Introduction – The School Ethos and Values

Bowmansgreen is a school where Everyone Matters and this is reflected in the school’s commitment to inclusive education. We value each and every member of our school community as individuals and our aim is to ensure that coming to Bowmansgreen is a positive experience everyone.

As a primary school, we have the responsibility of laying the foundations for life-long learning. We aim to create an environment for learning which will encourage all children to achieve the highest standards through the provision of a broad, balanced and imaginative curriculum, high expectations, and praise for a task well done, and through committed, enthusiastic and effective teaching. Our goal is to make sure that all children receive the greatest possible benefit from their time at Bowmansgreen and that they achieve their full potential, recognising and celebrating their own achievements and aspirations as well as those of others.

The school’s caring ethos is at the heart of all we do. We seek to nurture the ‘whole child’ for the time they are entrusted to us. Alongside academic progress, it is equally important to us that the children are given opportunities to develop their social skills, self-esteem and independence through clearly articulated parameters and in an atmosphere of tolerance and mutual respect. We will promote the spiritual, moral, cultural, mental and physical development of pupils at the school to support them in society and in preparation for the opportunities, responsibilities and experiences of later life.

A supportive home environment is vital to the education of our pupils and we endeavour to build a strong partnership with all parents/carers and carers. We hope that every member of the school community will feel a part of our school ‘family’ and appreciate the many and varied opportunities and activities we have to offer.

To achieve this we will

1. Respect the equal rights of our children, staff and other members of the school community as individuals taking account of race, religion, disability, gender, background, sexual orientation, age and ability
2. Educate our children about equality and promote diversity (for example disability, gender, race, religion, sexual orientation, social context, vulnerable child status) to help to overcome any barriers to achievements and personal fulfilment
3. Work to promote positive attitudes to disability by enabling all people involved in the school community to contribute to and gain full access to all activities
4. Create an environment where respect and racial harmony mean that all pupils are able to achieve their full potential
5. Promote gender equality in all aspects of school life by challenging stereotypes, achievement gaps and self limiting aspirations
6. We will comply with relevant legislation and frame and implement school policies and plans in relation to race and religious equality, disability equality, gender equality and community cohesion.

The School Aims
Statutory Responsibilities

Section 61 of the School Standards and Framework Act 1998 requires a governing body to ensure that its school pursues policies designed to promote positive behaviour.

Responsibilities of Governors
- To make and review a written statement of principles to guide the headteacher in determining measures for promoting positive behaviour

Responsibilities of the Headteacher
- To frame a policy that establishes an environment that encourages positive behaviour and regular attendance, discourages bullying and promotes race equality
- To determine measure which may include a code of behaviour and its application designed to secure an acceptable standard of behaviour and to promote self discipline, proper regard for authority and respect for others
- To aim to prevent all forms of bullying among pupils
- To publish the school’s positive behaviour policy

Responsibilities of Staff
- To be vigilant about bullying, vigorous in investigating it and involve pupils in discussing it and countering it

Bowmansgreen Behaviour Expectations
- We will respect all adults and children in our school
- We will show positive attitudes to diversity and difference
- We will respond appropriately to those who are in authority
- We will respect other people’s property
- We will sit and listen appropriately
- We will contribute to learning in an appropriate manner
- We will support each other in our learning
- We will keep ourselves and others safe when we move about the school

Teaching and Learning

OFSTED reported that action to improve attendance and behaviour is most effective when it is linked to well-designed efforts to improve attitudes to learning and attainment. (2001) Characteristics of good teaching that they list are clarity in:

- Expectations
- Structure
- Routines
- Objectives
Bowmansgreen recognizes the importance of the above and takes account of them when striving to improve standards in all aspects of the school’s work.

PSHE and SEAL

Personal, Social and Health Education is incorporated into all areas of the curriculum lessons, as well as being taught in its own right. PSHE aims to enable children to move from dependence to independence, whilst developing the skills to work cooperatively. The school has fully embraced the Social and Emotional Aspects of Learning initiative (SEAL). Through this the children learn to understand the emotions that they and others experience, and to be able to verbalise their feelings.

The structured PSHE scheme of work is based on the 7 areas identified in the SEAL programme which are: New Beginnings, Going for Goals, Anti bullying, Good to be Me, Relationships, Getting on and falling out, Changes. The PSHE scheme returns to the units each year in a progressive and developmental way.

Activities offered through explicit and cross curricular PSHE programmes and well focused extra curricular activities offer children opportunities to develop their confidence and ability to cooperate with others.

