

HEY WITH ZION PRIMARY SCHOOL



Hey with Zion has a joint C. of E./ Methodist foundation and British values (democracy, mutual respect and tolerance, individual liberty and rule of law) and Christian values (trust, forgiveness, faith, honesty, love and friendship) permeate the school's ethos. All policies are applied within this value context.

Data protection Statement:

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy

DISCIPLINE, BEHAVIOUR & EXCLUSIONS POLICY

The Staff and Governors of Hey with Zion school recognise the crucial role that an effective Discipline and Behaviour policy can have on all aspects of school life.

Furthermore, in April 2011 the Equality Act came into force. This Act ensures discriminations (direct and indirect), harassment and victimisation are challenged to ensure equality. This policy, along with the Anti-bullying Policy, SEN & Disability Policy, Equal Opportunities Policy and Race Equality Policy, is written and reviewed in light of this Act to ensure the school is fulfilling its statutory duty.

Hey with Zion Primary School recognises an effective Discipline, Behaviour and Exclusion policy will:

- Give children, parents and staff clear and consistent guidelines for the way in which positive behaviour will be rewarded and negative behaviour sanctioned.
- Play a vital role in ensuring that all children achieve their academic potential.
- Help children's moral and social awareness, including that of citizenship.
- State clearly the procedures for exclusion.
- Outline roles and responsibilities for pupils, parents & staff.

- Ensure the Schools commitment to Safeguarding its pupils can continue to be achieved.

Good behaviour occurs in an environment where all people are valued for their contribution and where everyone has a sense of responsibility and shared values as reflected in the Every Child Matters agenda. It is crucial that all members of a school community recognise the importance of creating a secure and stimulating environment, where there are clear, agreed expectations of behaviour. The development of an accepted school culture is important for the achievement of all the schools aims, especially if the school is to play a major role in the preparation of pupils for the responsibilities, opportunities and experiences of adult life.

The Governors have a high level of expectation regarding behaviour and the special Christian ethos of our school ensures that all persons are required to put Christian principles into practice.

All persons are expected to manifest behaviour which reflects and supports the school motto of “To do the best we can” in every aspect of their school life; also to follow the Golden Code which is displayed in the school hall:

We treat everyone with respect
We are gentle
We are kind and helpful
We are honest
We work hard
We look after property
We always move around school in a calm and orderly manner
We are responsible for our own behaviour.

Our mission is that we aim to:

- Kindle a love of learning for all children; enabling them to develop creative, inquiring minds and achieve high personal success through an excellent and enjoyable curriculum.
- Develop individuals to have self knowledge to sustain a happy and healthy life-style filled with awe and wonder.
- Develop positive attitudes and behaviours, and encourage children to form caring relationships as active citizens in the local and wider world.
- Enable our children to make right choices and take safe actions within their life experiences.
- Through challenge and high expectation prepare our children to reach their full potential by teaching academic and life-skills

Monitoring and review:

The effectiveness of our discipline & behaviour strategies are monitored by the Senior Management Team and Chair of Governors on an ongoing basis and the head teacher provides a termly written report to the governing body identifying behaviour issues. This is minuted by the governing body and forms part of the evidence base for the effective implementation of the Equality Act 2010.

REWARDING CHILDREN'S WORK & BEHAVIOUR

As a school, we are particularly concerned that our focus should be on rewarding the achievements and positive behaviour that children display. To that end, we employ a wide range of strategies to recognise and reward both individual children and whole class's attitude and behaviour.

These strategies include:

- Positive comments, verbal and written, given to the child and also to their parents
- Stickers by teachers and Headteacher
- Celebration of good work in and out of school in weekly good work assemblies
- Termly evening mini-prize givings
- House Points awarded for good work and behaviour, smart uniform, good manners, punctuality and good attendance
- Headteacher progress and behaviour postcards/ emails
- Attendance awards for individuals (100% termly attendance) and for the class each week with the highest attendance and for every class with 100% punctuality
- Medals for success in sporting competition (Junior Athletics Championship)
- Trophies at the end of year for academic and behavioural successes

SANCTIONS

Where a child does not behave appropriately and in line with our school motto and Golden Code:

- Consideration is given to SEN & other identified children who require an individual approach.
- Identify 'why' behaviour is unacceptable & demonstrate the appropriate behaviour.
- Focus on the behaviour being unacceptable not the child.
- It's the school rules that sanction a child's behaviour- there's no need to shout / be intimidating.
- We discipline because we care about the child behaving appropriately 100% not 95%.
- Use a second member of Staff in difficult situations as a witness and for support.

