

HIGHNAM C. OF E. PRIMARY ACADEMY



BEHAVIOUR AND REWARDS

**with Anti-Bullying and Hate,
Exclusion and
Drugs Education Policy**

BEHAVIOUR POLICY – Highnam C of E Primary Academy

Vision

Children with Confidence

We chose **Children with Confidence** as our vision because:

We see **confidence** as a vital ingredient for living,
the **confidence** that makes aggression unnecessary,
the **confidence** to seek support,
the **confidence** not to be anxious,
the **confidence** to put other people first,
the **confidence** to ask the big questions,
the **confidence** to trust in God.

Our vision transforms the pupils of today ready to face the future with **confidence**.

Introduction

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school:

- Encouraging and acknowledging good behaviour and discipline.
- Promoting self esteem by encouraging students to value and respect themselves and others.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Promoting early intervention.
- Ensuring a consistency of response to both positive and negative behaviour.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedure.
- Encourage children to take responsibility for their behaviour.
- Explain unacceptable behaviour.

As a Church of England School this policy is informed by Christian Values which underpin every aspect of the community's life and work, including the curriculum. These values are rooted in the teaching of Jesus Christ. Central to a behaviour policy in a church school are Jesus' words recorded in the seventh chapter of the Gospel of Matthew:

"So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets."

Widely known as 'The Golden Rule', this teaching will normally replace a set of school rules.

Aims

- foster a positive and compassionate environment in which all children can flourish and reach their full potential,
- develop relationships based on respect, generosity, integrity and trust between all members of the school community, including parents and members of the Governing Body,
- raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have been 'Values Champions' (i.e. have demonstrated Christian values in practical ways),
- ensure that there is clarity about the procedures and sanctions agreed by all stakeholders,
- give children the confidence that issues relating to behaviour will be referred back to the Golden Rule and the school's Christian values.

Roles and responsibilities

The Governing body will establish in consultation with the Headteacher, staff and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the Academy in maintaining high standards of behaviour. The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and student teachers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.

The governing body, head teacher and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the academy in maintaining high standards of behaviour and will have the opportunity to raise with the academy any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

Approach to behaviour

We want school to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about school. So we want to encourage good behaviour and discourage behaviour that would undermine learning or confidence between pupils or pupils and staff. We will reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and unavoidable sanctions for unacceptable behaviour.

It is extremely important that parents understand and support the Academy's behaviour policy and help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the school.

There may be rare times when parents do not agree with the chosen consequence. In such cases, while the academy will be willing to discuss the matter, we hope that parents will nonetheless support the academy's decision.

Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.

Training

The Governing Body will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Use of Reasonable Force

There may be rare occasions when force is required when dealing with a pupil incident. Reasonable force will be used as set out in the DfE use of reasonable force documentation (2013).

Monitoring, evaluation and review

The Academy will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

Interrelationship with other school policies

In order for the behaviour policy to be effective a clear relationship with other school policies, particularly equal opportunities, inclusion, and the use of force to control or restrain pupils, has been established.

Involvement of outside agencies

The Academy works positively with external agencies (e.g. educational welfare, health services etc.). It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

Procedures

The Headteacher in consultation with staff will develop the procedures from this policy. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied and promote the idea of personal

responsibility and treat every member of the academy equally. Each member of the Academy community has a responsibility towards the whole community in which we live.

Rewards and sanctions

An Academy ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in the procedures, and their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The procedures make a clear distinction between the sanctions applied for minor and major offences.

As a direct consequence of this Behaviour Policy:

Children will:

- build strong relationships
- experience what it means to live as a member of an open, generous and forgiving community
- benefit from a calm and secure learning environment
- be fully involved in regular reviews of the Behaviour Policy (through Academy Council etc.)

Teachers will:

- model forgiveness and the possibility of restoration and a new beginning in their relationships with both adults and children.
- be able to convey clearly and with confidence expectations of behaviour
- benefit from a calm and secure environment in which to teach effectively
- build positive relationships with parents and the whole school community
- develop personally and professionally

Parents will:

- be fully informed about the school's ethos, core Christian values and the Behaviour Policy
- feel confident that all the decisions regarding behaviour are just, unbiased, and informed by the Golden Rule and the school's values
- be confident that their child is developing personally, socially and academically
- be offered opportunities to explore further the schools' values at home; e.g. through the Home School Values on the school website.
- feel welcome in school to discuss their child's progress in a positive atmosphere.