Prevention

Preventative planning and intervention at organisational, classroom and individual level help diffuse potentially difficult situations by allowing pupils to maintain their self esteem and continues their activity appropriately. A curriculum which promotes positive behaviour and equal opportunities will help combat racism, sexism and other forms of harassment and bullying through teaching about fairness, justice, rights and responsibilities and through developing an understanding, appreciation of and respect for diversity.

Rules

Each class establishes their own class rules in line with the Bowmansgreen behaviour Expectations as written above.
Affirmation, Praise and Rewards

All staff at Bowmansgreen work to the philosophy that rewards are more effective than sanctions in motivating pupils. The children and staff have identified clear expectations of acceptable behaviour and guidelines on acceptable and unacceptable behaviour have been communicated to children, staff and parents/carers.

Positive behaviour is actively taught and reinforced. The school ethos is to recognise and affirm the positives in pupil behaviour and to consistently apply praise and rewards, according to the behaviour ladder. Rewards will range form public or private praise, stickers, badges, certificates, cards sent home and privileges and responsibilities.

Inappropriate behaviour and sanctions

Consequences for unacceptable behaviour are consistently applied in line with the behaviour ladder. Sanctions are part of a system which aims to support a pupil to behave appropriately and enable her/him to continue or resume learning with her/his classmates as soon as possible. Staff members make it clear that they are condemning the behaviour and not the individual.

Sanctions are not aimed to humiliate or inflect revenge and they provide clear steps on how to regain any lost privileges. The school believes that a transparent, staged approach to sanctions is the most effective in promoting positive behaviour.

Sanctions are clear, understandable and consistently and fairly applied. When giving a sanction, it is made clear which rule has been broken and why the sanction was given. Early escalation to severe sanctions are avoided reserving them for the most serious or persistent behaviour. Pupils and their parents/carers are made fully aware of the action staff will take in response to unacceptable conduct, particularly when it occurs deliberately or persistently. The school recognises that the greatest improvement in behaviour occurs when children know that unacceptable behaviour will be followed up and responded to. All staff at Bowmansgreen have access to a range of sanctions so that more severe ones are used only when absolutely essential. For most pupils, a simple reminder of the rules given verbally or non-verbally will be sufficient.

Children are involved in discussions about system of sanctions that apply to them to ensure they understand the system and perceive them as being reasonable and just.

Sanctions may cover: removal from the group, carrying out a useful tasks for the school, letters or phone calls home, detentions, internal exclusion and fixed term exclusions. In the most serious cases the school will approach the local Multi Agency Support Team to consider a managed move to another school.
Policy and procedures for breaks and lunch times

The school recognises the potential for serious behavioural incidences to occur at less structured times of the day, such as break and lunchtimes, which can have a major impact on teaching and learning in lessons.

Indoor and outdoor supervision, including the medial room, is covered by teachers and support staff at break times as part of a duty rota. At break and lunch time, a member of staff is available for children to talk to.

Midday Supervisory Assistants (MSAs) play an important role in ensuring that experiences at lunchtimes are happy ones. The MSA team reflect the school’s values and promote an ethos that treats all pupils with respect. They meet on a monthly basis with the Inclusion Manager to discuss roles and responsibilities, supervisory arrangements in the dining room, organisation of the playground including equipment and activities, health and safety issues and child specific issues. The Sunshine Room is a resource to support children who are vulnerable at break and lunch times, accessed through an adult.

MSAs contribute to recognition of positive behaviour at lunchtimes through the whole school behaviour ladder and are responsible for rewarding certificates for good behaviour. They are on the rota for awarding the ‘Star for Kindness’.

Policy and procedures for unacceptable behaviour outside the school

Pupils’ behaviour outside school on school business, for example, on school trips, away school sports fixtures, or work experience placements, may be subject to the school’s behaviour policy. Poor behaviour in such circumstances will be dealt with as if it had taken place in school.

For behaviour outside school, but not on school business, the head teacher may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole.

Support and training for all staff

All staff have received training in promoting positive behaviour and in methods of dealing with unacceptable behaviour that is relevant to their responsibilities. By including everyone consistent understanding and implementation is maintained.

Bowmansgreen Primary Support Base for children with emotional and behavioural needs is available as a resource for advice and support for managing individuals children’s behaviour.
Links with home

The school encourage parents/carers to support good behaviour and attendance through talking and listening to their children, participating actively in the home school agreement, attending parents meetings and reading newsletters.

