



Behaviour Policy Exclusion Guidance and Anti Bullying statement

This policy should be read in conjunction with other policies including: Teaching and learning, SEND, inclusion, e-safety policy and others.

Agreed at: Full Governing Body

Date: 7th March 2018

Review: Spring Term 2019

Signed: *M J Potter*

PART1. BEHAVIOUR POLICY

1. AIMS

- i) We encourage and reward good standards of behaviour in an environment where children are considerate to others and can develop their own self esteem.
- ii) Within the school's Christian ethos, we aim to develop values of respect, compassion, friendship, love and honesty. The children will be taught to be responsible for their own behaviour and learning and have self-worth whilst showing forgiveness to others.
- iii) At all times, we aim to have a fair and consistent approach in all areas of school life.
- iv) We aim to enforce a good code of behaviour, so that effective teaching and learning can take place at all times.
- v) We aim to create strong partnerships in our community through positive relationships with children, parents, carers, all staff and governors.

2. RATIONALE

We hope to fulfil these aims by:-

- i) Treating children with consideration and respect, and in so doing, we hope the children will learn to treat others in the same way.
- ii) Developing the child's self-discipline, so the child will learn acceptance of responsibility for his/her own actions.
- iii) By establishing clear expectations and strategies. These are defined by clear school rules. The parents/carers are fully informed about the school's expectations regarding behaviour and the rules will be reviewed annually.
- iv) Providing our children with a safe and secure environment. We feel that good behaviour is the cornerstone of the school curriculum and that so much ensues from it.

3. SCHOOL RULES

These are our school rules. They were written by the children and everyone has agreed to them. Everyone is expected to abide by them and is open to challenge if they do not.

We want to be kind, helpful and polite.

We will try to think of others before ourselves.

We want to respect our school and everything in it.

We will try to share and care.

We want to listen to each other, especially adults.

We will try to do as we are told the first time.

We want to walk quietly when we move around school.

We will try to make our school a calm and safe place.

We want to do our best.

We will try to do this no matter how we feel.

4. GUIDANCE FOR STAFF

Detailed guidance to support children can be found in the North Lincolnshire Behaviour toolkit which provides resources and information to support all staff but especially Class Teachers, SENCO and Senior Leaders. We are also part of local cluster who meet termly to discuss and share good practice around behaviour for learning.

The North Lincolnshire Local Offer website provides additional materials via the Behaviour Toolkit. All teaching staff should make themselves familiar with this resource.

<http://www.northlincslocaloffer.com/s4s/WhereILive/Council?pageId=837>

In September 2015 during staff training the following were agreed to support even greater consistency across all Key Stages. These were felt to be the very best strategies that all staff should use.

CONSISTENCY IS KEY...

- Statement instructions, 'Coat on. Thank you.'
- State what you want them to do, "Good Walking"
- Catch them being good
- Use specific praise, "Thank you for holding the door open for everyone."
- Refer to the school values and reinforce them on a weekly basis.
- Ensure that all the statements on the class charter are positive 'do' statements.
- Ensure that every child is treated as an individual and their needs are met
- Anticipate situations that may occur
- Use distraction to defuse
- Prepare children for change using class visual timetables or individual timetables (these can be added to the planners e.g. in y6 to prepare for transition to Secondary School)
- Have a calm place when children can relax
- Use a ratio of positive comments (5) to negative comments (1)
- School council to review the current reward system in school

ALL STAFF MUST BE CONSISTENT IN THEIR USE OF POSITIVE LANGUAGE

Following a review of our behaviour policy including reward and sanctions systems our children were able to articulate why we need good behaviour to support our learning and also demonstrated that they understood the behaviour code, rewards and sanction systems and how it was applied in their classes (Jan 2016 update)

5. INCENTIVES FOR POSITIVE BEHAVIOUR

- i) At the start of each year class teachers agree a 'charter' with their class for learning behaviour. This should be refreshed regularly.
- ii) Within the classroom teachers aim to create a positive working atmosphere and to promote the enjoyment and enthusiasm of the children. Teachers praise children's success through verbal and non-verbal recognition and through their marking of work, will give written praise in KS1/2 and team points for effort and excellence. A little bit of praise goes a long way! Praise should focus on the learning behaviours (not just passive behaviours e.g. because you are concentrating so well and taking your time you have created a really neat diagram. This also encourages other children to adopt these behaviours too.
- iii) Praise may be verbal or non-verbal - in FS 'well done songs' and positive phrases e.g "fantastic" are used other nonverbal signs are included throughout school e.g. a smile, a thumbs up or an acknowledgement that the children recognise.
- iv) We praise children for showing the school strengths and values in action and refer to them regularly.

