

East Stour Primary School



BEHAVIOUR & ANTI-BULLYING POLICY

Date of Issue	Next Review	V e r s i o n	To be read in conjunction with	Updated Information	Signed Headteacher	Signed Chair of Governors
January 2018	January 2019	1	Anti-Bullying Policy, Anti-Racism Policy, Special Needs Policy, Attendance Policy, Marking Policy, Use of Force Policy, Home School Agreement.			
September 2018	September 2019	2	Anti-Bullying Policy, Anti-Racism Policy, Special Needs Policy, Attendance Policy, Marking Policy, Use of Force Policy, Home School Agreement.			

July 2020	July 2021	3	Anti-Racism Policy, Special Needs Policy, Attendance Policy, Use of Force Policy, Home School Agreement.			
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East Stour Behaviour and Anti-Bullying Policy

Ethos

At East Stour inclusion is at the heart of our behaviour for learning expectations.

Every child will be treated fairly and sanctions will be applied equally for every child at the school. Each child will be supported to take responsibility for their actions and therefore consequences will be specific to the action and relative to the children involved.

Some children may require more support to reach the high expectations we set and may need additional behaviour support plans, specific reward charts or targeted strategies to support them.

The focus for **all** children and staff will be on positive recognition and reward for making positive choices.

For our Behaviour policy to be successful it requires all adults to set high expectations at all times and be consistent with applying the rewards and sanctions.

Every child at our school has the right to learn but no child has the right to disrupt the learning of others. The establishment of an inclusive, positive and caring ethos is essential for learning. It depends upon trusting relationships and team work with the involvement of the children, governors, parents and carers and others in the community.

Every member of the East Stour community is expected to follow the basic school rules:

Through respect and by listening to others:

- 1. Respect yourselves**
- 2. Respect others**
- 3. Respect your school**

Where we refer to 'teacher' during this policy this refers to the adult teaching the class at the time that any behaviour occurs.

Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within school
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To raise children's self-esteem
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- To help children, staff and parents have a sense of direction and a feeling of common purpose
- To ensure staff will be treated with respect and courtesy and feel valued and appreciated
- To ensure appropriate behaviour and language is used throughout the school
- To encourage and praise effort in both work and behaviour
- To ensure that parents are informed and involved in decisions and conversations regarding their child where appropriate
- To prevent and manage bullying
- To ensure high 'Behaviour for Learning' expectations are set and adhered to by staff and pupils

Staff Responsibilities

- To treat all children fairly and with respect
- To help all children to develop their full potential
- To welcome every child individually in the morning (during COVID-19 pandemic this will be limited to socially distanced greetings)
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment both physically and emotionally
- To use positive and negative consequences clearly and consistently
- To display class rules / code of conduct and positive and negative consequences
- To be a good role-model
- To recognise and value the strengths of all children
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpins the school's behaviour policy. This includes a minimum of one circle time and two R-time sessions each week. (During COVID-19 pandemic, these sessions will be adapted to meet the current health and safety guidance).
- To foster and promote good relationships with children and parents, encouraging a sense of belonging within the school and wider community
- To teach new routines, habits and systems, including those specifically linked to COVID-19 eg expectations for arriving at school, hygiene, lunchtime, movement within school and safe use of school spaces and equipment
- To display routines clearly and refer to them regularly

- To offer equal opportunities in all aspects of school life and recognise the importance of different cultures
- To reject all bullying or harassment in any form
- To care for, and take pride in, the physical environment of the school
- To Work as a team, supporting and encouraging each other
- To set high expectations for 'Behaviour for Learning', explicitly teaching skills (linked to staff CPD programme)

Parents' Responsibilities

- To make children aware of appropriate behaviour, including 'behaviour for learning'
- To encourage independence and self-discipline
- To show an interest in all their child does in school
- To support the school in implementing this policy
- To be aware of the school rules.
- To care for, and take pride in, the physical environment of the school

Children's Responsibilities

- To do their best
- To contribute to their own learning
- To treat others, their belongings and the environment with respect
- To show consideration for others
- To consider the effects of their actions on others

Systems

Positive Recognition

At East Stour our aim is that children work and behave well for the intrinsic rewards of completing the learning tasks, however we also have a range of methods and rewards to recognise positive behaviour that may be individual, group, class, phase or school wide.

General Rewards

All staff are responsible for giving rewards and are expected to be looking for the positive in every child.

General rewards may include:

- ✓ smiles
- ✓ Verbal praise
- ✓ Written praise
- ✓ High fives (socially distanced atm)
- ✓ Sharing learning with other pupils, staff or family members
- ✓ Stickers
- ✓ Stars
- ✓ Additional play

- ✓ Awards for attendance, punctuality, sporting achievements, group participation, reading
- ✓ End of Term treats
- ✓ Enrichment activities
- ✓ Phonecalls home
- ✓ Positive notes home

Marbles in a jar

All classes use 'Marbles in the jar' to support behaviour and foster collective responsibility. The system works as follows:

- There will be a focus on an expectation for each term (taken from the individual class expectations and rules).
- Both individual children and the class collectively can earn marbles.
- Each Monday a trophy is given to classes with the highest amount. (1 trophy for each Key Stage - Foundation stage, KS1 and Lower KS2 and Upper KS2).
During COVID-19 pandemic, these will be virtual trophies
- Teachers can come up with their own way to phrase the expectation on their jar, so that it is age appropriate.
- Classes can set their own bench mark for rewards e.g. If your class reaches 100 marbles they will get.....(an appropriate reward such as class DVD & popcorn)

Stickers

Stickers are used to reward a range of positive behaviours including good manners, politeness, hard work, kindness, good role models as well as a positive contribution to learning.

