



Behaviour and Anti-Bullying Policy 2020-21

The Mill Primary Academy

This policy is reviewed annually. There is an amendment on page 3 as of March 2020 relating to Covid 19.

This policy is maintained and updated by:

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Headteacher

To be reviewed: July 2021

Our Behaviour and Anti-Bullying policies

Behaviour Expectations at The Mill

We hold the highest expectations of behaviour at The Mill.

Every child has the right to feel safe at school, physically, psychologically and emotionally
Supporting our pupils to achieve excellent conduct starts as soon as they come through the gates each day.

We never ignore or accept poor behaviour-no matter what the reason.

We constantly look for opportunities to praise our pupils.

We support pupils to make reparations and to try again.

We follow our behaviour policy consistently every day.

We make sure every adult and child in school knows our expectations through sharing our behaviour policy and code of conduct.

Day to day conduct:

We show respect and good manners to all children and adults.

We wear our uniform correctly.

We walk smartly and calmly.

We look after our school.

Praise and Rewards

Everything we do in school is based around praise and rewards. From bringing in their book bag or completing a fantastic piece of work to making the right choice when a problem or decision comes their way, our pupils are congratulated for doing the right thing.

Examples of praise and rewards are as follows:

- Verbal praise - Somebody saying, "Well done, you did that really well!" or "Thank you, you are a star!"
- Written praise – Marking in books, stamps, etc
- Class based rewards – stickers, Marvellous Me App badges
- Rewards from other adults – stickers, certificates
- House Points – awarded for above and beyond moments

- Head teacher's stickers or certificates
- Forever Proud badge and certificate– awarded weekly during a celebration assembly

Sharing our behaviour expectations simply

The coloured flow chart on the final page of the policy is what we share with our pupils as a simple, clear visual reminder of the way we behave.

Consequences for serious behaviour incidents

We hold high expectations of our pupils. By setting these expectations, our pupils thrive socially, emotionally and academically.

Sometimes, a pupil will make a choice or behave in a way that the school will class as a serious incident. Some examples of these are listed below. Each serious behaviour incident is dealt with on a case-by-case basis. However, there are some clear guidelines that we follow in our school for serious incidents.

Hurting another child deliberately:

Missed playtimes (morning and lunchtime). Parents to be informed.

Swearing generally or at another pupil:

Internal exclusion. The pupil will work either in the Headteacher's office or in another classroom for the day. They will miss both breaks. Parents to be informed.

Continuously refusing to do as asked/ continuously disrupting the learning of other pupils over a period of time

Internal or fixed term exclusion. Parents to be informed.

Swearing at an adult:

Fixed term exclusion. The parent will be contacted to collect their child from school. The pupil will be sent home and remain at home for the fixed period stated by the Headteacher.

Incidents of serious physical assault, threat of physical assault, bullying of children or adults (including racist, homophobic or other deliberately discriminatory behaviours) :

May result in a fixed term exclusion. The pupil will be sent home and remain at home for the fixed period stated by the Headteacher.

In some cases these incidents can result in permanent exclusion.

In extreme cases of poor behaviour the school may consider excluding a pupil. Before the school does this they will consider the implications of the Equality Act 2010. Specifically the school will consider whether there is the possibility of any discrimination against a pupil due to their sex, race, disability, religion or belief, sexual orientation, pregnancy or gender reassignment. For pupils with disabilities, whether diagnosed or not, and those pupils with additional needs, the school will also consider whether they have made reasonable adjustments to policies and practices. These considerations will be recorded prior to any exclusion.

The school will, as far as possible, avoid permanently excluding any pupils who are vulnerable* as well as those with an EHCP and will proactively engage with other relevant agencies to consider additional support including an alternative placement before making the decision to exclude.

Vulnerable children as defined by the Government in their briefing paper relating to Coronavirus issued 09.03.21.

Fixed term exclusions-what are they and what happens?

If a fixed term exclusion has taken place for a pupil, parents will be invited to meet with the Headteacher at 8.30am for a reintegration meeting on the pupil's return to discuss how the pupil's behaviour will be monitored at school and home to minimise the risk of further exclusions.