- v) Displays in the classroom and throughout the school are seen as a way of encouraging and praising the efforts which children have made. This helps in promoting the child's self-esteem.
- vi) The school has a fair and consistent approach to marking children's work. The details are outlined in the Marking Policy. The children can be secure in the knowledge that their work is a true reflection of their level of achievement. The teacher's comments help the child in their own self-evaluation. Teachers always aim to emphasise the children's success when marking work and will also provide next steps and future targets.
- vii) The Values and Strengths celebration worship, held every Friday, is an incentive for positive behaviour (F2 in class, Year 1 - 6 in hall). Here the children have the opportunity to share their achievements from the week and we include achievements that take place outside school e.g. sporting awards, music awards etc. Children's behaviour is also rewarded in this worship.
- viii) Each week (Y1-6) the class teacher puts forward children from their class who have particularly exemplified our values and strengths. The children receive individual praise and a certificate is given to celebrate their efforts.
- ix) Team points (Y1-6) also encourage positive learning behaviour. They are awarded to individual children for effort, good work, excellent manners and good learning behaviour. All members of the staff team can give these out whether they work directly with the children or not. Their points count for both their own team and their individual performance. Again this is rewarded in the celebration assembly. The lunchtime supervisors also use the team point system to encourage good behaviour. Certificates are awarded to our 'always children' who consistently behave well during dinner times. Collective worship plays a key role in of our ongoing behaviour policy with an annual cycle linked to our values and strengths.
- x) Whole class (Y1-6) cooperation and teamwork is encouraged by the use of Class Squares. A group of children can be awarded for being an excellent example to the other classes or for completing a task in a very mature and sensible manner or for taking care of their environment. All staff in school are encouraged to reward children by 'giving the class' a class square/ star. This is marked on the class chart. The children negotiate with their class teacher small rewards e.g. 5 mins extra play or a favourite activity each time they reach a 'yellow star'. A larger treat e.g. 15mins of extra play or use of favourite piece of equipment, time in Lawson's wood or on the climbing equipment is rewarded when all the squares on the chart are complete.

6. SANCTIONS AND DISINCENTIVES

- i) We appreciate that positive behaviour strategies are not always successful in preventing behaviour problems and that sanctions and disincentives are necessary to improve a child's behaviour.
- ii) We aim to work with parents at the earliest sign of difficulties with behaviour. It is important that early communication takes place to unpick the reasons for the behaviours.
- iii) Management of behaviour takes place on 3 levels whole school, classroom and individual.
- iv) Staff will use positive praise directed to another child to reinforce the expected behaviour. Prompts and reminders will be given.
- v) Staff will use the language of choices, strengths and consequences to redirect the child to the appropriate learning behaviours.

- vi) If further support for behaviour is needed then children will receive a warning and reminder of the school rule/ expectation. A discussion may take place about the school rules and why the behaviour is inappropriate and what is expected of the child. E.g. What did you do? Why did you do it? Which rule was broken? What can you do to put it right (fix the behaviour)? We always aim to criticise and target the child's behaviour and not the child. We also exemplify our expectations by using stories that the children will have heard in collective worship and support them to make good choices.
- vii) If, following the warning, children continue to misbehave then they will be told that a mark is being placed on the board and that if they continue to choose to behave in that manner then they will lose a minute (two minutes for older children) from their playtime. Further mis-behaviour will result in a second mark on the board and the loss of playtime. Further minutes may be lost or sanctions escalated. When playtime is lost then this is always recorded in the behaviour book. Staff use a range of displays to reinforce positive behaviour e.g. traffic lights etc.
- viii) Each class teacher possesses a class behaviour book. If a child's behaviour is inappropriate or antisocial then the child's name and type of undesired behaviour will be recorded. The child is present when this entry is made. If the child has his/her name entered in the book three times in a 1/2 term then the Head teacher will be informed and will make a note of the situation formally on the child's file. If there are 3 entries in the book parents will be contacted to ask for their support to help unpick the reasons for the behaviour and to address them. Through contacting parents/carers we aim to develop a mutual understanding about levels of acceptable and unacceptable behaviour. Again, we see parents/carers as working in partnership with the school in order to achieve the same goals.
- ix) If behaviour is serious in nature then parents will be contacted immediately.
- x) During any period of undesired behaviour the class teacher may use the following sanctions: isolation, withdrawal of playtimes and privileges; letters of apology may be written as well as verbal apologies given. In Foundation Stage and Year 1 a solution mat is used.
- xi) Confiscation of a pupil's property might be deemed appropriate where to do so is reasonable and proportionate. On most days child should not have items in school other than PE kits, lunchboxes etc. If confiscation is necessary then the class teacher should keep a record of items and grounds for confiscation. Items must be stored safely and securely until they can be returned. The Head teacher must be informed of any serious issues involving confiscation.
- xii) Once the parents/carers have been informed about their child's inappropriate behaviour and this behaviour continues, the class teacher will meet parents/carers informally on a daily or weekly basis, depending on the individual situation. The school SENCO may also be involved in supporting in unpick the reasons for the behaviours.
- xiii) If the above strategies fail to improve the child's behaviour other sanctions will be discussed with parents/carers. For example: the parents/carers may be asked to come into school to supervise their child, or the child may need to be sent home at lunchtime (exclusion). We hope that the parents/carers will be supportive in considering the possibility of continuing a denial of privileges at home. A report system (behaviour book) may also be set up for a limited period of time. Daily reports of the child's behaviour, noting both good and bad points, would be sent home giving the parents/carers the

