

Jesmond Gardens Primary School

Behaviour and Anti-Bullying Policy



Date Implemented – September 2008

Date of review – September 2018

Date of next review – September 2019

Our Vision

**Together, we grow and strive for the exceptional;
everyone, everyday.**

Person Responsible: Mr Pritchard

Date for next review: September 2019

Introduction

This document summarises the legal powers and duties that govern behaviour and attendance in school and explains how they apply to teachers, governing bodies, pupils and parents.

The Government expects:

- all pupils to show respect and courtesy towards teachers and other staff and towards each other
- parents to encourage their children to show that respect and support the school's authority to discipline its pupils
- head teachers to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school
- governing bodies and head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation
- that every teacher will be good at managing and improving children's behaviour.

Governors Statement of Principles

At Jesmond Gardens Primary School, we believe 'Together, we grow and strive for the exceptional; everyone, everyday.

This is underpinned by a series of core values:

- Trust
- Pride
- Happiness
- Teamwork
- Resilience
- Community

Rationale

A school community is more effective when its members have a high self esteem and respect for each other and where everyone understands and displays an accepted code of behaviour, sharing good practice and celebrating success. This creates a positive environment for the development of self-discipline and successful and respectful relationships, enabling children to become responsible members of society. The behaviour of both children and adults has a direct effect on the quality of teaching and learning in the school. The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way.

Purpose

- To create a supportive school ethos which recognises and encourages good behaviour
- To minimise the disruption to children's learning
- To establish a code of acceptable behaviour

- To develop mutual respect and successful and positive relationships between members of the whole school community
- To encourage and develop self discipline
- To promote good behaviour rather than merely deter anti-social behaviour.

Powers to discipline

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances.

They can also impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a pupil's property. Head teachers can also decide to exclude a pupil for a fixed period to suspend or to permanently exclude them.

Reasonable force

Reasonable force is usually used to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Restraint means to hold back physically or to bring under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Staff authorised to use force

All members of school staff have a legal power to use reasonable force according to Section 93, Education and Inspections Act 2006.

This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils.

Although staff have a 'duty of care' to all pupils, it must be stated that only in extreme cases, and where a 'team teach' trained person cannot be located, should such force be used!

A selection of staff are trained in the use of 'Team Teach' and are re-trained on a two yearly cycle. Staff meetings are regularly used to recap and practice effective team-teach strategies.

When can reasonable force be used?

In a school, force is used for two main purposes - to control pupils or to restrain them. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The list below is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

- (i) remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- (ii) prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- (iii) prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- (iv) prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

- (v) restrain a pupil at risk of harming themselves through physical outbursts.

It is unlawful to use force as a punishment.

Recording Incidents

Any incident which occurs within school which involves the use of force or restraint of a pupil is recorded on the form found in Appendix 1, and retained in the school office.

Allegations of abuse against staff.

Allegations of abuse against staff are taken seriously. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. (See policy on Managing Allegations of Abuse against Teachers and Other Staff)

Action in Respect of False Allegations

If an allegation is determined to be false, the HeadTeacher will refer the matter to children's social care to determine whether the child concerned is in need of specialist services. In the rare event that an allegation is shown to have been deliberately invented or malicious, the

Head Teacher can temporarily or permanently exclude pupils who make false allegations.

The Approach to Behaviour Management

Good behaviour and work is praised and recognised in a variety of ways.

There is a hierarchy of consequences to discourage and prevent unwanted behaviour within the school.

There are 'Golden Rules' focusing on positive behaviour which highlight how the whole school community should behave and which all are expected to follow. These are:

- We are gentle
- We listen
- We are honest
- We work hard
- We look after property
- We play sensibly
- We are kind and helpful

Adults should refer to these rules daily and when praising those keeping these rules and behaving in an appropriate manner.

A fair and consistent approach is followed to recognise good behaviour and prevent unacceptable behaviour throughout the school.

Children are encouraged and expected to reflect on their actions and look for possible alternatives where necessary. All staff will recognise efforts put in by children to improve their own behaviour.

All staff have had access to CPD in behaviour management techniques and are regularly supported by their line managers.

Activities that develop co-operation, self-esteem, respect, non-violence, peaceful conflict solving and communication are an integral aspect of the PSHE curriculum. Children learn by example.

