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Behaviour & Anti-Bullying Policy

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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 respect each other.*
- *We care for everybody.*
- *We look after our environment.*

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.

Aims of the Policy

This document provides a framework for the creation of a happy, secure and orderly 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 each one 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/peer on peer abuse.*

Every child has the right to learn but no child has the right to disrupt the learning of others. The establishment of a sound, positive 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 LA, governors, parents and carers and others in the community.

Success Criteria

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

- *A calm, purposeful and happy atmosphere in school*
- *Positive, caring attitudes towards everyone where achievements at all levels are valued*
- *Pupils recognise the importance of their own emotional wellbeing*
- *Pupils self-esteem raised*
- *Pupils, staff and parents have a sense of direction and a feeling of common purpose.*

Rights

The rights of the child

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 people who will listen to them*
- *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*
- *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, peer on peer abuse or harassment in any form*
- *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, 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

- ***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 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*

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 mainly 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.*
- *MiM (Make it Matter)points for good work*
 - ⇒ *How the houses are doing is on display in entrance hall.*
 - ⇒ *House Reward – points collected for Houses, the challenge is for the house to collect the most points and have their flag raised.*
 - ⇒ *Houses are also celebrated on Sports' Day*

In class

- *The use of circle time to celebrate*
- *Each class has a simple "Rainbow" with a cloud on the left and a sun to the right. Children's names are written on pegs and all start the day attached to the Rainbow section, which is the expected behaviour. If they display outstanding behaviour their name is moved to the sun. Pegs are moved with or without comment from the teacher and none is expected from the child. If behaviour is below what is expected the child's name moves to the cloud. **The expectation is that the majority of children are on the rainbow. There should be no more than 20% of the children on the sun.***

- *The rainbow is linked to house points. The amount awarded each day is recorded and on display in each class. If a child finishes the day on the rainbow they receive one house point. The sun results in two house points.*
- *Extra privileges in class e.g. giving additional jobs or responsibilities*
- *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.

Record Keeping

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

Consequences/Sanctions

See Appendix 1

Physical Intervention

Should only be carried out by the Senior Leadership Team as a last result and when other members of the community or the child themselves is at risk of significant harm. A record of the incident must be recorded on CPOMs.

Reduced Timetable

When appropriate the school, in consultation with parents 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.

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. 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.

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.

Lunchtime rules & procedures

Lunchtimes are the most susceptible time in the school day for unfavourable behaviour to occur. 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.
- Year 5 and 6 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 or Phase Leaders to engage with a range of social games and activities.

Anti-Bullying Policy

Our Beliefs

Bullying/Peer on peer abuse 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/peer on peer abuse is deliberately hurtful behaviour that is repeated often over a period of time, making it difficult for the person concerned to defend themselves.

Bullying/peer on peer abuse can 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
- a) indirect - spreading unpleasant stories about someone, excluding someone from social groups

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/peer on peer 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/peer on peer 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 peer on peer abuse
- we aim to improve the play facilities so that we 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 (coward at heart)
- 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/peer on peer abuse

- Bullying/peer on peer 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/peer on peer abuse
- always take reports of bullying/peer on peer abuse seriously and investigate them thoroughly.

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

Each class teacher should:

Use the curriculum to increase children's awareness of bullying/peer on peer abuse and to help them to develop strategies to combat it. Use discussion and role play to explore issues related to bullying/peer on peer 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 Management 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, sheds 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/peer on peer abuse.

- Encourage children to use the play equipment and quiet areas around the school
- Practice Restorative Justice – see below

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?	✓ When completed
a.	
b.	
4. What I have learned from this....	
Parent(s) informed?	



Rewards and Sanctions

☺ Rewards for good behaviour, effort or achievement

Every child starts the day on the rainbow

The rainbow is the expected behaviour

If a child goes beyond expectation their learning
behaviour they are moved the sun

Beyond expectation

Children can share good work with adults in the school to develop self esteem

Pupil of the week certificate & celebrated on
newsletter

☹ Sanctions for bad behaviour

Warning

Name is moved to the cloud

Children can move clearly up and down the rainbow, if the behaviour improves a
child can move off the cloud and back to the rainbow and even the sun (if
learning behaviour is beyond).

Timeout / move within class (length of timeout dependant
on age of child/ movement in class dependant on age)

Sent to another class- via Phase Leader- could be to them or
placed somewhere else.

Yellow card (PST aware, miss 5 minutes of play)

Red card (miss whole playtime and part of lunch & sent to SLT member
or PST, contact parent)

Behaviour contract or chart

Internal Seclusion

Exclusion

Rewards and Sanctions in the EYFS

Rewards for good behaviour, effort or achievement

Every child starts the day on the rainbow

The rainbow is the expected behaviour

If a child goes beyond expectation their learning behaviour they are moved the sun.

Beyond expectation

Children can share good work with adults in the school to develop self esteem

Sanctions for bad behaviour

Verbal Warning

Name is moved to the cloud

Children can move clearly up and down the rainbow, if the behaviour improves a child can move off the cloud and back to the rainbow and even the sun (if learning behaviour is beyond).

Name is moved to thunder cloud

Child is put into time out.

Yellow Card Incidents

- Low level disruption
- Refusal
- Early stages of inappropriate behaviour – playing roughly or fighting

Red Card Incidents

- Escalated Yellow Card – continues with 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