opportunity to comment. The issuing of a report system is recorded in the child's file. There are exceptions to this general policy when for example behaviour is deemed to be totally unacceptable e.g. foul language, actions involving physical hurt, fighting, deliberate disruption, proven bullying, wilful damage to the property of others, racism, insulting and threatening behaviour and any use/involvement with weapons or drugs. A serious incident report will be completed.

- xiv) In these cases the child is referred directly to the Head Teacher and the incident recorded in his/her file. Parents/carers are always informed of serious incidents -twice verbally and the third time in writing. Parents are invited to discuss the incident with the child and the Head Teacher. Privileges will be withdrawn throughout these stages but after the third stage report systems and exclusion from school (at lunchtime and full days) may be used.
- xv) It is lawful for teachers to detain pupils, without parental consent, during the school day, in the evenings and at lunchtimes. Detention after school must only be applied:-
 - with the Head teacher's agreement and
 - after 24 hours written notice to Parents/Carers.
- xvi) We see exclusion very much as a last resort but in extreme cases this will be exercised at the discretion of the Head teacher. The Chair of Governors will also be informed.
- xvii) We always avoid sanctions that we feel offer nothing to improve upon or learn from for example:
 - pointless tasks
 - public humiliation
 - verbal abuse/sarcasm
 - corporal punishment
 - blanket punishments (where innocent and guilty suffer).
- xviii) Physical restraint should only be used when unavoidable and then only in line with the 'Team Teach' approach. De-escalation is always the first strategy. Restraint should only be used if the child is at risk of hurting themselves or others or is damaging property or seriously disrupting the learning of others. If children are restrained or moved then a 'team teach' form is completed. Parents are informed and sign a copy of the form. The form is placed on the child's records.

7. LUNCHTIME BEHAVIOUR

- i) We see lunchtimes as a very important part of the day. Through our school vision and ethos we aim to have the same standards of behaviour and attitude at all times of the day. The Midday Supervisors deal with all incidents at lunchtime and refer to the Senior Midday Supervisor as necessary. Persistent inappropriate behaviour is referred by the Senior Midday Supervisor to the class teachers and if needs be a member of the Senior Management Team.

8. REVIEW

Our behaviour policy is amended and reviewed annually following consultation with pupils, parents, staff and governors.

PART 2. EXCLUSION POLICY

1. BACKGROUND

This policy deals with the policy and practice which informs the Academy's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

- i) The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate education environment in which all can learn and succeed;
- ii) The second is to realise the aim of reducing the need to use exclusion as a sanction.

2. INTRODUCTION

The decision to exclude a pupil will be taken in the following circumstances:

- i) In response to a serious breach of the school's Behaviour Policy
- ii) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school.

Exclusion is an extreme sanction and can only be applied by the Head teacher. Exclusion, whether for a 'fixed term' or 'permanent' may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- Verbal abuse to staff and others
- Verbal abuse to pupils
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Head teacher makes the judgement that exclusion is an appropriate sanction.

At times the Head teacher will decide not to use the extreme sanction of an exclusion but will decide that a Pastoral Support Plan should be drawn up to try to avoid the sanction of an exclusion in the future. This might be accompanied by an internal exclusion.

