



Nurture
Lifelong
Learning

Behaviour, Anti-Bullying and Exclusion Policy

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1. Policy Statement

Arcadia School comprises a caring community in which all members are actively encouraged to respect one another.

2. Aims

At Arcadia, we aim to encourage positive behaviour so that anti-social behaviour such as bullying is prevented. We do all we can to prevent it, by developing an ethos in which bullying is regarded as unacceptable. Our aim is to produce a safe and secure environment where all pupils can learn without anxiety. This policy aims to produce both a consistent school response to positive and negative behaviour as well as any bullying incidents that may occur. This includes procedures to follow and how to record behaviour and bullying incidents to enable patterns to be identified.

This broad aims of this policy are:

- To deliver the expectations for behaviour consistently throughout school
- To teach students the expected behaviour codes in and around school
- To praise and reward positive behaviour
- To actively challenge poor behaviour and bullying
- To teach students, staff and parents to recognise poor behaviour and bullying

3. Bullying

At Arcadia, we deem it important to educate parents, staff and students that not every act of unkindness can be classified as bullying. We recognise that pupils can be spontaneously unkind to each other without thinking about the consequences. Most often, this is a one-off situation that can be quickly mitigated.

3 (a) Arcadia's Definition of Bullying

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening (National Centre Against Bullying 2021). This can also include being unkind to any individual in a racial, religious, cultural, sexual/sexist, homophobic, special educational needs, disability or cyber context (social websites, mobile phones, text messages, photographs and email). The school recognises that this behaviour has no place in our community. The school takes due notice of the DfE and KHDA guidance on anti-bullying published in the following documents:

- [Preventing and Tackling Bullying](#) (July 2017)
- [Cyberbullying: Advice for headteachers and school staff](#)
- [Government guidance on safeguarding: Keeping Children Safe in Education](#) (May 2018)
- [Working Together to Safeguard Children](#) (July 2018)

3 (b) Strategies to Prevent Bullying

- To have a school-wide programme regarding anti-bullying led by the school counsellor, covering assemblies and Moral Education that informs and educates students about the issues related to bullying and gives them strategies to deal with situations they might encounter
- To help students through providing advice and counselling, to make the right choices and not succumb to peer pressure;
- To listen to all parties involved in incidents and always take allegations from victims seriously;
- To reassure students that the school will do all in its power to protect and support all parties involved while the issues are being resolved;
- To foster, by example, the values in which we, as a school, believe;
- To investigate all incidents as fully as possible;
- To use a range of strategies which challenge bullying behaviour;
- To include within the curriculum, opportunities to discuss and consider bullying and other forms of anti-social behaviour;
- To identify bullying behaviour at the early stages and work towards behaviour modification before the problem becomes more serious.

3 (c) Reporting Bullying

As a school we will:

- Encourage victims and witnesses to speak up;
- Treat incidents seriously however trivial they might seem at first;
- Be alert, as a whole staff, to changes in behaviour, attitude and well-being, reporting these immediately to the appropriate members of staff.
- Where students are unable to communicate effectively, log patterns of changed behaviour via MyConcern.
- Communicate in all relevant meetings on the topic of behaviour and anti-bullying to support any potential cases.

3 (d) Responding to Bullying

As a school, we will endeavour to:

- Take all bullying problems seriously;
- Deal with each incident individually and to access the needs of each student separately;
- Regard all incidents as potentially serious and investigate them thoroughly;
- Ensure that bullies and victims are interviewed separately;
- Obtain witness information;
- Keep a written record of the incident, investigation and outcomes which should be recorded on the Incident Reporting Form and copied to the relevant staff;
- Ensure that action is taken to prevent further incidents. Such action may include: Imposition of sanctions; Obtaining a sincere apology; Informing parents of both bully and bullied; Provide support for both victim and bully.

4. Managing Behaviour

We are committed to supporting high standards of behaviour. Students are able to voice their opinions about behaviour in school and help to strengthen school policy. All teachers develop positive relationships which enables a more personal approach to dealing with unacceptable behaviour. The principal will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with all guidance relating to behaviour in school. Unacceptable behaviour will be dealt with promptly and effectively to ensure that learning is not disrupted and that pupil and staff emotional wellbeing is not compromised.

4 (a) Classroom Management

Classroom management is key to promoting good behaviour. All classrooms will have:

- A positive classroom approach
- Clear classroom rules displayed which have been agreed by the teacher and the class.
- Clear expectations about work and work that is set at an appropriate level for the child
- A visual timetable (where appropriate) so children know what is planned for the day.
- An attractive, tidy, well-cared for environment.
- A well-planned environment so that children can move easily and find resources,
- Class lists and details of students (with due regard to information sharing principles) who are being supported with their behaviour available for cover teachers so that consistency can be maintained
- Strategic seating arrangements for children when working on the carpet or at a table.