Promoting and Rewarding Good Behaviour

Positive behaviour is re-enforced through rewards, PSHE lessons, delivery of SEAL materials and the school wide policy of using a 'circle time' model to explore issues.

Staff reward children through praise, class dojo points and comments on work and certificates.

When children 'strive for the exceptional' and follow our school Values, they will be awarded class dojo's.

- Trust
- Pride
- Happiness
- Teamwork
- Resilience
- Community

These are collected each week and then added together to obtain a total for each colour group. The colour group with the most class dojo points will receive a trophy. These will be displayed in the school hall.

Each class has a star pupil of the week award which is given out in celebration assembly.

Each class teacher also chooses a star mathematician and writer each week to celebrate the exceptional work that children have carried out.

Head Teacher awards and Assistant Head teacher awards are given for extra contribution to school life.

Golden time is held every day from 2.45pm to 3.00pm, for those children who demonstrate good behaviour and follow the 'Golden Rules'.

Ordinary Sanctions

If pupils choose not to behave in the way we expect there is a hierarchy of consequences which are followed consistently:

- Warning
- 5 minutes loss of Golden Time
- 10 Minutes loss of Golden time
- 15 Minutes loss of Golden time
- Red card
- Detention

Severe Sanctions

Red cards can be implemented immediately in the event of serious misbehaviour. Red card behaviours include: using offensive language, spitting, hurting others and refusing staff.

Behaviour can be accumulative; constant poor behaviour and wrong choices might gradually lead to a red card.

Detention is given when a child receives a red card for their behaviour. However, the Head Teacher can use his discretion for this sanction.

Loss of Golden Time

Children who have lost their golden time and are expected to stay in class to write out the 'golden rules'.

Children who lost all of their golden time and will spend this session with the Head Teacher or Assistant Head Teachers where they are expected to reflect on their behaviour choices. These children are given letters to take home to inform their parents of their behaviour.

Report Cards

Report cards are used (often at the request of parents or class teachers) to help support children's learning in the classroom or behaviour at home. Report cards involve a child reporting to a senior member of staff on a daily basis to discuss behaviour and set targets.

Jesmond Gardens Primary School is more than willing to support parents with their child's behaviour at home.

Detention

School operates a detention system in negotiation with Parents. School sees this as an important part of the School Behaviour System and works as a real deterrent to poor behaviour.

Confiscation & Searching pupils

School staff can search a pupil for any item banned under the school rules, if the pupil agrees.

Head teachers and staff authorised by him have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.

School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. (see policy on screening, searching and confiscation)

Jesmond Gardens Primary School will only confiscate items from children if:

- an item poses a threat to others: for example, a laser pen is being used to distract and possibly harm other pupils or staff
- an item poses a threat to good order for learning: for example, a pupil uses a personal music-player in class, a mobile phone
- an item is against school uniform rules: for example, a pupil refuses to take off a baseball cap on entering a classroom
- an item poses a health or safety threat: for example, a pupil wearing large ornate rings in PE may present a safety threat to other pupils or a lighter which could result in a fire
- an item which is counter to the ethos of the school: for example, material which might cause tension between one community and another

- an item which is illegal for a child to have: for example, racist or pornographic material; protocols for how to deal with such items can be agreed with local police.

Confiscated items will be returned to children at the end of the school day, or given directly to parents if more appropriate.

Exclusion

Every effort will be made to seek the co-operation of parents when a child is finding it difficult to conform to the school rules and routines. However, in exceptional circumstances it may be necessary to exclude a child from the school because of their inappropriate behaviour. Only the Head Teacher or Deputy Head Teacher in his absence can exclude a child. Recommendations and guidelines from the LA will be followed if a child is excluded.

Any representations about individual cases of exclusion or the policy of the school can be made directly to the Chair of Governors.

Managed Move Protocol

For children at risk of exclusion, it is the policy of the Stranton Academy Trust to have children take 'a guest place' in a different school within the Trust. This is a short term measure intended to ensure a child can continue to be educated in times of difficulty.