3. EXCLUSION PROCEDURE

- i) We believe that exclusion is a last resort. We do not wish to exclude any children but sometimes for the sake of the other children we may have to take this action. We recognise that we are responsible for making full time provision for an excluded child from the 6th day of their exclusion. Parents and carers have a duty to ensure that their child is not present in a public place during the first 5 days of their exclusion.
- ii) Exclusions are rare and are usually of a **fixed term** nature which has a short duration (between one and five days). The DfE regulations allow the Head teacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. In extreme and exceptional circumstances then the Head teacher can **permanently** exclude a pupil
- iii) The Governors have established arrangements (via the pupil discipline panel) to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for more than 15 days in a school term or missing National Curriculum Tests.
- iv) The Governors have established arrangements (via the pupil discipline panel) to review fixed term exclusions which would lead to a pupil being excluded for more than 5 days but not more than 15 days in a school term where a parent has expressed a wish to make representations.
- v) Following exclusion the following will happen:
 - Parents are contacted immediately and given clear reasons for the exclusion.
 - A letter will be sent by post giving details of the exclusion and the date the exclusion ends.
 - Parents have a right to make representations to the Governing Body and the Academy Trust as directed in the letter.
 - The letter will inform parents about free impartial advice from Coram Children's Legal Centre: www.childrenslegalcentre.com 08088 020 008; and direction towards the exclusions guidance at exclusionsguidance.gov.uk
 - A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team and other staff where appropriate.
 - During this meeting a Pastoral Support Plan will be drawn up, which will include a review date.
 - During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.
 - Records relating to exclusions will be stored confidentially.

4. PERMANENT EXCLUSION

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:
- Serious actual or threatened violence against another pupil or a member of staff
 - Sexual abuse or assault
 - Supplying an illegal drug
 - Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him")
 - Arson
 - Behaviour which poses a significant risk to the child's own safety.

The school will involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

5. GENERAL FACTORS THE SCHOOL CONSIDERS BEFORE MAKING A DECISION TO EXCLUDE.

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Head teacher will:

- Explore alternative provision to avoid exclusion.
- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy, Equal Opportunity and Race Equality Policies
- Allow the pupil to give her/his version of events
- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment).

If the Head teacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, then exclusion will be the outcome.

6. RIGHT TO APPEAL

Parents and carers have a right to appeal to the governing body.

If parents choose to appeal the governing body can decide to uphold the exclusion or reinstate the child. The governing body must inform the parents, Head teacher and local authority of their decision.

If the exclusion is upheld parents/ carers must be informed that they have a right to an independent reviewing team.

Further detailed guidance to be followed is to be found at:

<https://www.gov.uk/government/publications/school-exclusion>

PART 3. ANTI BULLYING STATEMENT

Within our school every member of our community has a right to feel safe and to be happy.

1. DEFINITION OF BULLYING

"Bullying is an action taken by one person or persons which causes physical or mental pain or loss of self-esteem to another person. It is done with the intention of causing distress to the 'victim' and is usually for the bully's personal gratification and is often aimed at impressing others."

Bullying is seen as:

- i) Ongoing (it is not the same as conflict between two equals or random unprovoked aggressive acts.)
- ii) Deliberate
- iii) Unequal - it involves a power imbalance (this can result from size, number, higher status, or as a result of having limited resources)

2. TYPES OF BULLYING

- Physical (Kicking, pushing, biting)
- Verbal (Name calling, racist remarks, teasing, winding people up)
- Gesture (Making signs at someone, mimicking)
- Extortion (Money)
- Exclusion (Won't speak, sending to Coventry, not allowing others to join in playground activities)
- Indirect (spreading rumours, excluding from social groups)
- Cyber- bullying (Any use of technology to bully)

3. AIM

To maintain an ethos in which bullying cannot thrive

The school takes a positive approach regarding bullying, addressing both prevention and reaction issues. We believe that our pupils are entitled to receive their education in a safe, caring, empowering environment, free from fear and intimidation. To this end we aim to:

- Prevent bullying within our school
- Identify any child who is being bullied (Signs to look for include isolation, irregular school times, earliness/ lateness for school and avoidance of activities)
- To listen and take accusations seriously
- To ensure that all staff, teaching and non-teaching are aware of the schools policy on bullying
- To ensure that the children are clear about and know what to do if they are a victim of bullying
- To ensure that any bully is given help to overcome the problems but if they continue to bully that they know the consequences.

The school community is encouraged to share these values and translate them into action.

We have a mandatory obligation to keep our pupils safe. Behaviour within the school is a corporate responsibility. Incidents of bullying should be dealt with following the same structures that are in place for other aspects of misbehaviour.

4. HOW DO WE TEACH THE ANTIBULLYING MESSAGE?

We raise awareness through many subjects but deal with it explicitly through PSHCE (personal, social, health and citizenship education). Our day to day values, strengths and behaviour code promote the importance of treating others well and our Christian ethos promotes respect of others through play, work and relationships.

Measures to promote good behaviour are outlined in our behaviour policy.

We support the national Anti-bullying week, link stories to our values through collective worship and have a named teacher for each child. A worry box is also accessible to the children.

We reinforce good behaviours with praise. Children's confidence, resilience and self-esteem are developed through encouragement, incentives and rewards both verbal and written. The school council meets each half term to discuss issues. We have strong working relationships with Parents and Carers and a home school agreement is signed and reviewed annually.