Anti-Bullying (Please refer to our separate Anti-bullying policy for full details)

Our aims and objectives are clearly outlined in our Anti-bullying policy:

"Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. This policy aims to produce a consistent school response to any bullying incidents that may occur.

Highnam C of E Primary Academy is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community. We will ensure that people with any form of disability are not treated less favourably in any procedures, practices and service delivery. Any behaviour or language which is regarded as inappropriate or unacceptable will be dealt with initially by staff and always reported to the Headteacher.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school. Tackling bullying is everyone's responsibility."

How we define 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.

Bullying can be:

Emotional: Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures.)

Physical: pushing, kicking, hitting, punching or any use of violence.

Sexual: unwanted physical contact or sexually abusive comments.

Racist: racial taunts, graffiti, gestures.

Homophobic: Because of, or focussing on the issue of sexuality.

Verbal: name-calling, sarcasm, spreading rumours, teasing.

Cyber: All areas of internet, such as email and internet chat room misuse, Mobile threats by text messaging and calls; Misuse of associated technology, i.e. camera and video facilities. (Please refer to our Acceptable Use Policy for more details).

Bullying is not:

It is important to understand that bullying is not odd occasion falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from the academy. These behaviours, however, do not in and of themselves mean that bullying is taking place. Likewise, bullying may occur without these behaviours appearing. Students must be encouraged to report bullying at the academy. The academy staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the academy policy.

Statutory duty of schools

The Headteacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents and students. Highnam Academy has bespoke procedures for the reporting of, dealing with and prevention of bullying.

Implementation

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with promptly by the member of staff who has been approached.
- A clear account of the incident will be recorded and given to the Headteacher and/or Deputy Headteacher.
- The Headteacher and/or Deputy Headteacher lead will interview all concerned and will record the incident.
- The Class teacher will be kept informed and if it persists he/she will advise the Headteacher and/or Deputy Headteacher.
- Parents will be kept informed.
- Punitive measures will be used as appropriate and in consultation with all parties concerned.

Pupils

Pupils who have been bullied will be supported by:

- offering a prompt opportunity to discuss the experience with a member of staff
- reassuring the student
- offering continuous support
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- establishing the wrong doing and need to change (and discussion of consequences if bullying continues)
- informing parents or guardians to help change the attitude of the student

Pastoral interventions, where applicable:

Where appropriate, a restorative justice meeting will be held, where the pupils are given the opportunity to restore the positive relationship. In situations where incidents happen outside of school, including cyber bullying, the school will consider referral to the police.

Highnam C of E Primary Academy Pupil Code of Conduct:

In lessons

I will do whatever it takes to make sure that I:

- Arrive at school by 8.55am.
- Bring the equipment I need and am prepared for my learning.
- Wear the correct uniform smartly throughout the day.
- Enter the classroom calmly, greeting the teacher.
- Avoid all distractions: putting away anything not required for the lesson.
- Be an active learner by engaging with the activities set by the teacher, and demonstrating that I am doing this by remembering steps outlined on class 'Outstanding Learner' displays.
- Show respect for my own learning and that of others and being silent when requested.
- Always complete my homework on time and to an excellent standard.
- Make sure that I catch up with my learning if I have been absent from school or have fallen behind for other reasons.

In the Academy and the local community

I will do whatever it takes to help create a safe academy and local community which respects the rights of others by:

- Listening to members of staff and following instructions politely and calmly.
- Walking, not running or shouting, in corridors.
- Going straight to my lessons and holding doors open for others when the corridors are busy.
- Never damaging school property, defacing the building, dropping litter or spitting.
- Never insulting, undermining or swearing at anyone.
- Remembering I am always an ambassador for the Academy. Leaving school and making my way home in an orderly, responsible way.
- When out with the public, I will respect those around me, speaking to teammates, transport staff and members of the public quietly and politely. I will respect the local environment by being considerate to our local community, obeying shop rules, and never dropping litter, defacing or trespassing on private property.

I understand that there will be consequences if I do not observe the Code of Conduct.

