

# **PAGE SCHOOLS BEHAVIOUR POLICY (INCLUDING ANTI-BULLYING) & BEHAVIOUR FROM PARENTS/CARERS & VISITORS TO THE SCHOOL**

## **1. Introduction**

Page Schools aims to foster a community where every member feels valued, respected, and treated fairly. Our school is committed to creating a caring environment built on mutual trust and respect. This Behaviour Policy is designed to ensure that all children and adults in our school feel safe, happy, and have the opportunity to learn and achieve success.

## **2. Aims**

- i. **Create a Safe Environment:** Maintain a secure and positive atmosphere for learning and working, where everyone in the school community—children, staff, and parents—feels safe and relaxed.
- ii. **Promote Mutual Respect:** Develop an ethos of respect and trust among all members of the school, both adults and children.
- iii. **Enhance Self-Esteem:** Reinforce self-esteem through positive reinforcement, praise, encouragement, and valuing contributions to the school community.
- iv. **Consistent Strategies:** Develop and apply consistent strategies for promoting positive behaviour and addressing unacceptable behaviours.
- v. **Communication:** Clearly communicate systems of rewards and consequences to all involved to encourage appropriate behaviours.
- vi. **Encourage Self-Discipline:** Foster self-discipline in students to maintain appropriate behaviour beyond the school setting.

## **3. Rights**

At Page Schools, every individual has the right:

- i. To feel safe, happy, and secure at all times.
- ii. To learn and play without threat or disruption.

- iii. To be aware that bullying is unacceptable and will be addressed.
- iv. To be listened to and treated fairly and sensitively.

**3.1. Responsibilities:** It is the responsibility of everyone in the Page Schools community to uphold these rights in all areas of the school. Children and adults must behave appropriately and follow the school's rules at all times. Children must never be humiliated and should be reassured that their behaviour, not their person, is being addressed when they are corrected.

#### **4. General School Rules**

- i. **Respect Others:** Understand and respect the needs of others.
- ii. **Inclusion:** Treat others appropriately during playtimes and ensure everyone is included.
- iii. **Politeness:** Be polite and fair.
- iv. **Responsibility:** Take responsibility for actions and behaviours, accept consequences, and make amends.
- v. **Quiet Movement:** Walk sensibly and quietly around the school, including on stairs.
- vi. **Respect Property:** Respect others' property and school belongings.
- vii. **Use Facilities Responsibly:** Use toilets and water dispensers sensibly.

#### **5. Class Rules**

At the start of each academic year, children collaborate to establish class rules that promote positive behaviour. These rules are displayed and frequently referenced. Inappropriate behaviours and their consequences are discussed and agreed upon to ensure clarity and consistency.

#### **6. Strategies for Promoting Positive Behaviour**

- i. **High-Quality Teaching:** Ensure engaging and well-planned lessons.
- ii. **Clear Expectations:** Maintain high expectations for behaviour.
- iii. **Positive Reinforcement:** Praise good behaviour and celebrate successes in various forums.

- iv. **Student Involvement:** Involve students in rule-making and agreeing on consequences.
- v. **Listening and Support:** Provide opportunities for students to discuss and learn from their behaviour.
- vi. **Recognition:** Acknowledge improved behaviour.
- vii. **Responsibilities:** Give students responsibilities within the school.
- viii. **Peer Mentoring:** Utilize peer mentoring to encourage positive behaviours.

## 7. Strategies for Addressing Unacceptable Behaviour

Unacceptable behaviours include intimidation, bullying, racist abuse, fighting, swearing, rudeness, disrupting learning, damage to property, dangerous behaviour, lying, and non-compliance with school uniforms.

### 7.1. Consequences:

- i. **Verbal Reminders:** Adults provide disapproval or reminders.
- ii. **Discussion:** Engage in discussions about behaviour.
- iii. **Temporary Removal:** Remove the child from the situation.
- iv. **Loss of Privileges:** Withdraw privileges such as playtime or extracurricular activities.
- v. **Restitution:** Require redress for any damage caused.
- vi. **Referral:** Refer the matter to the Headship team.
- vii. **Parental Involvement:** Inform and involve parents.

## 8. Strategies for Persistent Unacceptable Behaviour

Persistent unacceptable behaviour is managed positively and supportively, involving parents and external agencies as necessary. Adjustments may be made for children with special educational needs or disabilities.

### 8.1. Interventions:

- i. Regular discussions with children and parents.
- ii. Home/school message books.
- iii. Individual Behaviour Plans.
- iv. Structured learning and lunchtimes.

- v. Internal seclusions.
- vi. Access to support services.
- vii. Pastoral Support Programmes (PSP).
- viii. Restraint as a last resort.

**8.2. Exclusions:** Serious incidents may result in fixed-term or permanent exclusions.

## **9. Anti-Bullying Policy**

Page Schools are committed to ensuring a bullying-free environment where all children can learn without fear. Bullying, including physical, verbal, exclusion, damage to property, intimidation, and cyber-bullying, is not tolerated.

### **9.1. Action Steps:**

- i. **Immediate Intervention:** Address bullying incidents immediately and firmly.
- ii. **Support for Victims:** Offer victims the opportunity to discuss their experiences, involve their parents, and provide ongoing support.
- iii. **Support for Bullies:** Work with bullies to change their behaviour, involving their parents and external support if necessary.

## **10. Behaviour from Parents/Carers & Visitors**

Page Schools encourage positive relationships with parents and the community. Parents and visitors are expected to behave respectfully on school premises. Inappropriate behaviour, such as aggression or abuse towards staff or others, is not tolerated and may result in exclusion from the school premises.

### **10.1. Procedures:**

- 1. **Resolution Attempts:** Staff will attempt to resolve issues through discussion and mediation.
- 2. **Ban:** In cases of continued aggression or extreme acts of violence, a ban from the premises may be imposed, with appropriate steps communicated in writing.

## **11. Conclusion**

The local authority may step in if behavior is unacceptable or if there are serious violations of our home-school agreement or health and safety rules. When enforcing this policy, the school will seek advice from the Local Authority's education, health and safety, and legal departments as needed, to ensure fairness and consistency.