All parents of children within the Stranton Academy Trust are expected to sign up to the protocol which ensures:

- the host School provide a suitable educational provision within the Trust
- the parents take responsibility for dropping off and collecting children to and from the host School

- parents understand that failure to agree to the terms of the protocol could result in their child being marked 'unauthorised absent' from School.

Bullying

All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.

All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.

All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

Bullying will not be tolerated at Jesmond Gardens Primary School

What Is Bullying?

Bullying is the use of aggressive behaviour, name-calling or intimidation with the **intention of hurting another person**. Bullying results in pain and distress to the victim.

Bullying can be short term or continuous over long periods of time.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality

- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse
- Mobile threats by text messaging & calls
- Misuse of associated technology , i.e. camera & video facilities

Prevention and Pupil Support Systems

At Jesmond Gardens Primary School we use a variety of methods for helping children to prevent bullying through class assemblies, Circle Time, or during PSHE lessons. Children can also use the 'worry box' located in each Key Stage. Team Leaders offer an open session to discuss concerns from the worry box.

Weekly Class and School council meetings are held to discuss any concerns or worries - hosted by a member of staff. We also operate a weekly mentoring session for those children who have been identified by class teachers or other supporting adults. We have a break time and lunch time 'Friendship stop' to help children who may have concerns or just need a friendly face in times of need.

The ethos and working philosophy of school means that all staff actively encourage children to have respect for each other and for other people's property.

Good and kind/polite behaviour is regularly acknowledged and rewarded and children are reminded of the school's 'Golden Rules' through the posters around the school.

Liaison with parents and other agencies

As a school we pride ourselves in working with parents and outside agencies.

Class teachers are on the yard at home time to relay messages to parents. We operate an open door policy for parents to discuss the needs

of their child/ren. We employ a parent support advisor to work with families, children, and a range of agencies to sustain the learning, development and well-being of individual pupils facing challenging circumstances. Parents are informed by letter if their child loses all of their golden time.

Our school acknowledges the legal duties under the Equality Act 2010 in respect of pupils with SEN. (See SEN policy)

Conclusion

The intention of this policy is that the whole school community is encouraged and supported to demonstrate acceptable behaviour, which includes politeness, courtesy, respect and fairness to all. Through the consistent implementation of this policy we will ensure that everybody has high expectations of behaviour at Jesmond Gardens Primary School based on respect for others, self-discipline and a clear understanding of the school rules.

Review

The governing body reviews this policy every year. The Governors may however review the policy earlier than this, if the Government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed

Philip Pritchard (Headteacher):

Ms Elisa Arnold (Chair of Governors):

Appendix

- i. Team Teach Report
- ii. Behaviour Tracking Sheet
- iii. Home/school agreement
- iv. Correspondence to parents

INCIDENT REPORT

Section A

Name of child _____ Class _____

Date _____ Staff Participants _____

Start Time and Place _____ End Time and place _____

Section B

DETAILS OF THE BUILD UP TO THE INCIDENT

Antecedents (what led to this incident?)

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What behaviour was observed?

Kicking/Punching		Head butting		Spitting		Abusive language	
Biting		Absconding		Threats		Damaging property	
Throwing		Pushing/ pinching		Disruptive		Self-harm	

What may have been the cause of this behaviour?

Anger		Frustration	
Learned behaviour		Peer dynamics	
Conflict		Other	

Reason for positive handling:

Committing a criminal offence		Posing a danger to themselves or others	
Causing personal injury to self or others		To move student from A to B to prevent disruption to learning	
Other			

Section C

THE INCIDENT

Physical Intervention required:

Friendly hold		Single elbow standing		Single elbow seated		Figure of 4		Double elbow standing	
		Wrap hug standing		Wrap hug seated		Cradle Hug		Guiding & Escorting	

Was the child informed before being held?

Yes		No	
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Action taken by staff during incident PLUS state how in your professional judgement, this incident was resolved/closed?

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Section D

FOLLOW UP TO THE INCIDENT

Views of the child:

	Returned calmly to class	
	Understood the consequences	
	Apologised	

De-briefing/Discussion with Participants:

(e.g. What did we do well? What could we have done better? etc.)