Disciplinary Steps

The following disciplinary steps can be taken:

- Detention at play time and/or lunch time (Yellow and Red cards system)
- Loss of privileges – such as Golden Time
- Internal exclusion from class
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion

Within the curriculum the Academy will raise the awareness of the nature of bullying through inclusion in PSHE, registration time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Praise and rewards will be used to motivate pupils much more frequently than negative consequences. This builds a culture of achievement and success. The praise and rewards will aim to constantly reinforce our school values and vision.

Incentive	Sanctions
Praise Stickers House points / Merit Cards Attendance and Punctuality - Certificates Bench of Honour	Reminder Warning Yellow Card Red Card Detention Internal exclusion Contact with Parents/Carers to discuss

Sanctions in more serious cases (including exclusion)

If a pupil has been sent to a member of the Senior Leadership Team on a number of occasions and parents have been involved, but their behaviour has not improved then the following procedure will be put into place. Parents will be informed that this stage has been reached.

On each occasion of poor behaviour the child will be sent to the Deputy or Head teacher and the child will note down their own poor behaviour. The wording will be agreed by the Head

teacher before the child writes it in, so that the child takes responsibility for their actions and understands that there is a consequence to poor behaviour.

If the SLT believes that any child is likely to put other pupils or themselves in danger due to their behaviour they may exclude a child at any point. Additionally, if a child's poor behaviour involves targeting one particular child then this is bullying and exclusion may also then be invoked at an earlier point than on the following chart.

* For further details please see the Highnam Academy Exclusion Policy (attached policy)

Levels	Outcome
Level 1	Lose lunchtime and playtime for one day.
Level 2	½ day 'in house' exclusion with the Headteacher. Individual Behaviour Plan set. Formal parent interview with Head teacher.
Level 3	1 day 'in house' exclusion with the Headteacher. Warning of exclusion.
Level 4	Fixed term exclusion from school. If a child has a cumulative, we will discuss the need for a Pastoral Support Plan (PSP) meeting or be seeking external support. Meeting with parents to plan return.

Playtime behaviour will be managed by staff on duty, who will keep children next to them, or will ask a child to stand in a particular area to reflect upon their actions if they are not able to keep to play fairly and without hurting others. Any incidents will be shared with the class teacher and may contribute to the name in the class book route.

At lunchtime the **midday supervisors** will operate the same structure as at playtime except the Senior Management Team will be on call to deal with the children who are not able to keep the school rules.

EXCLUSIONS POLICY

Introduction

Highnam Primary Academy will ensure that its Exclusion Policy conforms to legal requirement. In particular these include:

DfE Circular 10/99 "Social Inclusions: Pupil Support"

DfE 'Improving Pupil Behaviour and Attendance; Guidance on exclusions from schools and PRUs' 2003

DFE 'Exclusion from schools' 2012

The policy operates alongside other school policies, particularly those referring to Behaviour and Anti-bullying.

In partnership with parents, Highnam Primary Academy will work to ensure that pupils understand the reasons for our expectations of appropriate behaviour and that pupils conform to the code of conduct and school rules. Schools owe a duty of care to keep pupils safe as part of their responsibility to provide a calm learning environment for them.

The bottom line

The law of the land applies at Highnam Primary Academy as it does everywhere else. So there are certain things which are forbidden, not just because we may disapprove of them, but because they are against the law. These are;

Truancy	Threatening behaviour
Drinking alcohol under age	Abusive behaviour
Physical violence	Sexist and racist behaviour
Damage to property	Smoking
Possessing any offensive weapons	Bringing aerosol cans into school
Possessing and/or using illegal drugs	Theft

Exclusions will range in length; an exclusion may be 'in house', be or a short-fixed term for one or two days, or lengthier exclusions for more serious incidents.

Exclusions will range in length; an exclusion may be for a short-fixed term for one or two days, or lengthier exclusions for more serious incidents.

Fixed Period Exclusions (up to 45 days in a school year) or Permanent Exclusions are the ultimate sanction of the school. The decision to invoke these most serious of disciplinary measures will not be taken lightly and, in most cases, will not be used unless a range of support and other sanctions have been exhausted. Where a pupil has several fixed term exclusions that may lead to a permanent exclusion a Pastoral Support Programme (PSP) will be set up.