5. RECORDING

Incidents of bullying no matter how minor should be recorded and dealt with by the class teacher (Class behaviour book is used for this purpose). Should more serious incidents occur or should a child be involved in incidents of bullying on several occasions then this must be brought to the attention of the a senior member of staff. Serious incidents or persistent occurrences will be brought to the attention of parents/carers of the child/children involved. Action may involve the use of sanctions from the behaviour policy and the signing of behaviour contracts with child and parent.

6. PUNISHMENT/ SANCTIONS

These are as set out in the behaviour policy

Should any child persistently bully then procedures of exclusion may be followed (See exclusion policy) with the involvement of the Governing body.

Staff need to help the bully to become aware of the problem without being negative. Do not 'bully the bully'. An agreed form of atonement must be found which is acceptable to the victim and the bully.

7. DETECTING BULLYING

Parents and teachers need to be able to recognise the signs which may indicate that a child is being bullied.

- Cuts, bruises, aches and pains which are not adequately explained
- Clothes or possessions are damaged or lost
- Child requests extra money or starts stealing
- Child starts going to or returning from school at an earlier or later time, or starts using different routes
- Child starts refusing to go outside at break time or refuses to stay at school for dinner
- Child requests to change classes or makes different choices at school e.g. changing out of school clubs etc.
- Reluctance or refusal to attend school

8. STRATEGIES USEFUL IN CONTROL OF BULLYING

- i) Make records of all incidents and let the bully and victim see that you are doing so. Do not deal with bullies and victims separately, unless this seems appropriate. All incidents must

be reported to the head teacher or the deputy head teacher in the absence of the head teacher.

- ii) Analyse the bullying situation carefully. You may find that a pattern of situations is revealed. It is then possible to separate bully from victim by the judicious use of activities. Do not keep them apart by moving one or other into different situations. This will not cause the bully to change his / her opinion of the victim. If possible, under close supervision put them in the same work groups. Close cooperation often causes bullies to gradually reappraise their opinions of the victims. This method also helps the victim regain his self-esteem. This element is important as the victim needs constant reassurance, help and understanding.
- iii) Punishment is not usually a productive method of dealing with bullies. It just reinforces their view that big, strong people can bully smaller ones. It may be necessary to use punishment in the first instance if the bullying is particularly frequent or vicious. The best punishments are restitutive; the bullies have to make amends by some act of public service which, it is explained to them, is their way of caring for people that they have hurt. Feedback for the victim is crucial. They must be aware of what measures have been taken and how this will affect them. This may involve follow up meetings with the parents of victims as well.
- iv) Parent cooperation should always be sought-even the bully's parents should be notified. This is a matter of common sense. If the bully has to be excluded those parents will not be in position to claim that they had never been given the chance to do something about it. In addition such parents can provide another form of reward system if you are able to send a note home saying that their child has made good effort to behave well.
- v) Extortion requires additional input. Whatever may be used from the lists above it is necessary to introduce teaching about property rights. Restitutive punishment is also useful when bullies have to return the property they took or its equivalent value. Parents must always be involved.
- vi) Open discussion about 'bullying' in class is essential as a preventative and restorative tool. Circle time / PSHCE are key times for this. Other subjects may lend themselves to such discussions e.g. literacy, RE.
- vii) Anti-Bullying week is held to coincide with the National campaign.
- viii) SEAL resources can be accessed along with other books in school.
- ix) Other resources can be found on the Anti-Bullying alliance website. <http://anti-bullyingalliance.org.uk>
- x) Our PSHCE leader keeps up-to-date with local initiatives
- xi) Buddies are trained to intervene in situations and to spot children who may be being bullied.
- xii) Each child in school has a named teacher who they feel most comfortable speaking to. These are refreshed each year.
- xiii) A worry box is available in the foyer of the school for children to slip a note inside if they cannot talk to anyone.
- xiv) All incidences of bullying are reported to the governing body and the local education authority.

9. TALKING ABOUT BULLYING INCIDENTS- GUIDANCE FOR STAFF

- Encourage the child to talk, be patient
- Be supportive don't overreact
- Listen carefully and ascertain the facts
- Try to avoid sensitive areas such as the names they've been called
- Give assurances that the bullying will stop or that the situation will change
- Assure the child that it happens to most people at some time and that we can learn to avoid it, or cope
- Reassure that what has happened doesn't mean there is something wrong with the child
- Try to use it as a problem to be solved
- Ask the child if he/she could alter the situation in some way
- Teasing/ taunting is hurtful but try to explain it might stop if the child doesn't respond
- Above all, treat the situation sensitively because the child may be far more distressed than an adult realises and may have things totally out of perspective
- Appear calm, work out a plan of action
- When sanctioning the perpetrator use the procedures defined in this policy and the behaviour policy
- Class teachers must be informed and the incident logged in the class book
- The Head Teacher must be informed about all incidences of bullying.