Serious behaviour incidents outside of school

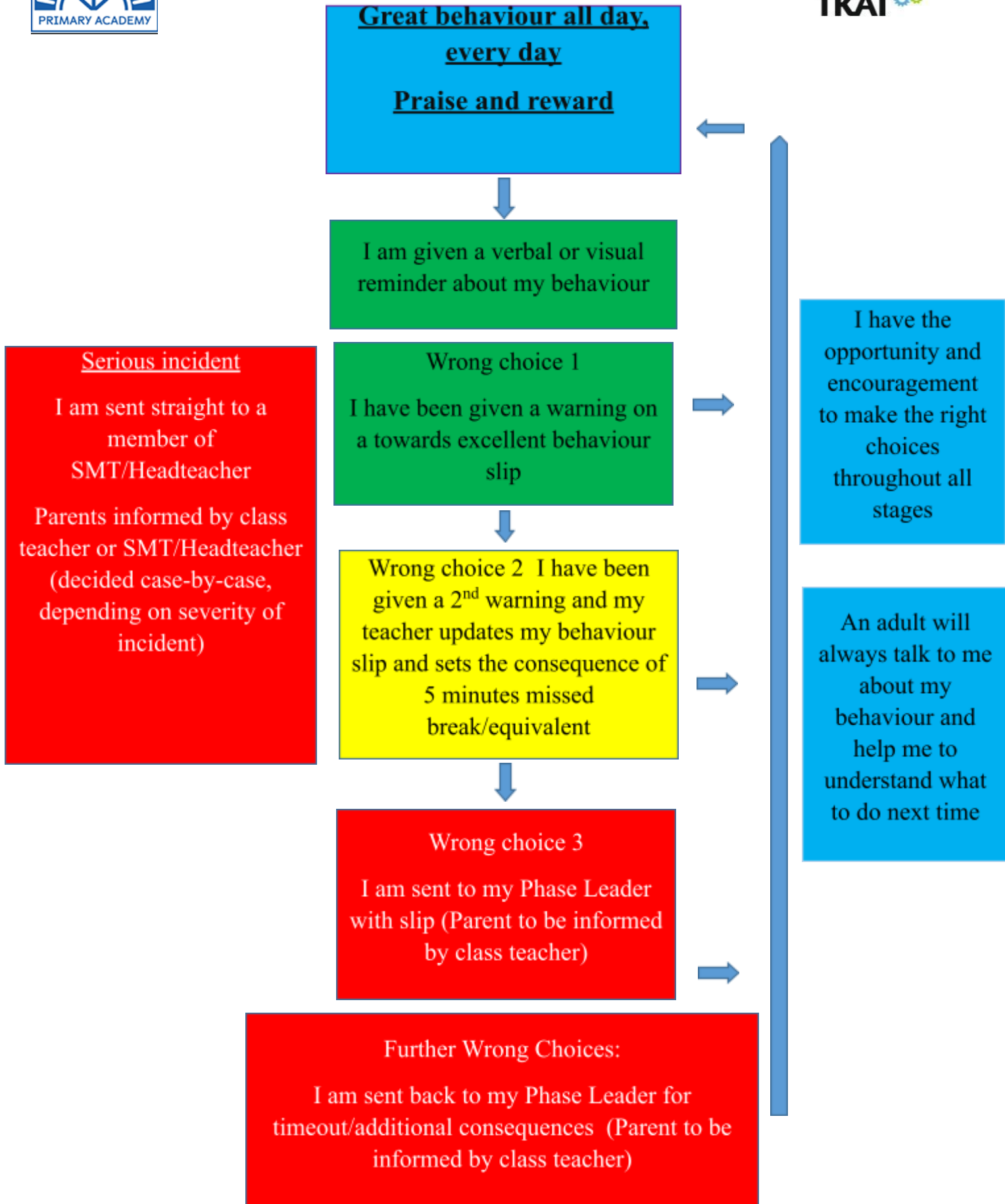
The statutory guidance from the government on exclusions states that "The behaviour of a pupil outside school can be considered grounds for an exclusion."

Changes and additions to sanctions in response to Covid19

Pupils deliberately and knowingly refusing to follow health and safety instructions are likely to be sanctioned by either removal from class or a fixed term exclusion.