Exclusions will normally be the result of:

- Bullying (see Anti Bullying Policy)
- Theft
- Sexist and racist behaviour
- Acts of violence against any member of the school community (including fighting or physical assaults on other pupils)
- Verbal abuse to any member of staff
- An illegal or criminal act on the school premises
- Possession of any 'weapon'
- Acts of malicious vandalism

- Behaviour away from school, which is deemed to have a serious impact on the reputation of the school
- An accumulation of anti-social and/or disruptive behaviour which is jeopardising the effective learning and/or welfare of other pupils

The decision to exclude a pupil from school ('in house' or external exclusion) rests with the Headteacher and, in his absence, or unavailability, with the Deputy Head who will make it clear they are acting in the Headteacher's absence. All pupils who have had an exclusion for any reason lose their right to go on any school visits in that school year.

When a pupil is excluded for a fixed period the exclusion will be for the minimum time judged sufficient to ensure that the pupil and others in the school understand that the behaviour has been unacceptable.

For exclusions of more than one day work will be set and marked. Arrangements for collecting work will be explained to parents. Where a pupil is excluded for a single block of more than fifteen days in a term arrangements will be made to enable the pupil to continue his or her education and to facilitate the pupil's reintegration into school at the end of the exclusion.

General Procedures

Where possible the decision to exclude and the reasons for the exclusion will be notified to the parents by telephone on the same day. It will always be followed up with a formal letter, sent within one school day of the decision, explaining the reasons for exclusion. The exclusion will be agreed with the Chair of Governors if this is possible.

The letter will explain:

- Why the Headteacher decided to exclude the pupil and the steps taken to try to avoid exclusion;
- The arrangements for enabling the pupil to continue their education, including the setting and marking of work;
- The parents' rights to see their child's school record within fifteen school days of the decision (or earlier where possible);
- Where the exclusion is for a fixed period, the length of the exclusion and the date and time the pupil should return to school;
- Where the exclusion is permanent, the date from which it takes effect, the details of any relevant previous warnings, fixed period exclusions and other disciplinary measures prior to the present incident (this may take time to collate and could be contained in a follow up letter rather than delay this letter).

The letter will inform parents of their right to make representation in writing and/or in person to the Governors Pupil Discipline Committee of the Governing Body. A friend or a legal representative may accompany the parent if they so wish.

A copy of the letter will be sent to:

The Chair of Highnam Primary Academy Governors

Where a fixed period exclusion is extended or converted into a permanent exclusion a further letter will be sent explaining the reasons. In this situation there is a new right for the parents to state their case to the Governors Pupil Discipline Committee.

See Appendix A.

Following the meeting of the Pupil Discipline Committee the chair of the Committee will communicate the decision of the Committee to the parents by sending a letter. The letter will give

the reasons for the decision and, in the case of exclusions of more than five days explain the parents' right to appeal to an independent appeal panel and details of how to make such an appeal.

The parents and pupil will be asked to attend a re-entry interview. The purpose of this meeting will be to re-emphasise the new start and to gain assurances from the pupil about future behaviour. If appropriate, phased re-integration will be managed over a limited period of time.

A note of the Pupil Discipline Committee's decision will be placed on the pupil's record with a copy of the Head teacher's exclusion letter.

All exclusions are reported termly to the full governing body.

Permanent Exclusions

The Headteacher will inform the LA of the decision to exclude permanently as soon as possible.

A meeting of the Pupil Discipline Committee will be convened between the 6th and 15th school day after notice of the exclusion to the parents. The purpose of the meeting is to hear any representation from parents and/or LA and to decide whether to reinstate the pupil.

The pupil will not be removed from the school's admissions register until the appeal process has been concluded or the time limit for an appeal has expired.

NB: Notice of exclusion refers to the letter to parents notifying them of the exclusion. This date is deemed to be the day after the letter was sent by first class post or the day on which the letter was delivered by hand.

Appendix A

Pupil discipline committee

The Chair of Governors, at the school address, acts as the point of contact for parents wishing to make representation to the Pupil Discipline Committee.

The Headteacher will convene meetings of the Pupil Discipline Committee as and when necessary.

The Pupil Discipline Committee will comprise three or five members of the governing body (excluding the Headteacher). The quorum for a meeting is three and, in the event of four members being present, the chair of the Committee has the casting vote. The Pupil Discipline Committee is convened from the Pastoral Committee if possible.

The chair of the committee will ensure before a meeting that no members of the Committee have any particular connection with the pupil or the incident, which could affect his or her ability to act impartially.

Membership of the Pupil Discipline Committee will be confirmed at the Autumn Term meeting of the full governing body.