10. CONCERNED ABOUT BULLYING - WHAT SHOULD YOU DO?

Although incidences of bullying within our school are very rare we recognise the importance of partnership between parents/ carers and school both to prevent and eradicate bullying.

The staff and governors regularly review the anti-bullying policy. We have included anti-bullying in our curriculum planning so that our children continue to be made aware of the outcomes of anti-social behaviour towards their peers and develop resilience to act should they be victims or witnesses of bullying.

You can help us by considering and implementing the following:

1. Encourage your child to report incidents (TELL) in confidence to a member of staff at school either verbally or if preferred through the worry box or a note to their teacher. If you have concerns about your child please contact us at the earliest opportunity to make us aware of the situation. We need to be told about incidences of bullying and we will act in a sensitive manner and there should be no fear of reprisals.
2. Reassure your child that measures will be taken to stop the bullying
3. Work in partnership with school should your child be involved in incidents of bullying either as bully or a victim of bullying.

APPENDIX 1. GUIDANCE FOR PARENTS - BULLYING

Bullying is an action taken by one person or persons which causes physical or mental pain or loss of self-esteem to another person. It is done with the intention of causing distress to the 'victim' and is usually for the bully's personal gratification and is often aimed at impressing others.

BULLYING - A POSITIVE APPROACH

There is no such thing as acceptable bullying. Children have the right to expect that they will not be bullied at school and that school will seek to provide a safe, caring, protective environment for all children. Our response to bullying aims to control and prevent. Schools will not only take action to deal with incidents of bullying that arise, but will seek to bring about conditions in which bullying is less likely to happen.

School will seek to ensure the support and cooperation of parents and of other agencies in resolving bullying problems. Bullying is sometimes too big a problem for us to deal with on our own.

There is no simple solution to bullying problems. It is for teachers and parents to consider the particular combination of factors that have led to bullying and to determine the best response. There is no one correct solution.

Disapproval should be detected at the behaviour and not the child.

DETECTING BULLYING

Parents and teachers need to be able to recognise the signs which might indicate that a child is being bullied.

- Cuts, bruises, aches and pains which are not adequately explained
- Clothes or possessions are damaged or lost
- Child requests extra money or starts stealing
- Child starts going to or returning from school at an earlier or later time, or starts using different routes
- Child starts refusing to go outside at break time or refuses to stay at school for dinner
- Child requests to change classes or makes different choices at school e.g. changing out of school clubs etc.
- Reluctance or refusal to attend school

Any marked change in a child's behaviour may indicate that the child is under stress

- Behaviour may become immature (e.g. reverts to thumb sucking, bedwetting or tantrums)
- Child may become withdrawn, clingy, moody, aggressive, uncooperative or non-communicative.
- Deterioration in school performance and ability to concentrate
- May have sleep or appetite problems.

WHAT TO DO

- Reassure your child that they are loved and important. Children who are bullied feel worthless and helpless.
- Don't dismiss the child or tell them not to tell tales
- Don't tell them to hit back

- Don't say you must have asked for it
- Do try to find out when and why the bullying is happening - is it bullying or just a rough game or a child's squabble.
- Remember children do not always tell the teacher or the parents. Sometimes they confide in a friend, another relative or a friend's parent.

ADVICE FOR KEEPING CHILDREN WHO ARE BULLIED SAFE

- Suggest that they always TELL a teacher, parent or some other person they trust that they have been bullied (all children in our school have named a member of staff they feel most comfortable speaking to)
- Suggest that they avoid situations and places where bullying is most likely to occur.
- Suggest that they stay close to other children or adults who may provide protection.
- Suggest that trying to buy off bullies by giving them things seldom works. The bully is likely to ask for more.
- Advise them against staying off school. This is likely to make the problem worse.
- Tell them that they must not start bullying other children as a response to being bullied. All children have the right to go to school without being bullied.
- Suggest that, when possible, they should walk away from the bullying, looking as confident as they can. If they make a fuss or show that they are frightened, the bully will know that they are unsure of themselves and is likely to keep on bullying.
- If the worst comes to the worst they should do whatever the bully tells them and then get away any way they can. The most important consideration is to stay safe. They must report to an adult.

WHAT DO WE DO?

Children are encouraged to talk about friends, how to be a good friend, what is not acceptable and to TELL others if they are being hurt or upset in anyway. All children in school have named a teacher who they feel most comfortable speaking to. Any complaints of bullying will be investigated.

