



Kind, Respectful, Safe

BEHAVIOUR AND ANTI-BULLYING Parent summary

Date policy last reviewed:	September 2021
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Signed by:

Karen Symons

Headteacher

Date: 21/02/2022

Mark Taylorson

Chair of Local School
Committee

Date: 21/02/2022



Dear Parents,

We are proud that our school is a happy environment for your children. Standards of behaviour are excellent at this school, because all the staff in our community work very hard at making your child feel safe and secure. An unhappy child is a child who is unable to learn and socialise properly.

People from many cultural backgrounds, and with different lifestyles, are represented within our school community - and all are entitled to the opportunities we offer here. We celebrate our differences in our assemblies, learn about our different backgrounds in lessons, and support each other if ANY member of our school community is bullied or intimidated by another.

We encourage a 'family' ethos within the school. Staff and children are expected to treat each other with respect, and to talk and solve problems together.

We discourage any form of bullying. This includes children (or adults) making comments about age, appearance, race, gender, sexual orientation, disability, pregnancy, family set up and religious beliefs - either to a victim, or to other people within earshot. We teach our children to report such behaviours, and give support both to the victim and to the person causing the problem.

If you feel your child is being bullied at school (for instance, because they have told you or they seem unhappy or suddenly withdrawn), please arrange an appointment to see either your child's teacher, or my Assistant and Deputy Heads or myself. The adult you meet will talk through the problem and work out a solution with you, and can offer the support of outside agencies if needed.

This behaviour summary outlines how we keep standards of behaviour high at Clara Grant. If you would like more detail, or have any comments to make, I or my Deputy Head will be happy to speak with you - just call the school office for an appointment.

We will be sure to contact you if any incident occurs involving your child, and expect your support in keeping Clara Grant a happy, 'bully free zone'.

Karen Symons
Head teacher

1. Rights and Responsibilities

A happy school will only be achieved if all people involved in it have a clear idea of their rights and responsibilities towards each other. So what are they?

Pupils have the right to be treated with consideration and respect; to be listened to by adults in school; to know what is expected of them; to feel safe; and to be treated fairly.

Staff have the right to be treated respectfully by children, parents and colleagues; and to be able to teach without unnecessary interruption.

Parents have the right to be sure that their children are treated fairly and with respect; to know that their children are safe; to be able to raise concerns with staff and be told when there are difficulties.

All rights carry responsibilities towards others

Pupils have a responsibility to treat others with consideration and respect; to listen when it is others' turn to talk; to follow instruction from teachers and other staff; to sort out problems without making matters worse; to ask for help if needed; and to let others learn.

Staff have a responsibility to create a safe and stimulating environment in which children can learn and play; to treat children with consistency and respect; to treat parents with consideration, keep them informed, and talk to senior staff if there is a problem; to follow school policies and procedures; to work supportively with other staff.

Parents have a responsibility to get their children to school on time, in uniform, ready to work; to inform school of anything that affects their children; to treat other people's children with respect and to tell staff if they are unhappy with them; to tell the teachers if their child is being upset; to support school arrangements over particular matters (e.g. Swimming); to treat school staff with consideration

2. Encouraging good behaviour.

We expect our children to be caring of others' feelings, to work to the best of their ability, to share, to treat other's property with respect, and to learn how to solve difficulties by using words and not aggression. We recognise that, for most of the time, the majority of our children do work and behave well in school. But it is not enough to simply expect that children will always be polite, well-mannered, considerate, hardworking, and able to deal with problems or conflicts in a mature way. We need to teach these behaviours. Staff have identified a variety of ways of encouraging good behaviour:

We lead by example. We act as role models for the behaviours we want to see.

Pupils learn more from how we treat them than from what we tell them to do. The way conflict is sorted out is particularly important – a calm objective approach is much better than an angry one.

We create dialogue. We involve the children in drawing up positive class and playground rules; we review them together; create a group atmosphere in class which encourages them to talk about issues which concern them; give them a say in building the behaviours we all find acceptable. We let children write about the problem if they need anonymity, or if we need to gather their version of the 'truth'. We give perpetrators time to reflect on their behaviour and discuss with them what should happen next.

We praise appropriate behaviours more than we criticise inappropriate ones. We highlight the good role models in the class.

We build positive relationships with the children, and express interest in what they have to say.

We use things which encourage good behaviour – stickers, class teams, monitors, traffic lights, a weekly reward etc.

We encourage children to share their achievements with other adults or classes around the school.

We try to be objective. We criticise the behaviour, not the child.

