategies to combat it. Use discussion and role play to explore issues related to bullying/child-on-child abuse and to give individual children confidence to deal with 'incident'.

If the incident is not too serious, a 'problem solving' approach may help. The adult tries to remain neutral and deliberately avoids direct, closed questions which might be perceived as accusatory or interrogational in style. He or she makes sure each pupil has an opportunity to talk and keeps the discussion focused on finding a solution and stopping the bullying from recurring. The teacher can aim to help the pupils find their own solution to the personal disagreement, and also discuss with them how their proposals will be put into action. A follow-up meeting with the pupils can find out whether their solution has been effective or not.

A record of the incident must be kept in CPOMs including - date - time - place - names of children involved and their accounts of what happened. Older pupils may be able to write these themselves.

Serious incidents must be reported to the head teacher or a member of the Senior Leadership Team.

Persistent bullies will have a fixed term exclusion imposed and, in very serious cases, will be permanently excluded.

Circle time Circle time is class discussion on a more formal basis when the teacher may ensure that all children have an opportunity to speak and that their contribution is valued. How circle time is organised in every class is left to the teacher's discretion but it is important to have circle times regularly (i.e. at least once a week) and to limit the time available for discussion to ensure that participants don't ramble on! Issues can be raised naturally but also there is room for set topics to be discussed at a given time e.g. behaviour at play-time.

Circle time has an obvious role to play in the National Curriculum as an opportunity for speaking and listening, and as fulfilling an essential part of the spiritual and moral development of young people.

Adults supervising playtimes should:

- Ensure all pupils are supervised at playtimes and lunchtimes.
- Patrol secluded areas such as toilets, corridors, the tree area, the gazebo's and doorways.
- Observe pupils' play patterns and relationships - note children who appear isolated or unhappy and inform the class teacher.
- Investigate every allegation of bullying/child-on-child abuse.
- Encourage children to use the play equipment and quiet areas around the school
- Practice Restorative Justice

Parents Parents of both the victim and bully will be informed and staff will undertake to give feedback to parents on the steps taken.

Involvement of parents at an early stage is essential. The family of the bullied pupil may wish to involve the police in charging the bullying pupil(s) with assault. This is their right.

If things have not gone well, the problems will be further analysed with the possibility of outside agency involvement - e.g. behaviour support service. Parents will be kept informed at all stages.

This policy should be seen as part of the school behaviour policy.

It will be reviewed regularly and where necessary in the light of any changing circumstances.

Restorative Justice

Restorative justice is about REPAIR not BLAME.

At Ashford Oaks we have developed a simple system to help children identify what happened and how to put things right again. There may not be a need to run the process at all if the incident doesn't warrant it, e.g. picking up stones. However, if the incident involves another person (child or adult) it should be used.

We all need to use the same language around dealing with the incident so children know what to expect.

For simple playground incidents there will be no paperwork and the process will be completed from a prompt card that staff have with them on the playground, containing the following questions:

1. What happened?
2. What went wrong? (Did you make a mistake? – if child volunteers information that you can use to help them identify their role in the incident)
3. Who is affected?
4. What do you think should happen?
5. Consequence given (child may not agree at this point)
6. Escalated to PST or SLT if necessary, who will get the child to fill in a further thinking sheet as a record

RJ Prompt Card

Ashford Oaks

Restorative Questions



What happened?

What were you thinking at the time? (Did you make a mistake?)

Who has been affected by what happened?

What do you think needs to happen to make things right?

Consequence (yellow card/time out/apology)

Or escalation to PST/SLT

Ashford Oaks

Side 2



Respect – listening to other opinions and learning to value them

Responsibility – taking responsibility for your own actions

Repair – discussing how to repair harm

Re-integration – working through a process that solves the problem but allows young people to remain in mainstream education

Below is the further thinking sheet used when the procedure is escalated to PST/SLT level.

Ashford Oaks Primary school Restorative Justice

This sheet is to be used if the RJ is completed with a member of PST or SLT. Please return the sheet to the Phase PST.

Child's name _____ Child's class _____ Date _____

Other's involved _____

1. Can you say what happened?

2. What went wrong?	
3. What can you do to make things better? a.	✓ When completed
b.	
4. What I have learned from this....	
Parent(s) informed?	



Rewards and Sanctions

☺ Rewards for good behaviour, effort or achievement

Children can be awarded Dojo points throughout the day, this can be from all areas of the school, including achievements, positive learning behaviours, kindness, support. Non classed based staff will award MIM tokens which the teaching team will convert to Dojo points.

Dojo points shared with parents/carers.

Children given extra time on the adventure playground

Children given extra play.

Children invited to lunch with adults in school.

Praise awards.

Children invited to share their good work with adults in the school

Pupil of the week certificate

☹ Sanctions for bad behaviour

Warning

Sent to another class-

Child sent to Senior Leadership Team

Red card (Appendix 2)

Behaviour contract or chart

Internal Seclusion

Exclusion

Appendix 2

Red Card Incidents

- continues with negative behaviour, refuses to apologise or lies about incident
- Sustained poor behaviour which affects the learning of others
- Repeated refusal
- Premeditated violence or sustained fighting
- Vandalism
- Leaving the classroom without permission
- Directed swearing or abusive language