Arranging a Pupil Discipline Committee (from 'Pupil Discipline Committees – Guidance for Governors')

When does a Pupil Discipline Committee have to meet?

- For exclusions totalling 5 school days or less in any one term where the parent makes representations;
- For exclusions totalling more than 5 days but not more than 15 days in any one term where the parent requests a meeting;

- For exclusions totalling more than 15 school days in any one term;
- Permanent exclusions;
- Fixed term exclusions made permanent;
- Where a pupil would lose the opportunity to sit a public examination.

What are the time limits within which the meeting must take place?

- The legislation states that the time limits run from when the Headteacher informs the governing body and the LEA which must be 'without delay'. The guidance interprets this as being within one school day of the exclusion.

For exclusions of more than 15 school days – including permanent exclusions.

Between 6 – 15 school days

For exclusions of 15 school days or less

Between 6 and 50 school days

For exclusions where the opportunity to sit a public examination would be lost

If at all possible, before the examination is sat; or otherwise within the above timescales.

NB: the chair of the governing body can act alone in cases of urgency (Regulation 6, School Governance (Procedures) (England) Regulations 2003).

The time limits must be complied with, but if the governing body fails to meet within those limits, it must still review an exclusion. Any decision made will be valid even though not made within the prescribed period.

Who can attend the meeting?

- Members of the Pupil Discipline Committee
- Clerk to the Committee
- Headteacher
- Parents
- Parents' Supporter/representative
- LA Representative
- Pupil

(Unless there is a strong reason to refuse, the chair to the committee should allow the excluded pupil to attend the meeting and speak as appropriate if the parent and pupil ask for this).

For exclusions of less than six school days, parents may not have the legal right to attend the meeting, but if they wish to address governors then careful consideration should be given to that request. If acceded to, both the parents and the Headteacher should be heard. (Lunchtime exclusions equate to half a school day).

Agenda for Pupil Discipline Committee Meeting

1. The chair explains the format of the meeting.
2. The school representative explains the case for the exclusion.
3. The parents or their representative may question the school representative on the facts of the case.
4. Members of the Pupil Discipline Committee may question the school representative on the facts of the case.
5. The parents or their representative present their case.

6. The school representative may question the parents or their representative on their case.
7. Members of the Pupil Discipline Committee may question the parents or their representative on the case.
8. Where present the pupil may be asked to speak.
9. The school representative sums up.
10. The parents or their representative sums up.
11. The school representative, parents, parents' representative (where present) and pupil (where present) withdraw.
12. The committee reaches its decision.

ANTI-BULLYING AND HATE POLICY

1. Introduction

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. It can take many forms, some of which may be:

- name-calling, taunting, threats, mocking or making offensive comments
- kicking, hitting or pushing
- taking and damaging belongings
- gossiping, excluding people from groups or spreading rumours
- 'cyber-bullying' – text, email, and internet bullying

2. Aims and Objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a **school ethos** in which **bullying is regarded as unacceptable**. Say 'NO' to bullying.

We aim, as a school, **to produce a safe and secure environment where all can learn without anxiety**.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

Highnam C of E Primary Academy is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community. We will ensure that people with any form of disability are not treated less favourably in any procedures, practices and service delivery. Any behaviour or language which is regarded as inappropriate or unacceptable will be dealt with initially by staff and always reported to the Senior Leadership Team.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school. Tackling bullying is everyone's responsibility. (see the Academy Behaviour Policy)

3. The Role of the Pupil

Pupils play a key role in preventing bullying, and all need to feel that they have "someone to turn to". It is important that they know how to report concerns and that they are confident in the response. Pupils are encouraged to share concerns with their class teacher or another responsible adult in the Academy. Support websites and helpline numbers are shared with pupils. The Academy Council plays an important part in promoting anti-bullying across the Academy. Annually, the Anti-bullying Agreement is shared with the whole school and updated during Collective Worship (Autumn Term).

4. The Role of Governors

The governing body supports the Senior Leadership Team in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not permit bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Senior Leadership Team to keep accurate records of all incidents of alleged bullying and to report to the

governors about the effectiveness of school anti-bullying strategies. The Headteacher provides this information in the Headteacher report for governors.

5. The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy 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 bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school and draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this type of behaviour was wrong, and why a pupil is being punished.