--

Signed By:

Class teacher

Head Teacher

Parent/s

Phone call home to parents /carers			
Yes		No	
Name of person spoken to			
Time			
Copy of incident report sent home			
Yes		No	

Agreement for pupils

To help me to learn at school I will:

- Come to school on time with the appropriate equipment and clothing
- Work hard, listen well and follow instructions
- Ask for help if I find something difficult or if I have a problem
- Complete any homework I am given to do and return it to school on time
- Keep the school rules, behave well, be respectful and helpful to everyone at school regardless of race, gender and ethnicity
- Wear my school uniform

Signed _____

Agreement for Parents

To help my child I will:

- Make sure my child attends school regularly and on time
- Contact the school if my child is to be absent
- Encourage my child to work hard and do all homework tasks
- Listen to my child read
- Work with the school to try to make sure that my child behaves well
- Support the school's behaviour and Anti-bullying policy
- Support the school in promoting the equality duty
- See that my child wears school uniform
- Attend open evenings

Signed _____

Agreement for school

To help your child we will:

- Offer a broad and balanced curriculum that meets the needs of your child
- Make sure that your child is well taught and has access to good resources
- Do our best to make sure your child works hard and is encouraged to do his/her best
- Set homework to help your child to make progress (including reading at home)
- Contact you as soon as possible if we have concerns about learning or behaviour
- Let you know how your child is progressing
- Promote the equality duties

Signed _____



Jesmond Gardens Primary School

Part of the Stranton Academy Trust

Head Teacher: **Mr Philip Pritchard**

Jesmond Gardens Primary School, Jesmond Gardens, Hartlepool. TS24 8PJ

Telephone: 01429 274672 Website: www.jesmondgardens.com

Dear Parent,

I am writing this letter to inform you that your child has today been sent to the Headteacher as a result of losing all of their Golden time.

As a result, your child will need to complete a detention on

This kind of behaviour is **totally unacceptable** at Jesmond Gardens Primary School - If your child does not show improvements in the coming weeks, or repeats this behaviour, I will be inviting you into school to discuss your child's behaviour in more depth and look at ways of improving the situation.

With this in mind, I trust you will talk to your child about their behaviour and support school in ensuring this will not happen again.

If you wish to contact me to talk about this matter further do not hesitate to get in touch.

Yours sincerely

Mr P Pritchard
Headteacher

Together, we grow and strive for the exceptional; everyone, everyday.



Distinguished
School

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Email: admin@jesmondgardens.com
Twitter: [@jesmond_gardens](https://twitter.com/jesmond_gardens)



Jesmond Gardens Primary School

Part of the Stranton Academy Trust

Head Teacher: **Mr Philip Pritchard**

Jesmond Gardens Primary School, Jesmond Gardens, Hartlepool. TS24 8PJ

Telephone: 01429 274672 Website: www.jesmondgardens.com



I am writing this letter to inform you that your child has been sent to the Headteacher today as a result of receiving a red card due to their unacceptable behaviour.

As a result, your child will need to complete a detention on:

This kind of behaviour is **totally unacceptable** at Jesmond Gardens Primary School - If your child does not show improvements in the coming weeks, or repeats this behaviour, I will be inviting you into school to discuss your child's behaviour in more depth and look at ways of improving the situation.

With this in mind, I trust you will talk to your child about their behaviour and support school in ensuring this will not happen again.

If you wish to contact me to talk about this matter further do not hesitate to get in touch.

Yours sincerely

Mr P. Pritchard
Headteacher

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Head Teacher: **Mr Philip Pritchard**

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Dear Parent,

It is with regret I am writing this letter to you; however I feel I need to inform you of your child's poor behaviour.

Your child has today lost all of their Golden Time today for:

And as such spent time with the Headteacher.

This kind of behaviour is **totally unacceptable** at Jesmond Gardens Primary School and further incidents of this will not be tolerated. If your child does not show improvements in the coming weeks, or repeats this behaviour, I will be inviting you into school to discuss your child's behaviour in more depth and look at ways of improving the situation.

With this in mind, I trust you will talk to your child about their behaviour and support school in ensuring this will not happen again.

If you wish to contact me to talk about this matter further do not hesitate to get in touch.

Yours sincerely

Mr P. Pritchard
Headteacher

I confirm I have spoken to my child about their behaviour and will support school in ensuring this does not happen again.

Signed: _____ Parent of _____

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Email: admin@jesmondgardens.com
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