Remember - you, as parents might be the first person to be told. Do not assume that the school knows and has done nothing - please make sure the school does know. Any case of possible bullying is investigated. Following investigations parents of the bully(ies) and the victim(s) will be informed of the sanctions that have been imposed and of the consequences of any further bullying behaviour. Remember bullies also need your help. If you suspect that your child is bullying a brother or sister or a friend. Do stop it and try to work out what is causing the behaviour. It is often a sign that they are unhappy in some way and need attention.

APPENDIX 2. GUIDANCE FOR STAFF - WORKING WITH CHILDREN WHO BULLY.

The majority of bullies are dominate, active, physically strong children. They are not insecure or lacking in confidence and are often popular with other children. They appear to enjoy the opportunity to exercise power over others. They enjoy dominating others. In school we attempt to:

- Model appropriate behaviours in the way we respond to children. Respect is a key feature in all that we do and is talked about and modelled explicitly.

- Take action to discourage bullying and where possible apply a suitable sanction
- Direct the disapproval at the behaviour not the child
- Do not bully the bully. The use of strong-arm tactics will confirm the bully's belief that 'might is right'
- In extreme cases policy involvement or exclusion or child protection procedures might need to be considered.
- Take steps to ensure that there is monitoring of whether further bullying takes place
- In addition to taking action to discourage bullying, employ a range of measures to encourage appropriate behaviour, perhaps use contracts or targets
- Try to re-direct the enjoyment of exercising power over others e.g. encourage the bully to take on a caring or tutoring role with a younger child.
- So far as possible, curtail exposure to aggressive models and provide examples of admired people who do not bully e.g. local celebrities or heroes
- Encourage other children to disapprove of the bullying and to TELL
- Try to change the way that bullies view the situation e.g. they often think that their status is being challenged when this is not in fact the case.
- Break up the bullying gangs by not allowing children to sit, eat or play together.
- Develop their ability to empathise with others e.g. give clear feedback on the extent of the distress their behaviour has caused.
- Give reasons for the actions you take.

APPENDIX THREE - ADDITIONAL GUIDANCE FOR LUNCH AND BREAK TIMES

The teacher on duty must be promptly outside. All children should be outside unless supervised. Support children to mix well and avoid problems. At the end of play blow a whistle or ring the bell. Everyone stands still and is silent. Lines line up silently and remain so until collected by their teacher. Everyone enters school ready to learn.

BUDDIES AND PLAY LEADERS

As part of developing their understanding of responsibilities our Year 6 children are trained in Buddy Skills and Play leader skills, green sashes identify buddies, yellow tabards identify play leaders. They are supported at lunchtime by our lunch time play worker. There is a clear rota of both Buddies and Play leaders so that support for happy and active playtimes is shared across the school.

Everyone should enjoy - no one is allowed to interfere with anyone else's sensible enjoyment

Everyone is allowed to play any game as long as they are playing properly - no one is excluded

Everyone shares the space safely

All activities

All children play sensibly and politely with one another - we keep our hands to ourselves. There should be no touching except to pick someone up or hold hands/ take care of someone.

Grass

- Only allowed on when adult on duty gives permission
- Not on grass before or after school (unless supervised)
- When wet - hand up - not shouting - to collect a ball
- If you run on the grass (on a wet day) to avoid being caught in chasing games you are caught!
- Do not play in the bushes - stay away unless sitting under trees for shade
- Keep away from small/ younger trees so they don't break
- Do not pick anything off the trees/ bushes

Football

- Football must be **FAIR, FUN AND FRIENDLY**
- Only 'mini' footballs - Mr McKay's word is final!
- Balls must be kept waist height as far as possible
- On the larger playground - football is played in the middle rectangle - sometimes two rectangles may be used
- Non footballers to use the other spaces
- Players can only shoot if in the half with the goal

On the field - one ball per game

People on duty can send off/ban a player if they are not being sporting but they are not there to referee.

School Play Equipment

- Only used for proper purposes e.g. skipping ropes are for skipping (please don't tie knots in them)
- Everyone must put away equipment properly (e.g: dominoes, noughts and crosses) in correct boxes
- Y6 monitors to report to PE subject leader or Deputy Head
- Tell an adult if something is lost or broken. - Noughts and crosses only on the playground

Children's own equipment

- Everything must be clearly named
- Children are responsible for their own property
- Owner must be playing the game
- No balls from home

Throwing

- Nothing except balls or toys designed for throwing
- Take care and aim carefully
- No one should be in between the two people who are throwing

Basketball

- Must keep to 'non-contact' rules of basketball
- Only on the 'large' playground
- Only mini football - no hard/ heavy basket balls
- No more than two balls per basket
- Can practise just passing elsewhere on the playground
- If watching keep well away from the post and 'watch the ball'