Opportunities for engagement are created for those parents who are either hard to reach or feel culturally excluded.

When necessary Pastoral Support Programmes (PSPs) and Individual Education Plans (IEPs) will be used as part of the system to support a pupil to behave appropriately and enable her/him to continue or resume learning with her/his classmates as soon as possible. Parents and pupils are fully involved as part of the process.

Links with other agencies

Full use will be made of such agencies as Attendance Improvement, Social Services, Health Services, Links Education Support Centre and the Behaviour Support Team or Educational Psychologist to seek advice and support regarding behaviour management for the school and the child’s parents/carers when appropriate.

The school has a designated Community Support Liaison Officer who works closely with the staff and children to promote responsible citizenship, demonstrate the importance of working together for the good of the community and lay the foundations of responsible adulthood.

Monitoring, Evaluation and Review

The Positive Behaviour, including Anti-Bullying Statement policy will be reviewed annually as part of the Governing Body self-evaluation process.

The school monitor the implementation termly and will review the effectiveness of the policy on an annual basis.

Anti-Bullying Statement

September 2011
The Definition of Bullying

Bullying is defined as deliberately hurtful behaviour, **repeated over a period of time** where it is difficult for those being bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. name calling, racist remarks) or indirect (e.g. spreading rumours, excluding someone form social groups).

Single incidences of physical or verbal attack and behaviour which is hurtful but not intentional must also be taken seriously and dealt with according to the principles outlined in the behaviour policy.

Bowmansgreen aims to treat everyone with dignity, respect and consideration and to value the diversity of our community. Bullying will often include elements of discrimination and/or oppression and this will be challenged and responded to appropriately.

The school will refer to the county guidelines for dealing with racial harassment.

The Legal Context

Headteachers’ have a legal duty to take measures to prevent all forms of bullying among pupils. (DFEE Circular 10/99. Para. 4.29)

The Designated Senior Person and Deputy Designated Senior Person for Child Protection are responsible for monitoring bullying and reviewing the Anti-Bullying policy at Bowmansgreen.

Responsibilities of Schools: Prevention

Schools have a responsibility to develop and ethos where everyone feels:

- Valued for his/her own personal worth and contribution
- Is treated with respect and kindness and encouraged to develop an empathy with others
- Is able to teach and learn and offer and receive support
- Is provided with opportunities to realise his/her unique potential and resolve his/her own problems
- Is able to feel safe from intimidation, threat or harm
- Is friendly, courteous and cooperative
- Treats property with respect
Bowmansgreen will not tolerate bullying by any member of the school community. We address bullying within the curriculum in order to give pupils an understanding of what bullying is, develop skills to prevent and deal with bullying situations, and attitudes which promote responsibility. Staff at Bowmansgreen act a positive role models for pupils.

Responsibilities of Schools: Responding to incidents of bullying

- To make and review a written statement of principles to guide the headteacher in determining measures for promoting positive behaviour

Responsibilities of the Headteacher

- To frame a policy that establishes an environment that encourages positive behaviour and regular attendance, discourages bullying and promotes race equality
- To determine measure which may include a code of behaviour and its application designed to secure an acceptable standard of behaviour and to promote self discipline, proper regard for authority and respect for others
- To aim to prevent all forms of bullying among pupils
- To publish the school’s positive behaviour policy
- To provide training and guidance to ensure all staff are able to carry out the school’s policy

Responsibilities of Staff

- To be vigilant about bullying, vigorous in investigating it and involve pupils in discussing it and countering it
- To record incidents of bullying in sufficient depth and accuracy in order to monitor the effectiveness of the anti bullying policy as well as for notes for the individual child’s file

Expectations of all staff

- Never ignore bullying
- Be assertive not aggressive
- Adopt a problem solving approach
- Give children time to talk
- Involve parents as early as possible

The Children’s Role

Bowmansgreen believe that children should:

- Be involved in the development and review of behaviour and anti-bullying policies and practice
- Learn about what constitutes bullying and what to do about it
- Have opportunities to develop the skills to resist bullying and deal with bullying
• Be aware that knowing about bullying by or to others and doing nothing is unacceptable
• Be made aware that it is ‘ok to tell’ if they are being bullied or if they know someone else is being bullied, and that they will receive practical help if they do so
• Be made aware of who to contact if they have concerns about bullying

Many bullying incidents will be dealt with through the sanctions outlined in the schools behaviour policy.