






Aston Hall
Junior & Infant School

A black and white photograph of the school building, featuring a prominent entrance with a glass door and a small gabled roof above it. The building has a textured facade and several windows. A wooden fence runs along the left side of the building. The image is overlaid with a dark blue banner containing the title.

BEHAVIOUR POLICY

**ASTON HALL
JUNIOR & INFANT SCHOOL**
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Aston Hall
Junior & Infant School

Behaviour and Discipline Policy incl.
Anti-Bullying Guidance

Version	Description	Author
1.0	Behaviour Policy	Scott Holmes

ASTON HALL JUNIOR AND INFANT SCHOOL Behaviour and Discipline Policy incl. Anti-Bullying Guidance

Our behaviour and attendance policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely. It also encourages the involvement of parents/carers in the development of their child.

We aim to enable our pupils to:

- Be healthy
- Stay safe
- Enjoy and achieve in their learning
- Make a positive contribution
- Achieve economic well-being
- Access the full range of learning opportunities in a calm, positive environment
- Achieve through high expectations of learning and behaviour incl. praise, reward, celebration and clear and consistent consequences
- Behave appropriately in a wide range of social and educational settings
- Value the rights of the individual

What are the principles of our Behaviour Policy?

Our behaviour policy embeds the principles of a Rights Respecting School.

Through this we aim to:

- To raise pupils' self esteem
- To promote/develop empathy and respect for self and others
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions
- To ensure regular attendance
- To develop an awareness of and adherence to appropriate behaviour
- To encourage pupils to value the school environment and its routines
- To ensure that pupils are confident of their right to be treated fairly
- To empower staff to determine and request appropriate behaviour from everyone
- To acknowledge that the maintaining of good behaviour within the school is a shared responsibility
- To ensure that positive behaviour is always recognised
- To work within a positive, proactive reflective approach to behaviour management
- To ensure the policy is fully understood and is consistently implemented throughout the school
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy
- To ensure the rights and responsibilities of all members of the school community

School Ethos

Our school has an ethos in which the above principles are respected, and our work with the Unicef Rights Respecting School articles helps us to achieve many of these principles in our daily school life. The articles from Rights Respecting School help our children to have a good moral understanding through assemblies, planned sessions, school expectations and class charters, and the modelling of good social behaviour from all adults within the school community.

Expectations of the school community

Curriculum

At this school, through our curriculum, we teach pupils the above mentioned principles. PSHE and citizenship, taught using a variety of methodologies (refer to PSHE and citizenship policy), address our ethos and expectations directly.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour - planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives which are understood by the pupils and differentiated to meet the needs of a range of abilities as appropriate.

Classroom Behaviour Management Systems

Class charters are displayed throughout school. These are designed by the children with their teacher in order to give them ownership of expectations of behaviour and the principles underpinning this, enabling them to develop a good moral understanding and enhancing our Rights Respecting School work.

At Aston Hall, we use the ClassDojo online behaviour system to monitor and celebrate behaviour with children/parents/carers, and also reward children for making positive behaviour choices and following school expectations.

We feel this system

- Encourages and empowers children to make the right behaviour choices
- Promotes our school values
- Enables parents to access and celebrate their child's behaviour and learning

We have very high standards and expectations of behaviour in our school. As a school we promote positive behaviour and have effective systems in place to ensure that this is recognised and encouraged, for example through being awarded Dojos and in our weekly Aston Hall Way celebration assemblies. We also have a clear consequence system in place to ensure that negative behaviour choices and unacceptable behaviour is addressed. We do this using a 1-2-3 consequence system.

Consequences are appropriate for the age and need of the children, however all systems are based on the same principle of putting clear sanctions in place where necessary for persistently negative behaviours. Senior staff also monitor any child reaching 3 regularly and a meeting takes place between the child's teacher and parents/carers to discuss ongoing behaviour issues, the impact this has had on self/others, appropriate consequences and reflect on any behaviour displayed to resolve and move forward. These records are logged digitally via CPOMS and Bromcom (MIS) behaviour logs.

Please note - all behaviour approaches can be tailored and personalised to the needs of a group/individual where necessary.

Lunch Time Systems

Lunch time routines in school again reinforce positive behaviour and the principles of a Rights Respecting School in order to encourage children to show respect towards their peers and adults. Children created their own playground charter and Playground Charter signs the children designed are displayed on the playground to promote playground expectations. We have a zero-tolerance approach to bullying and our lunchtime and classroom routines support this.