Garden

Is for everyone:

- Quiet sitting - 1 person per chair
- - Quiet reading or drawing is allowed

Climbing trail

- No one is to use this before or after school
- - Adult on duty decides if it is safe to use
- Only use if the bollard is away from the bridge
- One year group per day (see sign in the Y1 window)
- Keep a safe space between you and others - non contact activity

Lawson's Wood

- Only to be used on dry days so we don't get mud in school
- Not to be used on windy days
- Don't pick up logs
- No swinging or climbing on branches
- No running (trip hazards)
- Only to be used at lunchtime so everyone can be supervised
- Quiet place for looking at nature and sitting and talking with friends or using dens

End of playtime

- Send a message to the staffroom to say break is over
- Ring the bell once (children stand still and silent)
- Second ring (Children walk in silence to their lines)
- Children line up and teachers meet them to walk them in to school
- Teachers must be out on time to meet classes

Supervision

A member of staff is always on duty in the large and small playground

At lunch time there are more staff on duty

Any child who misbehaves is either stood at the wall (time out) for a number of minutes or sent inside to the Deputy Head or Head teacher.

Wet break times

Break: Staff stay with their own class. TA's will relieve staff for a toilet break and drink. Class teachers provide activities for wet breaks.

Lunchtime: Children will be supervised by lunchtime staff. Reception and Year 1 meet in reception classroom. Y2/3/4/5 in the 2/3 shared area and classrooms. Y6 have access to the library as a privilege. Lunchtime staff will organise games, drawing, DVD's and quiet reading/ chatting.

Date	Agreed by:	Changes:
10.02.16	Full Governors	New policy
06.12.16	Curriculum	Reviewed

Appendix 2) BEHAVIOUR FOR LEARNING ENVIRONMENT AUDIT

	1	2	3	4	5
Physical Factors					
Lighting levels and temperature are conducive to learning					
Sound level in classroom is suitable					
Sufficient space for movement with high traffic zones situated away from teaching space					
Furniture is arranged for best effect but pupil tables can be altered to match task and demand					
Teaching position allows all areas to be scanned during teaching input					
Classroom displays support learning and reflect pupil diversity					
Materials required for tasks are easily accessible					
Classroom Management					
Teacher arrives at classroom before pupils and greets pupils upon arrival					
Established routines for entering/leaving the room and teacher determines the seating plan					
Prior liaison with support staff means that they are appropriately prepared for the lesson					
Support staff are clear about their role and remit in supporting learning in the classroom					
Materials are distributed and collect in a timely and orderly manner					
Teacher can gain attention of whole class and is prepared to wait until this is achieved					
Teacher ensures that pupils are quiet and remain seated whilst instruction are given					
Oral instructions are clear and supported with visual resources e.g: visual timetable					
Strategies are used to change the pace or mood of the lesson as appropriate					
Curriculum					
Pupils are clear about the learning objectives					
Pupils understand what is being asked of them (pupils can explain task to adult/peer support)					
Teacher is aware of the individual learning needs of pupils					
Pupils have access to appropriately differentiated tasks which are achievable					
There is an appropriate balance between teacher input and pupil led activity					
There are opportunities for both independent and collaborative working with peers					
Sufficient time is given to complete tasks but extension activities are available					
Lessons have clear structure with opportunities to review learning during the session					
Understanding of key concepts and task demand is reviewed throughout the lesson					
Sufficient time is given to ensure that pupils understand and have recorded homework tasks					
Relationships					
Teacher shows interest in each student as an individual					
Teaching staff demonstrate that they are knowledgeable about individual pupil needs					
Pupils are encouraged to be supportive of one another					
Teacher acts as a role model for positive behaviour e.g: 5:1 ratio of praise to criticism					
Teacher attempts to anticipate and deal with inappropriate behaviour					
Teacher manages interruptions effectively					
Pupils are told what is expected of them rather than what is not wanted					
Rewards and sanctions (whole school policy) are clearly understood by the pupils					
Rewards and sanctions are agreed and applied consistently by all adults					
Conversations with issues around individual pupil behaviour are discrete, without the use of shaming					
A range of strategies are used to manage pupil behaviour					
Positive feedback is given to those pupils displaying appropriate behaviour for learning					
Criticism is constructive					
Rules					
Rules are displayed and understood by pupils					
Rules reflect whole school policy and are consistently reinforced and applied					
Rules are positively phrased					

This tool is designed for self-reflection but could be used in discussion with a supportive peer/ SENCo/ Behaviour Leader.

Rating Scale: 1 = Strongly disagree, 2 = disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree