

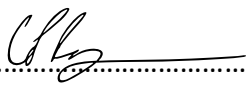


*We aim to create an exceptional school that
harbours confidence, respect and a love of learning
and prepares children for the challenges and
adventures of life*

Behaviour and Anti-Bullying policy

21st September 2021

Approved.....

Signed..........Head Teacher

Signed..........Chair of Governors

1. Aims and Objectives

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

1.2 We strive to develop attitudes and skills that embody our whole school aims:

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

1.3 We promote British Values - defined by the Department for Education as: 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.

1.4 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.

1.5

2. Designated Staff

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

3. School Rules

3.1 We use a skills progression with a new theme each term promoted through assemblies and reinforced in class. We use this skills progression to promote 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:

Kind

Helpful

Hard working

4. Anti-Bullying

We take all reports of bullying very seriously at Mousehole School and act accordingly. We will always try to act quickly, openly and involve parents when-ever issues with bullying behaviours arise.

Bullying can take many forms however, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online

5. Peer on peer abuse

Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or a similar age; everyone directly involved with peer on peer abuse is under the age of 18 which defines the legal definition for a child in England. There are increasing concerns about incidents of peer on peer abuse in young people in the UK. We are vigilante at Mousehole School. More detail can be found in our TPAT per on peer abuse policy.

6. Reinforcing positive behaviours

4.1 Our main method of promoting positive behaviours. We expect all members of staff to model our golden rules.

4.1 Intrinsic motivation: At Mousehole School we believe in the value of intrinsic motivation. Motivation is determined by pupils' experiences of certain situations or environments. Therefore, to boost pupils' motivation, it is more effective to change their experiences and environment rather than to try and reason with them. We do this by:

- Providing opportunities for pupils to experience meaningful success
- Creating a positive learning environment where it's safe to make mistakes
- Generating buy-in by linking success in school to pupils' long-term goals

We 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 Extrinsic reward: 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. This should happen regularly.

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 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 or 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.

7. 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.

8. 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.

9. 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, the multi academy trust 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, the multi academy trust and the local authority informed.

10. 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.