Lunchtime staff use the same strategies of rewarding and recognising positive attitudes and behaviours using Dojos to reinforce positive behaviour and children following the charter, and also use the 1,2,3 system to give clear consequences to inappropriate behaviour on the yard. These are however separated from in-class sanctions to allow for behavioural issues at playtimes to be dealt with and challenged, but not impact negatively on a pupils' attitude to learning later that day. For example as a consequence of negative behaviour at lunch times a (1) is an initial warning and highlights to the child that they need to change an aspect of their behaviour. Should the negative behaviour then persist a (2) and then (3) is given and sanctions are put into place accordingly. For unacceptable behaviour, a (3) is issued immediately which results in the child going to see their class teacher and the issue resolved with a senior member of staff depending on severity. All behaviour concerns are again recorded in order to monitor and evaluate behaviour and school systems.

As well as being able to access the ClassDojo system, our policies and procedures are communicated regularly with parents, who also have a responsibility to support school in reinforcing our expectations. These are also available on our website. Positive behaviour is also encouraged through our Aston Hall Way values and reward assembly which focuses on further behaviours, developed with the school council, which our school holds dear.

Responsibilities of key stakeholders

Staff and Governors

Pupils

To lead by example

To be aware of and support the schools values and expectations

To be consistent in dealing with pupils

To listen to others and respect their opinions

To encourage the aims and values of the school and local community among the pupils

To have high expectations of the pupils

To take an active and supportive interest in a child's work and progress

To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support

To encourage regular communication between home and school

To support equality and diversity and be respectful, tolerant and understanding towards others irrespective of race, gender, religion, sexual orientation and age etc.

Pupils

To respect, support and care for each other both in school and the wider community

To listen to others and respect their opinions

To attend school regularly, on time, ready and equipped to learn and take part in school

To take responsibility for their own actions and behaviour

To respect instructions given by all members of staff (teaching and non-teaching) throughout the school day

To support equality and diversity and be respectful, tolerant and understanding towards others irrespective of race, gender, religion, sexual orientation and age etc.

Parents

To lead by example

To be aware of and support the schools values and expectations

To ensure that pupils come to school regularly, on time with the appropriate equipment

To take an active and supportive interest in a child's work and progress

To provide the school with an emergency contact number

To support equality and diversity and be respectful, tolerant and understanding towards others irrespective of race, gender, religion, sexual orientation and age etc.

To keep pupils at home when they are ill and to provide the school with a written explanation of the reasons for any activities/holiday absence.

Aston Hall Junior and Infant School

Anti-Bullying Guidance

To be read in conjunction with our Behaviour Policy

Contents:

Introduction and guidance to support schools to address bullying Anti
Bullying Strategy
Appendix 1 Support Agencies

Introduction

Aston Hall recognises there is a need to safeguard the welfare of all those within the school community and to encourage a culture of co-operation, acceptance and harmony both within and outside of school.

We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils, staff and parents and strive to create a school community in which all children can fulfil their potential.

Bullying of any kind is unacceptable at Aston Hall J&I School. If bullying does occur all incidents will be dealt with promptly and effectively. The school actively implements its antibullying policy and has clear pathways for reporting, which are known to all members of the school community. If a crime has been committed during the bullying incident, the Community Police Officer will be involved as appropriate. All reported incidents will be actioned by a member of our SLT. We celebrate diversity and promote cohesion within our community.

What is Bullying?

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

Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence are a priority; however, bullying can also occur because of prejudice against particular groups.

Definition from Anti Bullying Alliance

‘The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.’

The Equalities Act 2010 aims to offer protection from Hate Crime in the form of discrimination, harassment and victimization. This covers 9 areas, 7 of which are pertinent to Children and Young People. The 7 areas more pertinent to C&YP are:

- disability
- gender
- gender reassignment / transgender identity
- race
- faith
- sexual orientation/sexuality

- pregnancy/maternity

The two areas which do not specifically affect Children and Young People are Age and Marriage/civil partnerships, although these should be explored within the curriculum, for example in PSHE.

Some of the reasons pupils may be bullied link to the above areas covered by the Equalities Act 2010 and are as follows:

- Race, religion or culture
- Special Education Needs or disability
- Appearance e.g. being over-weight or health conditions
- Home circumstances and lifestyles including young carers and looked after children.
- Sexist or sexual bullying
- Gender
- Sexual orientation / Homophobic Bullying
- Transgender status / Transphobic bullying

The following are examples of bullying behaviours:

- **Verbal** e.g. name-calling, making offensive comments, taunting
- **Physical** e.g. kicking, hitting
- **Emotional** e.g. spreading hurtful and untruthful rumours, excluding people from groups
- **Cyber** e.g. inappropriate texting/emailing, inappropriate use of MSN/Facebook e.g. sexting
- **Written** e.g. ridicule through drawings and writing
- **Incitement** e.g. encouraging others to bully
- **Extortion** e.g. demands for money or personal property
- **Damage to Property** e.g. theft of bags, tearing clothes, ripping books

This is by no means a comprehensive list of reasons and behaviours and some evolve at different times.