4 (b) Rewards

Rewards are used to support class and team-working as well as providing ideal means of rewarding notably good behaviour. Within the established positive learning environment at Arcadia School, children should expect to receive regular praise from all adults that they come into contact with. Class teachers are encouraged to agree to rules with their new classes and use a range of strategies as incentives for the students to behave well. Such strategies include:

- Verbal praise and encouragement
- Non-verbal praise
- Written remarks about good work
- Stickers
- Sending children to another teacher or the SLT to share their work/good behaviour
- Displaying students' work and achievements
- Certificates to celebrate children's success (for behaviour and academic achievement)
- Principal note or postcard sent to home address for achievements
- Star of the Week certificates or Dojo Master certificates
- Celebration Assembly
- Dojo points/House points

4 (c) Sanctions

When a pupil's behaviour falls below an acceptable standard, clear warnings, and if necessary, sanctions, will be enforced. Through working closely and openly with students and their families, it is our aim at The Arcadia

preparatory School to resolve behavioural issues at the earliest possible stage. Children are given verbal warnings to explain the consequences of inappropriate behaviour which is enforced by use of The Traffic Light System.

Using this system, a child will receive a verbal warning, if the behaviour continues children will move down to orange and will miss 5 minutes of their golden time. It is important to note that if the child redeems their behaviour they must immediately be moved back to green. If a child gets a second warning, and therefore goes to red, they will miss a period of golden time based on the teachers' professional judgement and must visit their Year Leader. In order to ensure children have the opportunity to improve their behaviour, they will return to orange and the remainder of the day will be for them to get back to green.

If the inappropriate behaviour persists - the class teacher will discuss the next steps with their team leader and parents will be informed. In more extreme cases, the child will be given a report card or behaviour chart and have to check in with a member of SLT or the Year Leader at the end of every day until deemed necessary to stop.

4 (d) Internal Suspensions

These are imposed by the Head of Primary or Executive Principal for serious behaviour breaches. Suspensions can be imposed for up to three days and are served in school under supervision of staff.

A formal letter informing parents of an internal suspension will be sent and parents invited to attend a formal meeting with their child and relevant teachers to discuss the problems in more depth. The pupil will be encouraged to take full responsibility for his or her actions and to actively seek to understand and explain the consequences, as well as how he or she can avoid a recurrence of the incident. The school will make available a counsellor if necessary, to enable full and productive considerations of the issues causing poor behaviour. A pupil/parent/school contract may be signed as a result of this meeting. All suspensions will be placed on the pupil's school record.

4 (e) Exclusions

A pupil may be required to leave if the Executive Principal is satisfied that it is not in the best interests of the pupil, or of the School, that he/she remains at the School. In all cases, the Executive Principal reserves the right to use his discretion when deciding on the most appropriate sanction. Exclusion can only occur with subsequent approval from KHDA.

4 (f) Arcadia Values

The Traffic Light system must be visible in each classroom and adhered to, in line with the Behaviour Policy. Positive language should be used at all times referring specifically to our Arcadia Values and Language Skills. Classroom rules are decided by the teacher and children of each class and displayed so that they may be referred to regularly. The Arcadia Values and related Learning Skills are to be displayed and discussed regularly so that children are aware of what they are and what they mean.

4 (g) Golden Time

As a method of rewarding the fantastic behaviour in our school, we have introduced Golden Time. This will take place in every class during the last lesson on a Thursday. Each child will choose which activity they would like to do on a Sunday morning. The activities can be based within your own class or can be spread across the classes in your year group. If a child is placed on red at any point during that week 5 minutes will be removed

from their golden time. From Year 2 upwards if a child is placed on orange, 2 minutes will be removed. There will be a visual representation of this in each class.

5. Assessment and Record Keeping

Records relating to individual cases, for both perpetrator and victim, are kept confidential. Access is given to the relevant staff members who will be directly dealing with or impacted by the situation. Record keeping allows opportunities to retrieve and analyse incident reports chronologically and by pupil/s, which can be of particular value in identifying patterns of victim and/or bullying behaviour. From younger years to older years, record keeping can differ in nature.

