



# Crane Park Primary School

## Behaviour and Relationships Policy

**Approved by:** SLT and Crane Park Governors **Date:** May 2024

**Last reviewed on:** May 2024

**Next review due by:** May 2025

### **RATIONALE**

Crane Park Primary School endeavours to offer every child a safe and secure learning environment in which they can achieve their potential and take growing responsibility for their own actions. We understand that the majority of children respond best to positive praise and reinforcement but accept that there will be times when sanctions will be necessary in the management of behaviours. We are reliant on the Whole School community to support this policy, particularly parents and families.

### **Aim:**

To produce pupils who are responsible and confident young people with a strong awareness of the needs of others and the ability to engage in achieving positive change.

### **Objectives:**

- To encourage a calm, purposeful and happy atmosphere within the school
- To foster positive caring attitudes towards everyone where achievement at all levels is acknowledged and valued.
- To enable each child to accept responsibility for his/her own behaviour by encouraging independence and self-discipline
- To raise awareness of appropriate behaviour
- To have a consistent approach to behaviour management throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and ensure safety.
- To help pupils, staff and parents have a sense of direction and a feeling of common purpose with regards to expectations of standards of behaviour.

### **Our School Behaviour Policy upholds and promotes Crane Park Primary School's 6 Golden Rules**

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard



- We look after property

#### **Staff responsibilities are:**

- To be a good role model
- To treat all children fairly and with respect
- To raise children's self-esteem and to help them to develop their full potential
- To be aware of individual children's learning styles and needs that may impact on their behaviour
- To provide a challenging, interesting and relevant curriculum
- To apply the Golden rules, rewards and sanctions clearly and consistently
- To create a safe and pleasant environment, physically and emotionally
- To foster a relationship with parents so that all children can see the key adults in their lives share a common aim.

#### **Children's Responsibilities are:**

- To follow the 6 Golden Rules
- To work to achieve the best they can and allow others to do the same.
- To follow the instructions of school staff

#### **The Parents'/Carers Responsibilities are:**

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To be aware of the school's rules and expectations
- To support the school in the implementation of this policy

#### **Promoting Positive Behaviour:**

Through the Golden Rules we ensure that children are aware of and understand the reason for school rules and expectations by having this information clearly displayed in all classrooms and reinforcing this through assemblies and class discussions.

#### **Managing incidents of poor behaviour:**

The steps for managing poor behaviour are designed to support and encourage a rapid return to appropriate behaviour by the pupil concerned.

The steps are:

1. Non-verbal reminders i.e. the look
2. Verbal reiteration of behavioural expectations
3. Verbal warning i.e. – imminent loss of Golden Time
4. 5 minutes Golden Time lost (This can be earned back by appropriate behaviour)
5. 5 minutes time out with Phase/Year Leader
6. Referral to KS Leader
7. Referral to Headteacher i.e. – possible exclusion



At each stage the priority is for the child's behaviour to return to an acceptable standard. Any child on time out must not be returned to their class unless the Phase Leader /Year group Leader assess that their behaviour has improved. Where behaviour has not improved the child should be referred directly to the KS Leader. (Appendix 1)

### **Use of Physical Restraint:**

In accordance with guidelines set out in the Governor's Policy physical restraint is to be used only in situations where children put themselves, other children or property at risk. Restraining a child should be done in a manner, which makes clear it is about protection and not punishment. Restraint must not be used to force children simply to comply with an adult's wishes.

### **Exclusions:**

Every effort is made to keep children in school. Exclusion is usually in response to

- a. extreme forms of misbehaviour such as aggression,
- b. persistent refusal to comply with the rules,
- c. acts which result in the teacher being unable to teach having a detrimental effect on the learning of others.
- d. behaviour which puts at risk the health and safety of other children.

Exclusion at any time is at the discretion of the Head teacher and is conducted in line with the Borough policy and Procedures on social inclusion. (We believe exclusions should be for the shortest time possible.)

### **Equal Opportunities:**

All children in the school will be subject to this behaviour management system regardless of race, religion, gender or ability.