We enforce school values, procedures and consequences for poor behaviour regularly. Remember it is the certainty of consequences, rather than the severity, that is most effective; so be consistent.

We promote empathy in the children by asking for their opinions on stories or events that arise from the curriculum or current events. We teach a PSHE curriculum and have regular assemblies around relevant themes. We have special celebration assemblies linked to the main cultures within the school. We have groups like the School Council and Playground Friends, who act as good role models for others.

3. Dealing with poor behaviour.

Some behaviours are more serious than others, and our staff are trained to respond according to the seriousness of the offence.

Minor behaviours include

Annoying other children; using equipment inappropriately; calling out in class; coming off task at inappropriate times; inattention; bringing sweets, toys etc without prior permission; teasing and "cussing"; lining up noisily; repeatedly asking to leave the room; running around the building, or into the building from the playground; rude comments about others; delivering inappropriate messages from one child to another.

- Staff usually use low level interventions for these kinds of behaviour, such as talking to the child, giving a warning to stop, etc.

More serious behaviours include

Bullying; hitting; pinching and pushing; swearing; name calling; hiding; running away when called; refusing to share; theft; lying; throwing things at people or damaging school property; racist or homophobic comments and behaviour.

- This usually involves the recording of incidents, especially if there is a racist or homophobic element. The child may miss playtimes to think about the incident and write an apology letter, or depending on the seriousness, may be excluded to another class. We sometimes ask classmates to help solve the problem between themselves, and coming to us with a solution. The Assistant Head Teachers may become involved at this stage, and you may well get a phone call asking for your support, if your child is either a victim or a perpetrator in the incident.

Most serious behaviours. They include:

Repetitions of Level 2 behaviours; repeated theft; repeated aggression towards peers; refusal to cooperate with adults; calculated injury of another; vandalism; bullying over a sustained period; running out of the room/school; calculated refusal to calm down; inappropriate physical contact or sexualised behaviour; verbal abuse of school staff; assault.

- At this level, the Head teacher is involved. The offending child's behaviour is closely monitored, and other staff made aware of the situation. We may well call in an external agency, such as the Borough Behaviour Team or Educational Psychologist, to help us work through the problem. The child is given counselling, and is likely to work with our Learning Mentor. They may be withdrawn from class, especially if the safety of other pupils is involved. Parents are asked to meet with the Head/DHT/AHTs in order to plan ways forward together. In some serious circumstances a formal exclusion will be considered.

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4. Detention

The latest Department for Education guidance on school detention (April 2012) states that:

- Teachers have a legal power to put pupils aged under 18 in detention.
- Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.
- The head teacher can decide which members of staff can put pupils in detention.
- Parental consent is not required for detentions.
- Staff must act reasonably when imposing a detention. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

What the Local School Committee have decided: -

At Clara Grant, there is a Restoration session for children. Certain behaviours such as those described above as “more serious” behaviours, are dealt with here. The children are asked to reflect on their behaviour and/ or restorative practice is used.

- after school detentions are thought to be inappropriate.
- class teachers may keep children in at any play or lunch time to discuss behaviour or to complete their work.

5. SMART School Council

Two children from each class (KS2) are elected to the School Council. The Council meets regularly with the School Council Lead. It is intended to give the children a voice in school wide issues, which affect them. Your child is able to talk to one of the school councillors in their class, who will talk with the other councillors at their meeting.

6. Our Reward System.

Your KS 1/2 child has a sticker card with 60 spaces. They collect different stickers from their teachers for a variety of reasons. When they reach 20 stickers, their teacher gives them a bronze award card. When they reach 40, the Deputy Head gives them a silver card and a small prize. When the card is full, the HT gives them a gold card and a larger prize.

We also use **Class Dojo to communicate** with parents and carers so they can monitor from home, online.

Summary

We at Clara Grant recognise that the vast majority of our children are well behaved and work hard. We recognise that we have to teach and model for our children the kinds of behaviour that will allow our community to continue to develop positively. We value the good relations we have with the parents of our children, and appreciate that the school will continue to flourish, and standards continue to improve, if this two-way partnership is nurtured.

We recognise the need for support arrangements and procedures that will allow us to respond effectively when difficulties arise. We recognise the distinction between the majority of our children able to learn the boundaries of normal behaviour, and those who need nurture, special support and careful handling. We appreciate that there are no easy solutions to a regularly disruptive child, and that we need to engage in a process, which combines consultation with parents and patient counselling of the child. We consider that this process also involves the objective application of agreed consequences, discussion with the child and each other, and giving 'chances'. We recognise that despite our best efforts, we may not always meet success, and that we are duty bound to call on external agencies when necessary.