- Teachers avoid wasting lesson time where possible and try to postpone investigation of incidents if required to e.g. children's break time.
- Teachers may choose to keep children in at play time to recover lost learning time on account of poor behaviour or lateness.
- Sanctions imposed are recorded by the teacher and kept in the class teacher's pupil observation records log, or recorded on CPOMs if persistent or escalated to senior leadership.
- Low level classroom disruption is dealt with at first with a warning then a deduction of a house point. If the child shows remorse for misbehaviour with an evident improvement, the house point can be won back. (This fits with our Christian ethos of forgiveness).
- If the problem persists, the class teacher may involve the learning mentor to discuss any underlying reasons with the child.
- Midday supervisors may impose a sanction for individual children of up to five minutes sitting on the "Time Out" benches in response to poor behaviour outside. Where it is considered appropriate, incidents are recorded on CPOMs for the SLT to oversee.
- Where a child is persistently behaving poorly despite these steps, the class teacher will contact the child's parent to discuss the issues and next steps. If the problem persists, a more formal meeting will be arranged with the class teacher, parent and Head of Phase. If the problem still persists, or if the behaviour is of sufficient gravity, the Head Teacher will be involved.

Instances where the Head Teacher is involved and are considered of sufficient gravity are recorded and discussed with the Chair of Governors.

Exclusions Protocol

Background: "Improving behaviour and attendance: guidance on exclusion from schools and Student Referral Units"
(DfE September 2017)

1. A decision to exclude a student will only be taken
 - In response to persistent breaches of the school behaviour policy;
 - In response to serious breaches of the School's behaviour policy; and
 - If allowing the student to remain in the School would seriously harm the education or welfare of the student or other members of the school community

Examples of serious breaches of the School's behaviour policy are

- Physical or verbal abuse against another student
- Physical or verbal abuse against a member of staff
- A series of incidents which affect the education of other students at the school

2. Only the Headteacher can exclude a student.

3. Fixed term exclusions will normally be from 0.5 to 5 days.

4. Students' behaviour outside School business is subject to the School's behaviour policy and will be dealt with as if it had taken place in the school. For behaviour outside the School but not on School business, the Headteacher may exclude a student if there is a clear link between that behaviour and maintaining good discipline among the student body as a whole. This will be a matter for the Headteacher. Students' behaviour in the immediate vicinity of the School, or on a journey to and from School can be grounds for exclusion.

5. A decision to exclude a student permanently is a serious one and will be the last resort. Unless circumstances are exceptional, it will usually be the final step in a long process of dealing with persistently disruptive behaviour following a wide range of other strategies which have been tried without success.

There will be circumstances, however, where the Headteacher's judgement will be that it is necessary to permanently exclude a student for a first or "one off" offence. Examples of this type of behaviour would include

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse or assault
- Supplying any illegal drug
- Carrying an offensive weapon

These examples are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and wellbeing of the School community

6. If a student is excluded, parents will receive a full explanation of the incident(s) leading to the exclusion and will be informed of their rights in relation to an appeal.

7. The Chair of the Governors and Oldham Local Authority will be informed of all exclusions.

ANTI-BULLYING POLICY

Introduction

Hey with Zion Primary School regards the welfare and Safeguarding of its pupils as one of its top priorities (see appendix 1)

In April 2011, the Equality Act 2010 came into force. This Act ensures discriminations (direct and indirect); harassment and victimisation are challenged to ensure equality. This policy, along with the Race Policy, SEN & Disability Policy, Equal Opportunities Policy and Discipline and Behaviour Policy, is written and reviewed in light of this Act to ensure the school is fulfilling its statutory duty.

The school has a commitment to the Every Child Matters agenda where pupils safety, health, economic well-being, enjoyment, excellence and participation in the community is promoted as an effective anti bullying culture.

The school has a clear discipline & behaviour policy, which helps to both reduce incidences of bullying and also identify clear strategies for disciplining children who are responsible for bullying. The Discipline, Behaviour and Exclusion Policy should therefore be used in conjunction with this policy when addressing any issue relating to bullying.

Bullying is 'persistent and often premeditated action taken by one or more children, with the deliberate intention of either physically or emotionally hurting another child.'

Aims and objectives

Bullying is wrong and damages individual children. We therefore do all that we can to prevent it.

This is primarily achieved through the development of a school ethos in which bullying is regarded as totally unacceptable. We routinely have "Cool To Be Kind" week to promote kindness and compassion.