# Crane Park Primary School

## Bullying: A Prevention Policy

<b>Approved by:</b>	SLT and Crane Park Governors	Date: May 2024
<b>Last reviewed on:</b>	May 2024	
<b>Next review due by:</b>	May 2025	

### **RATIONALE**

Crane Park Primary School believes bullying and harassment to encompass a range of persistent behaviours that can be physical, verbal or psychological in nature. Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else. Harassment is the picking on others because of their race, gender, class, religion or disability.

Crane Park Primary School is committed to ensuring that neither bullying nor harassment will be tolerated. Any such reports or suspicions will be taken seriously and investigated- communicating with those involved in order to achieve positive outcomes. Early and effective interventions are recognised as crucial elements in combating bullying or harassment.

### **AIMS:**

- To enable the children to develop an understanding of what constitutes bullying/harassment.
- To promote a secure, safe, calm and happy atmosphere.
- To promote conditions that ensure pupils can work and learn effectively, efficiently and successfully.
- To promote self-esteem, security, identity, belonging, purpose and competence.
- To promote the well being of all pupils.
- To offer an environment where everyone has an equal chance to partake of all the social and educational opportunities offered by the school.
- To promote and effect a consistent 'whole school' approach.
- To help children to develop their problem solving/social skills in relation to bullying/harassment.

### **STRATEGY:**

Bullying (reasons, solutions and resolutions) will be addressed in assemblies on a regular basis using a range of resources.

Circle time sessions, year group and class meetings will be used to help with specific problems.

The Code of Conduct will be posted around the school.



## **THE CRANE PARK PRIMARY CODE of CONDUCT**

All Children have the right to enjoy their learning and play in a safe, secure, happy and calm atmosphere.

All children have the right to have all complaints of bullying or harassment taken seriously and investigated.

Unkind actions or remarks which make you feel unhappy will not be tolerated.

Respect and support each other.

Report all bullying.

Keep our school safe and happy.

Remember:

If you are worried tell an adult you can trust.

## **PARENTAL PARTICIPATION**

Parents/guardians have a vital role in fostering good behaviour. The school actively encourages parents/guardians to work in partnership to help ensure that their children respond appropriately to all aspects of school life.

Early warnings are given where possible, in order for parents to be fully aware of any potentially difficult situations. In such instances, they are invited in to discuss the matter and to help make decisions on further action. Their help and co-operation is sought- in order to best support their child.

## **PUPIL PARTICIPATION**

If a pupil has a problem, his/her first line of communication should be a teacher or member of staff. The individual classes and year groups have opportunities to discuss matters that concern them, their fears, worries, etc.

The school feels it is important to allow pupils to have an active voice in decision making- the School Council is one example- they meet regularly and their thoughts feed into school planning.

## **PROFESSIONAL DEVELOPMENT**

The school plans and provides internal and externally led behaviour related CPD as needs are identified- this is available to all staff.

The school works to encourage a culture of mutual support and advice between staff. Relevant outside agencies will be contacted and worked with as required- with their inputs informing Crane Park Primary procedures.

Class monitors- We have an effective system of Class Monitors who support staff at wet breaks and peer mentors who support other identified pupils.

## **GUIDANCE FOR CLASS MONITORS**

Try to encourage, help and support the children

Try to care for them and look after their safety

Explain game rules to them if necessary, and play with them

Allow them to go to the toilet when they ask, but only one or two at a time

If there's any problem, speak to the teacher on duty, the SMSA, or the class teacher when they return, and they will help you.

Treat all the children in your care with respect.



### **Bullying can take many forms but the main types are:**

- Physical – for example: hitting, kicking, or taking another's belongings.
  - Verbal – name calling, insulting, making offensive remarks.
  - Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.
  - Cyber bullying - misuse of social websites, email, text, etc.
- Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong.

Within school we will pay particular attention to:

- Racial harassment and racist bullying.
- Sexual bullying.
- The use of homophobic language.
- Bullying of pupils who have special educational needs or disabilities.