The Headteacher will ensure that all staff receive sufficient training to be equipped to deal with all incidents of bullying

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. The Academy Council will be involved at all levels and on a regular basis. 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.

6. The Role of the Teacher

Teachers at Highnam C. of E. Primary Academy take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents.

We keep a record of bullying in the school office where we record all incidents of bullying that occur. If any adult witnesses an act of bullying, they should inform a member of staff so that the event can be recorded.

If, teachers become aware of any bullying taking place between members of a class, they deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. They will spend time talking to the child who has bullied and explain why the action of the child was wrong. Teachers will endeavour to help the child change his/her behaviour in the future. If a child is repeatedly involved in bullying other children, the Headteacher will be informed and the child's parents will be invited into school to discuss the situation and resolve any issues. If initial discussions prove to be ineffective, the Headteacher may seek further help and advice and contact external support agencies.

Circle Time will be used in classrooms to allow for exchanges of views and ideas. These can cover a range of different topics which includes personal and social relationships as well as bullying. Circle Time provides an opportunity for children to be heard by their peers and adults in a secure and supportive atmosphere. It helps develop the esteem of each participant and encourages pupils to take responsibility for the consequences of their own actions (PSCHE Policy – Cambridge Scheme of Work).

Teachers attempt to support all children in their class and to establish 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.

7. The Role of Parents

Preventing bullying and dealing effectively with it when it happens, demands a strong partnership between teachers, pupils and parents. Good communication between everyone involved is essential. 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 or the Headteacher immediately to discuss their concerns and the next stage to be taken.

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.

8. Working together

Highnam C of E Primary Academy will ensure staff are up to date with new protocol and developments. Academy staff receive BIG Newsletters, GSCB updates (Safeguarding Policy) and provide a variety of opportunities for pupils e.g. Gloucestershire Life Bus, e-Safety Workshops (e-Safety Policy), Anti-bullying Week and Internet Safety Day.

9. Monitoring and Review

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They will do this by examining the school's anti-bullying logbook, and by discussion with the whole school community and the Headteacher. Governors analyse information with regard to gender, disability, age and ethnic background of all children involved in bullying incidents.

HIGHNAM C OF E PRIMARY ACADEMY

DRUG EDUCATION POLICY

INTRODUCTION

Highnam Academy has a responsibility to consider its response to drug misuse. At Highnam Academy we are committed to tackling drug and other substance misuse among young people. (Other substances including tobacco, alcohol and volatile substance misuse). This will involve the whole school community, including staff, governors, parents and pupils, working in partnership with outside agencies.

DRUG EDUCATION WITHIN THE BASIC CURRICULUM

Pupils will be taught about drugs through the National Curriculum.

Pupils are required to be taught:

At Key Stage 1 "about the role of drugs as medicines"

At Key Stage 2 "that tobacco, alcohol and other drugs can have harmful effects"

HOW DOES DRUG EDUCATION FIT INTO THE CURRICULUM?

Drug education will be provided as part of a broad topic-related programme, linked with the School's Science Policy, Health Education Policy and Health and Safety Policy. By permeating the whole curriculum, this gives class teachers responsibility for aspects of drug education, as part of health-related topics.

Several topics throughout KS1 and KS2 have health-related issues, e.g. 'Ourselves' and Body/Health projects.

At KS1 and KS2 the basic foundations will be laid with questions such as:

"What's inside me?" and "What happens when you have too much of something?"

As well as forming part of the health education aspect of topic work, other National Curriculum subjects, and religious education, offer opportunities to cover drug education.

For example: English, Religious education, Design and Technology
Geography, Physical education

THE CONTEXT OF THE DRUG EDUCATION PROGRAMME

The following outline teaching programme illustrates, through the progression of knowledge, understanding, skills and attitudes, the topics that may be covered in the drug education programme at KS1 and KS2. There will be a degree of overlap in content between key stages and teachers will consider the programme as a starting point for their own thinking.

Table 1

Example of a Drug Education programme
Knowledge and Understanding

KEY STAGE 1	KEY STAGE 2
School rules relating to medicines.	School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs.