Impact of Bullying

Research confirms the destructive effects of bullying on young people's lives. Some of the effects are:

- Poor school attendance
- Lower academic achievement
- Low self-esteem and poor self-worth
- Lack of confidence
- Anxiety
- Loss of identity
- Feelings of guilt
- Long term mental health difficulties

Some Signs of Bullying

- Reluctance to attend school
- Poor school performance
- Behaving out of character
- Missing or damaged belongings
- Self-harm
- Increased episodes of illness (real/imaginary)

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and investigated.

Aston Hall J&I School ANTI-BULLYING STRATEGY

What we will do as a school

- Ensure the whole school community has an understanding of bullying and its consequences.
- Key Stage Leaders and SLT are designated anti-bullying officers.
- Safeguarding Governor monitors all incidents and records of bullying at Aston Hall.
- Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community.
- Implement a consistent system for recording incidents of bullying via CPOMS and Bromcom behaviour logs (MIS)
- Develop a preventative approach to bullying. Students will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities. This is reinforced regularly in school assemblies and class discussions.
- Review the anti-bullying policy annually in consultation with stakeholders.
- Identify and make safe, areas in school where bullying could/has been known to occur.
- Be aware of factors which may cause some children to be more vulnerable than others.
- Work in partnership with the police should there be bullying incidents where a crime has been committed.
- Foster a clear understanding that bullying, in any form, is not acceptable. This can be done by:
 - Regular praise of positive and supportive behaviour by all staff.
 - Work in school which develops empathy and emotional intelligence.
 - Any incidents are treated seriously and dealt with immediately.
 - If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The victim's and perpetrator's parents will be informed.
 - Ensure that Children and Young people have some involvement in the development of the anti-bullying policy and strategy along with the process of monitoring, review and evaluation.

How we will work with victims of bullying

- Ensure that there are clear pathways for reporting bullying
- Ensure that victims are listened to
- Ensure that strategies are put in place to support individual needs
- Ensure victims are consulted, and kept involved and informed

How we will work with those accused of bullying

- Ensure that perpetrators are listened to acknowledging that they are sometimes themselves victims of bullying and abuse
- Ensure that strategies are put in place to support individual needs
- Ensure perpetrators are consulted, and kept involved and informed
- Implement appropriate sanctions and learning programmes for example:
 - counselling/instruction in alternative ways of behaving
 - rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control adult mediation between the perpetrator and the victim (provided this is safe for the victim)

- fixed periods of exclusion
- permanent exclusion (in extreme cases which may involve violence)

How we will work with bystanders

- Ensure that they are listened to
- Ensure that strategies are put in place to support individual needs
- Implement appropriate learning programmes and awareness raising about the impact of bystanders

Strategies we may use include

- Circle Time
- Assemblies
- Peer mentoring
- Peer mediation
- Circle of Friends
- Support from external agencies e.g. Rotherham Mind, Anti-Bullying Development Officer
- Sharing good practice with other schools
- Participation in Anti-Bullying Week
- Anti-Bullying Ambassadors/The Kindness Crew

How we will educate the school community

- Emphasise through all aspects of the curriculum that bullying will not be tolerated.
- Promote the importance of protected characteristics and set expectations regarding this.
- Ensure that the anti-bullying officer and governor attend appropriate training and development.
- Provide training opportunities for the whole school staff body.
- Ensure that students learn to recognise, respect and value the differences between groups of people within the school community including pupils with Special Educational Needs (Social, Moral, Spiritual and Cultural education via the curriculum)

How will we work with parents and carers

By ensuring that:

- there are clear pathways for parents/carers to report incidents of bullying, including who to actually report the concern to
- every opportunity is given to parents/carers to share their concerns. Where a parent/carer is dissatisfied with the schools handling of a situation then the headteacher will seek to resolve the situation informally. In the event of a formal complaint then the schools agreed complaints procedure will be invoked.

How we will support staff

We will ensure appropriate agencies contact details who can support staff are available for example in the staff handbook and/or section of school website and on notice boards in the staff rooms e.g. Westfield Counselling Helpline 0800 092 0987, Human Resources and Union Representatives. Cyberbullying of staff from within the school community should be reported via the CEOP link (reporting symbol).

Appendix 1 - Support Agencies we may consult

Kidscape www.kidscape.org.uk 02077303300

Childline – advice and stories from children who have survived bullying **08000**

1111 Bullying on line www.bullying.co.uk

Parentline Plus www.parentlineplus.org.uk

08088002222 **Parents Against Bullying** 01928
576152

Useful sources of information

Mermaidsuk.org.uk – family and individual support for teenagers and children with gender identity issues. www.mermaidsuk.org.uk

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International.