As a school with a Church foundation we aim to produce a safe and secure environment where all pupils can learn without anxiety and where relationships are based on the commandment to 'love your neighbour as you love yourself.' The policy is written in full cognisance and acceptance of "Valuing All God's Children" (Autumn 2019)

This policy aims to produce a consistent attitude and response towards bullying from all members of the school community.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the whole issues of bullying.

We promote a culture where all adults and children are valued and treated with respect.

ANTI BULLYING STRATEGY

The role of Governors

The Governing body supports the Head teacher in the employment of anti bullying strategies.

This policy statement makes it very clear that the governing body does not condone any form of bullying in the community of our school, and that any

incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governors require the head teacher to keep accurate records of any incidents of bullying, particularly those that are racially motivated, together with the action taken.

The head teacher retains responsibility for reviewing the effectiveness of anti bullying strategies and together with the Governors, reviews this policy on an annual basis.

Where a parent is unhappy with the action taken by the head teacher in response to a bullying incident, they have the right to make a formal complaint to the governing body. The Governing body should respond to any formal complaint within ten days and must notify the head teacher of the need to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the Head teacher

It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that **all staff** are aware of the school policy and know how to deal with incidents of bullying.

The head teacher has the primary responsibility for ensuring that children know that bullying is wrong, and that it will not be tolerated in school. This is undertaken in a variety of ways, including through whole school assemblies, RE / PSHE lessons and when dealing with specific incidences of inappropriate behaviour.

The head teacher has specific responsibility for developing a school climate of mutual support and praise, thus making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Informal communications between staff and with parents are undertaken immediately a bullying issue arises. Where appropriate this is shared with other members of staff at Monday staff meetings and ways of addressing individual problems are discussed.

The role of All Staff members

We have a collective responsibility for discouraging and responding to any incidences of bullying.

If members of staff witness an act of bullying, they support the children involved following the school's discipline and behaviour procedures, involving a Senior Member of staff as appropriate to provide support or appropriate sanctions. This is mainly achieved through 1:1 counselling.

All staff must follow the agreed Discipline & Behaviour policy when disciplining children for bullying. This includes making a written record of the circumstances associated with any incidence on the yellow or red discipline letters. These are subsequently shared with the parents of both the perpetrator and the victim of any bullying.

Any continued or subsequent issue of individual bullying by a child is dealt with in line with our D&B and SEND policies.

Teachers support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent bullying from occurring.

The role of Parents

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school community. Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

The home school agreement provides a clear outline for parents to encourage their children to be a positive member of the school.

Monitoring and review:

The effectiveness of our anti-bullying strategies are monitored by the head teacher on an ongoing basis and written reports are submitted to the governing body identifying behaviour issues on a regular basis. This is minuted by the governing body and forms part of the evidence base for the effective implementation of the Equality Act 2010.

Bullying outside school premises

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Bullying and harassment in the workplace

This school is committed to a positive work environment where work is done in an atmosphere of respect, collaboration, openness and equality.

Adult bullying and harassment in the workplace are phenomena which this school will seek to prevent and will not tolerate. All employees have the right to be treated with dignity and respect. The school will follow the guidance and procedures as outlined in the Local Authority 'Violence and Aggression at Work'

policy when dealing with incidents of bullying or harassment towards its employees.

Cyber bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The following measures form part of the school's e-safety policy and are re-iterated here for clarity.

Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed. Mobile phones will not be used for personal use during lessons or formal school time. The sending of abusive or inappropriate text messages is forbidden.

Bullying – A Charter for Action

Name of School _____

Name of Local Authority _____

We are working with staff, pupils and parents to create a school community where bullying is not tolerated.

Our school community

- ✓ Discusses, monitors and reviews our anti-bullying **policy** on a regular basis. Good practice suggests the policy should be reviewed on average every two years.
- ✓ Supports **staff** to promote positive relationships and identify and tackle bullying appropriately.
- ✓ Ensures that **pupils** are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- ✓ Reports back quickly to **parents/carers** regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- ✓ Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the **LA and relevant organisations** when appropriate.

_____ Chair of Governors

_____ Headteacher

_____ Representative of pupils

_____ Date

Can I talk to you? I'm being bullied!

NASUWT
www.nasuwtnw.org.uk



n|g|a

National Governors' Association



ASCL

Association of School and College Leaders

NAHT
National Association of Head Teachers

department for
children, schools and families

ADCS
Leading Children's Trusts



PAT

UNISON
the public service union

PGR
Network
www.pgr.org.uk

Coronavirus Addendum-

Children will be expected to follow the extra safety precautions as detailed in the risk assessment. These will be shared with them and made accessible to them by staff, and shared regularly with the whole community via the school blog