



*We aim to create an exceptional school that harbours confidence, respect and a love of learning and prepares children for the challenges and adventures of life.*

## Behaviour and Anti-Bullying policy

### 1. Aims and Objectives

1.1 The Governing Body and teaching staff are committed to providing the best education they can for all their pupils. Good behaviour, discipline and a safe non-bullying environment in school are essential to successful teaching and learning.

1.2 We aim to develop attitudes and skills that embody our whole school values: hope, courage, love, tolerance, honesty, co-operation, responsibility and appreciation and British Values as defined by the government (Prevent Duty 2015): democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Through promotion of these values we expect all members of the school community to show respect for diversity specifically but not exclusively differences in religion, race, sexuality, economic background and physical and educational need.

1.3 We will aim to involve parents by informing them when their children are having continuing difficulties and when their children have a special success. An agreement to support the school's policy and guidelines forms part of the home school agreement that all parents have signed.

1.4 Bullying behaviours will not be tolerated. They are seen as a severe infringement of the school's Golden Rules and will be dealt with accordingly. (See 5.1 below)

### 2. Designated Staff

2.1 All staff members are responsible for delivering this policy and caring for our children. The head teacher has ultimate responsibility.

### 3. School Rules

3.1 We use a skills progression to reinforce desirable learning skills many of which promote good behaviour.

3.2 We have also established the following rules that we expect all members of the school community to understand and honour –

#### **Golden Rules**

At Mousehole School we are:

**Careful**

**Helpful**

**Respectful**

**Hard working**

#### 4. Rewards System

4.1 It is most important to provide a system of rewards in order to recognise and celebrate our Golden Rules. Teachers and other members of staff will make every effort and will praise pupils for their efforts and demonstrate examples of good behaviour.

4.2 Class teachers are free to develop their own appropriate systems of in class reward which should be adapted to meet the needs of the children and in line with any project work they are doing. These may include using stickers, prizes and rewards of time spent on a favoured activity for individuals, groups or the whole class. Indeed celebrating success as a whole class is an excellent way to build team work and a sense of shared responsibility.

4.3 All staff are encouraged to send children to the head teacher to celebrate good behaviour or success in the classroom.

4.4 Teachers may contact parents in order to inform them of good work, improvement or good behaviour shown by their children when it is thought to be appropriate.

4.5 For excellent, caring attitude or generally any extra special success noted by the adults of our school the pupil will be nominated for a Star Award. The parents are informed by phone and it is a secret so that when the children enter Celebration assembly on the Friday they have the surprise and joy of seeing their parent/family sitting there to see them. All children will achieve at least one star award in the academic year as all children have success in one area of other.

4.6 The positive rewarding of pupils will outweigh the consequences within the school as positive reinforcement is more effective and promotes good working relationships.

#### 5. Consequences / Concerns

5.1 It is most important that all matters are dealt with in an appropriate manner:

1. Discussion with the pupil to explain reasoning and a warning if appropriate {teacher notes name}.
2. Remove from group or class if poor behaviour continues and is affecting others in group.
3. Loss of playtime
4. Headteacher discussion with pupil.
5. Parent informed
6. Removal of privileges (e.g. representing the school or a role of responsibility)
7. Daily report used to change pupil's behaviour for a period of no longer than 4 weeks

#### Notes:

- If the behaviour is of a low level but does not change after warnings, it may be necessary to move to a more serious consequence.
- It may be necessary to miss steps in this behaviour ladder if the poor behaviour is of a dangerous or serious nature.

#### 6. Liaison

6.1 for children who have serious behavioural problems the school is aware of the availability of various support agencies:

- Learning Support Services
- Psychological Service
- Social Services

These agencies can be called upon to help when need arises.  
Parents will be informed before an external agency becomes involved with their child.

7. Temporary and Permanent Exclusion

7.1 Staff will make every effort to help those children who have difficulties with their behaviour.

7.2 Pupils who commit serious actions of poor behaviour or display continued general poor behaviour may be excluded for a fixed time at the discretion of the headteacher. This would usually happen after the above behaviour ladder at point 7 had been exhausted. The parents would be informed and the action would be put in writing and the Chair of Governors and the local authority informed.

7.3 Pupils who commit serious actions or poor behaviour or display continued general poor behaviour may be permanently excluded. This would usually follow a period of temporary exclusion and a return to school. The parents would be informed and the action would be put in writing and the Chair of Governors and the local authority informed.

8. Appeals

Parents have the right to appeal against a decision to permanently exclude their child from the school. A written appeal should be sent to the Chair of Governors within 7 days of the exclusion and the appeal would be presented to the Appeals Committee at the earliest possible date. If the exclusion is up-held then the parents have the right to appeal to the Local Education Authority.

Policy adopted: 3<sup>rd</sup> October 2017

To be reviewed: October 2020

Signed.....Head Teacher

Signed.....Chair of governors