Basic information about how the body works and ways of looking after the body.	More detailed information about the body, how it works and how to take care of it.
The role of medicines in promoting health.	The role of medicines in promoting health (both prescribed and different types of medicines including over-the-counter, legal and illegal drugs.)
	Reasons people use them including their form, their effects and their associated risks.
	Understanding that all drugs can be harmful if not used properly.
	Introduction to the law relating to the use of legal and illegal drugs.
Simple Safety rules about medicines and other people who can help children when they have substances used in the home, including solvents.	
	Consideration of alcohol and tobacco, their general effects on the body and on behaviour.
	Dangers from handling discarded syringes and needles.
	People who are involved with medicines (such as health professionals, pharmacists, shopkeepers.)
	People who can help children when they have questions or concerns.

Skills

KEY STAGE 1	KEY STAGE 2
Communicating feelings such as concerns about illness and taking medicines.	Identifying risks.
Following simple safety instructions.	Coping with peer influences.
When and how to get help from adults.	Communicating with adults.
	Decision-making and assertiveness in situations relating to drug use.
	Giving and getting help.
	Safety procedures when using medicines.

Attitudes

KEY STAGE 1	KEY STAGE 2
Valuing one's body and recognising its uniqueness.	Valuing oneself and other people.
Attitudes towards medicines, health professionals and hospitals.	Attitudes and beliefs about different drugs and people who may use or misuse them.
Attitudes towards the use of alcohol and cigarettes.	Responses to media and advertising presentations of alcohol, tobacco and other legal drugs.
Responses to media and advertising presentations of medicines, alcohol and smoking.	Taking responsibility for one's own safety and behaviour.

Pupils developing awareness of drugs, and of their use and misuse, has implications for the issues and situations considered at each Key Stage, and the depth to which they are explored. For example:

- at Key Stage 1 most pupils will be aware of the use of alcohol and tobacco, pupils will have encountered the use of drugs as medicine, and some may be aware of illegal drugs.

- at Key Stage 2 some pupils may have tried alcohol or tobacco, some may have misused solvents, and many may have become aware of illegal drugs.

The management of a drug-related incident

The Headteacher or Deputy Headteacher will take responsibility for responding to and managing drug-related incidents on the school premises and for liaison with other agencies and the media (if necessary).

Appropriate disciplinary measures would be taken after due consultation with staff, governors, parents and the child or children involved.

Review

This policy will be reviewed together with the Health Education policy in the cycle of review as indicated in the School Development Plan.

Both the Health and Wellbeing Team and Police/Schools Involvement Unit are willing to come into schools to give a presentation to pupils, parents or staff as part of a drug-education programme.

Information and Resources

All information and resources relating to drug education can be found in the staffroom. Some of the latest publications include:

- Gloucestershire Guidance on Drug Education and the Management of Drug-Related Incidents
- The World of Drugs: Skills for the Primary School Child.
- Thinking about drinking
- Health for Life 2

Teaching Materials

National Curriculum Blueprints:

'Health Education Key Stage 1' 'Health Education Key Stage 2'

A comprehensive photocopyable pupil resource and Teacher's Resource Book

'Scoot' (Gloucestershire Police Schools Involvement Unit) KS2 - photocopyable pupil resource

'Health for Life' (Nelson) Teachers' planning guide

There is a loan service for teaching packs and videos available from Health Promotion Gloucestershire.

Useful contacts

Contact names and roles	Contact numbers and email addresses
Local advisory support for PSHE in Gloucestershire. Jan Urban-Smith - Adviser for PSHE & Citizenship.	01452 425459 jan.urban-smith@gloucestershire.gov.uk
GHLL in Partnership with Gloucestershire Police Schools Involvement Unit.	01452 754292.
<u>Gloucestershire Young People's Substance Misuse Service (GYPSMS).</u>	01452 551271
InfoBuzz Ltd: aims to promote positive change in the lives of young people through providing individual	Unit 15-17, City Works, Alfred Street, Gloucester, GL1 4DF. Telephone: 01452 381770

support around drugs and emotional health issues, learning opportunities for groups focusing on the development of personal and social skills, and information and support around substance misuse.	email: admin@infobuzz.co.uk This e-mail address is being protected from spambots. You need JavaScript enabled to view it.
<u>Youth and Community – Gloucestershire Youth Centre</u>	01452 425420
<u>Talk to Frank.com</u> <u>A national information and support line</u>	0800 776 600

Gloucestershire Guidance on Drug Education and the Management of Drug-Related Incidents
© Gloucestershire Education

This policy is to be reviewed September 2019