### **DEALING WITH INCIDENTS**

- Listen to the victim – (ascertain the correct definition of the incident)
- Discuss incident with victim and perpetrator.
- Try to reassure the child that they do not deserve to be bullied and it is not their fault.
- Ascertain the extent of the problem.
- Inform Headteacher or Deputy about incidents and agree action.
- Involve parents of both victim and bully
- Record the incident on a green behaviour form (informing ALL staff and requesting special observation and care to be taken).

These forms are to be given to the Deputy to file so that the incidents may be tracked to investigate any patterns in behaviour.

- Apply sanctions as appropriate as agreed by SLT
- Monitor environment – check with SMSA's regularly for information.
- Keep a check to make sure the bullying does not start again

### **Further support if required:**

- Behaviour Coordinator to work with targeted children in any year group.
- Devise appropriate plan to improve behaviour involving all school staff.
- Monitor situation.
- Review and feedback to parents regularly.

### **Bullying Outside the School Premises.**

Schools are not responsible for bullying that occurs off the premises but we know that bullying can occur outside the school gates and on journeys to and from school. The bullying may be done by pupils from our own school or other people. Where a pupil or parent tells us of bullying off the school premises we may:

- Talk to the pupils about how to avoid or handle the bullying outside school.
- Report the occurrence to the headteacher of another school whose pupils have been bullying.
- Refer the matter to the police, Hounslow Homes or transport company if appropriate.



## **GUIDANCE FOR PARENTS: IF YOUR CHILD IS BEING BULLIED**

### **TALKING TO THE SCHOOL**

**We can tackle bullying best by working together to support your child.**

1. Let us know if you feel there is a problem. Inform the class teacher - a note or a quick word outlining the problem. It is best not to try and address the issue your self – school is usually best placed to deal with any issues quickly.
2. Keep us informed, even if the behaviour has stopped.
3. Remind your child to talk about their worries concerning bullying with an adult at school as soon as it happens so it can be dealt with promptly.
4. Keep a diary; record incidents that your child tells you about. This will help you discuss the matter with us and help us to identify any patterns.
5. Discuss with your child's class teacher ways to help your child in and out of school.
6. Encourage your child to discuss the positive aspects of their day to enable them to develop their confidence and self esteem.

## **GUIDANCE FOR PARENTS: IF YOUR CHILD IS DISPLAYING THESE BEHAVIOURS**

### **HELPING YOUR CHILD**

**We can tackle bullying best by working together to support your child.**

1. Talk to your child – encourage him / her to understand the behaviour is not acceptable and to see how it hurts the victim.
2. Try and find out why he / she is behaving in this way.
3. Children who bully often have low self esteem and need positive guidance and role models.
4. You might want to monitor your child's exposure to media.
5. Find opportunities to reward your child for good behaviour. Praise them whenever you can.
6. Your child may be bullied by others and may be reacting by bullying someone else. It is advisable to discuss this with them.
7. Help is available from several sources to assist your child to change his / her behaviour. Ask the school how you can get this help for you and your child.
8. Make it clear to your child that you support the school policy on bullying and that you understand what will happen if the bullying continues.
9. Make sure your child knows the consequences of his / her actions.
10. Remain calm when talking to your child.
11. Come and discuss any relevant issues with us.

This information is available on the school website or from the school office.

**These websites may help you at home:**

<http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx>

<http://www.bullying.co.uk/>

<http://www.kidscape.org.uk/>



### **EXCLUSION POLICY UPDATE**

Arrangements and decision making in regard to school exclusions will be made in reference to DfE guidance (School Discipline Regulations and Statutory Guidance on School Exclusions) and The Borough of Hounslow protocols.

Relevant parties will be involved in the process as required

### **Clerking of Discipline Committee Meetings**

To be arranged as required

### **This policy is written in reference to**

- Behaviour and Discipline in Schools (Guidance for Governing Bodies) (DfE).
- Use of Reasonable Force (advice for head teachers, staff and governors) (DfE).
- Preventing and tackling bullying (March 2014) (DfE)