Pupils deliberately coughing, behaving in a physically threatening manner or spitting at other pupils, members of staff or visitors to the site are likely to be excluded from school for a fixed term to be determined by the headteacher.



Staff guidance:

Things to consider when challenging unacceptable behaviour:

Have I followed the behaviour policy?

Does this need to be flagged to a member of SMT or the SENDCo?

If it is a 'one-off', how do I know the pupil understands why the behaviour displayed is unacceptable, so that they are unlikely to repeat it?

Does the pupil need to make reparations? Can they do that independently, or do I need to model for them?

Is this a recurrence? Is there a pattern? (e.g: pupils that frequently reach the two warnings stage)

What is this behaviour telling me?

What happened before-was there a 'trigger'? Do I need to speak with other pupils?

Have I told parents about the behaviour promptly? (face to face or telephone conversations are preferable.)

Anti-Bullying:

Bullying is defined by the Department for Education as:

“behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”

Bullying will not be tolerated at The Mill Primary Academy and instances of bullying behaviour will be dealt with seriously by the Headteacher.

Bullying comes in different forms including general bullying, cyberbullying, race and religion, disablist, sexist, appearance related and homophobic bullying.

The points below briefly detail the progressive consequences that will be followed, where the circumstances allow, if there are any incidents of bullying. More information included below.

1. Parents will be invited into school to meet with the classteacher and Headteacher to discuss early signs of bullying behaviour. The school and parents together will seek to support the pupil(s) to understand and change their behaviour.
2. At the first instance of bullying there will be a 1 day internal exclusion (in school).
2. If bullying continues there will be a 1 day fixed term exclusion (at home)
3. If bullying continues there is likely to be a permanent exclusion

Alongside these consequences the school will also work with individuals to ensure that they understand the consequences of bullying, the impact on others and alternative ways to manage emotions which may lead to episodes of bullying behaviour, including cyber-bullying. Please refer to our “Anti-bullying policy” for more details about how we respond to and evaluate incidents.

Things we do to prevent bullying behaviour:

- Whole school assemblies to discuss bullying and raise awareness
- Friendships and bullying are discussed and taught in class
- All pupils are involved in discussions about bullying, ways of preventing bullying and supporting those who are bullied.
- Trained playtime friends to resolve problems and low level bullying behaviour during playtime and lunchtime.
- Worry box to allow children to speak anonymously

Things we do to respond to bullying behaviour:

Where bullying does occur this will be followed by an immediate and appropriate response, including the use of consequences where necessary.

A senior management team member (often the Headteacher) will discuss the incident with the child being bullied alongside their class teacher. The incident will then be discussed with the child/children involved in the bullying and information gathered

from any witnesses. A restorative approach is adopted and where appropriate, consequences are applied in line with the behaviour policy.

Where the bullying is of a serious nature, a member of SMT (Senior Management Team) will be inform the parents of all those involved. Appropriate consequences will be applied, behaviour logged and actions taken.

Our intention is always to help children to become Forever Proud of their behaviours and actions. Children are educated about bullying through a variety of means including class meetings, one to one, group sessions, assemblies and social intervention groups.

Consequences for bullying include official warning, withdrawal of certain school privileges, exclusion from certain areas of the school, minor fixed term exclusion, major fixed term exclusion, permanent exclusion.

Please refer to the schools Behaviour Policy for a breakdown on rewards and consequences to support Anti Bullying.

I think my child is being bullied...

If you are worried that your child is being bullied, discuss your concerns with your child.

- Be patient and take time to listen
- Ask questions, but be sensitive-try not to use leading questions
- Explore facts, and ask them if/ what part they had in any incidents
- Make a note of any dates and list any witnesses
- Discuss with your child what they would like you to do about it
- Be clear that it is important for the bullying to stop and that the school will have to be involved.

How do I express my concerns to the school?

It is important that parents and the school work together to try to resolve the problem at the earliest possible opportunity.

- Make an appointment with your child's teacher as soon as possible to discuss the problem.
- Before the meeting, think about what you want to say and talk to your child about what is happening.
- Go to the meeting with all the information about what happened, who was involved and how your child has been affected.
- The teacher will then speak to a member of Senior Management so that they are aware of the concern and can support your child.