- Foundation Stage and Key Stage 1: Behaviour charts are used to track behaviour throughout the school day.
- Year 2 and Lower Key Stage 2: Report charts are used and travel to each lesson with students to track student behaviour (see 8c)
- Upper Key Stage 2: Teachers have access to a central log on which behaviour incidents are listed and tracked over time (see 8a)
- For students who demonstrate persistent behavioural needs or where additional behavioural needs have been identified, a 'challenging behaviour response plan' is created in conjunction with the Inclusion department (see 8b)

6. Responsibility of Key Stakeholders

6 (a) The Role of the Parents

Bullying

Parents are informed of the schools policy through the Parent Handbook and Behaviour & Anti-bullying Policy (shared on the website). 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. Parents will always be contacted, after initial investigations have been carried out, if their child is suspected to have been involved in an instance of bullying. 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. Where cyberbullying occurs, the school will provide guidance and support. When this happens outside the jurisdiction of the school, we will communicate and cooperate with parents as necessary.

Behaviour

If there is a cause for concern about any pupil due to a high number of verbal warnings or staff complaints, these members of staff will communicate with home via telephone or Seesaw/Dojo.

It is anticipated that parents and teachers will meet about pupil behaviour and progress if there is any cause for concern on either side, even if relatively mild. These meetings will not prevent other minor sanctions being used (such as losing golden time) but will allow good communication between school and home that may address the major issues causing poor behaviour. The school believes that it acts in partnership with parents and we encourage parents to support the pupil Code of Conduct at home as well as school.

6 (b) The Role of the Assistant Teachers and Learning Support Assistants

Assistant Teachers (ATs) and Learning Support Assistants (LSAs), where applicable, attempt to support all pupils in establishing a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

ATs and LSAs take all forms of bullying and misbehaviour seriously and intervene to prevent incidents from taking place. They refer behaviour and/or bullying incidents immediately to the class teacher.

6 (c) The Role of Class Teacher and Year Leaders

Following notification of a behavioural incident (including those which may include bullying), the Class Teacher and the Year Leader will be required to lead the investigations and record findings.

Class Teachers and Year Leaders may be involved in further pastoral work with the victim and bully, after action points have been agreed by the Assistant Headteacher. The school supports both the victim and the bully, as appropriate. Class Teachers and Year Leaders are often best placed to identify potential patterns of misbehaviour or bullying through time. They are expected to be vigilant and notify the Assistant Headteacher should they suspect a pattern of behaviour linked to either behavioural needs, bullying or being a victim.

Class Teachers and Year Leaders draw pupils' attention to the school's stance on positive behaviour and bullying at suitable moments. If an incident occurs, leaders may decide to use an assembly or class meeting as a forum in which to discuss with other pupils why this behaviour was wrong. Where appropriate, the school counsellor can be invited to support students.

6 (d) The Role of Assistant Headteacher

The Assistant Headteacher supports the Class Teacher and/or Year Leader in conducting and recording investigations linked to any ongoing behaviour challenges or alleged bullying incident. The Assistant Head reports to the Head of Primary, where they discuss and agree action points from the investigation. The school supports both the victim and the bully, as appropriate. The Assistant Head may be asked to follow up with parents, pupils and staff.

6 (e) The Role of Head of Primary

It is the responsibility of the Head of Primary to implement the school Behaviour and Anti-Bullying Policy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of challenging behaviour, positive behaviour and bullying. The Head of Primary reports to the Executive Principal about the effectiveness of the Anti-Bullying policy, on request. The Executive Principal informs the Governors of any serious bullying incidents.

The Head of Primary sets the school climate of mutual support and praise for success, 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. The Head of Primary ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

6 (f) The Role of Governors

Governors are informed of any serious incidents of pupil misbehaviour and/or bullying.

7. Relevant Policies

Online Safety Policy

Health and Well being policy

Equality and Diversity Policy

Safeguarding Policy

Inclusion Policy

Counselling Policy

Policy (2) Implemented: August 2017

Policy Review Date: July 2021

Policy Responsibility: Assistant Head Teacher

Board Approval: July 2021

Version: 5

8 (c) Behaviour Chart

Behaviour charts are created with the student in mind. They are personalised and built around a topic/incentive that students can relate to. Parents are also involved in this and the chart will go home each day.

We are working on:

Name: _____

If I achieve my goal for the day I get a _____

<u>Sunday</u>					
<u>Monday</u>					
<u>Tuesday</u>					
<u>Wednesday</u>					
<u>Thursday</u>					

The chart is surrounded by soccer-themed images: a blue soccer jersey, a soccer ball, a player in a yellow jersey, a player in a white Real Madrid jersey, and cartoon characters holding a yellow 'X' and a blue 'T'.

8 (d) Behaviour Chart

Week Starting:

I can...	Sunday	Monday	Tuesday	Wednesday	Thursday					
Keep my hands and feet to myself in line.										
Show respect to others in the classroom and playground.										
Explain clearly what happened if I break a rule.										

 My reward for a row of 3s is I can get extra golden time or I can sit with one of my friends on Thursday afternoon!

 My consequence is losing some of my golden time and losing out on my play time.

Comments:

	
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