The Values are recognised as stickers – awarded each term dependent on the Term Value/s they are focusing on.

Attitude

'Attitude' is carefully tracked at least seasonally. This includes attendance, punctuality, behaviour and effort. Behaviour and effort are graded: excellent/very good, acceptable/borderline, unacceptable/impaired. Targets and support are agreed where necessary.

Rainbow Behaviour System

This is our daily reward system. Every child begins every day on the rainbow. Children who are making positive choices can move onto the sun and then the shooting star. These are visual charts in the classroom with children's faces.

	Possible Behaviours	Reward
Sun	*Generally being good. *Tried hard against their own ability *Being kind, positive and encouraging towards friends	*Sticker *Choose one of these children for star of the day/week
Shooting Star	*Pushing themselves in terms of their learning *Outstanding contribution to society *Proactive team/class member	*Wear a medal for the day *Parent to be notified

The reward and sanction are seen as separate and children can be both on the reward and sanction charts simultaneously dependant on their choices and actions. Once you are moved onto the star system you remain on for the rest of the day – stars cannot be removed – but all children will reset to the expected rainbow behaviour at the start of each day (with their photos returning to the rainbow). Star rewards can be gained at any point during the day.

Approaches and Consequences for Negative Behaviour

The behaviour approach used within the school will allow for children to reflect upon negative behaviour but also learn from their experiences.

If a child does not follow the positive behaviour expected, we use a tiered sanction system, depending on the behaviour. Most behaviour will be given one explicit verbal warning in the first instance. This will be made very clear to each child so that they understand continuation of the behaviour will result in a further sanction.

If a child's behaviour continues the teacher will be responsible for ensuring the child has a suitable consequence and will record the child's name on the class record sheet. All staff will be responsible for challenging negative behaviour and will ensure consistency in which behaviours are tackled. This should happen as privately as possible, so as not to shame the child in front of a class/ group of children.

Classes will devise their own set of rules, expectations and appropriate consequences to ensure they have ownership over it. Teachers and pupils will reflect on the circumstances around each incident individually and decide on any consequences on an individualised basis. When a child has been given a consequence for their behaviour, the child's name can be placed on the 'helping hand', as a reminder to the adults in the room that the child may require additional support to manage their own behaviour. (This will not be verbalised to the children or used to shame a child at all.) Under normal circumstances, any Behaviour TA or member of SLT that enters the room will refer to the 'helping hand' and spend some time supporting the child/children to manage their own behaviour. However, during the COVID-19 pandemic, there will be no additional adults entering classrooms, to maintain 'bubbles'. There will be no SLT/HH support in the classroom, unless in an emergency.

When a child has shown behaviour that results in a consequence more than once in a day, the teacher will ensure a conversation, in person or by phone, is had with the parent the same day. If a child is showing this type of behaviour regularly (more than 3-4 times a week) a meeting will be held between the teacher and the parent/carer. This may be arranged by the class teacher or via the office

If a child exhibits more extreme behaviour (previously referred to as thunderclap behaviour) a meeting will be set up between the parent, class teacher and member of SMT as soon as possible.

Consequences for behaviour can be given by the teacher at any point during the teaching session (including transition times) in the corridor, in the toilets or around the cloakrooms.

All staff will be consistent in challenging the following behaviours and setting high expectations at all times.

Behaviours that will be consistently challenged:	Potential consequences:
<ul style="list-style-type: none"> • Leaving class without permission • Disturbing others' learning • Speaking to others in a rude manner • Use bad language to insult or upset others • Physically hurting others – children or adults • Not following instructions when asked • Not showing respect and manners to others at all times • COVID specific expectations eg: <ul style="list-style-type: none"> ○ Not adhering to social distancing reminders ○ Deliberately coughing on someone ○ Refusing to wash hands or apply sanitiser when requested 	<ul style="list-style-type: none"> • Time out in PTLs classroom – <i>Not during COVID-19 pandemic</i> • Time out of playtime/lunchtime • Pay it back – do something positive for the person you have upset • Internal exclusion (must be agreed by SLT) – <i>Not during COVID-19</i> • External exclusion (must be agreed by the headteacher)

All consequences will have to be considered in line with the child's developmental understanding and specific needs.

Children who need to have time out (and therefore need to leave the classroom) will be required to have a time out card so they can show any adult that asks them. Time out needs to be taken in a specific area designated by the teacher. Children in need of time out should be highlighted to the SENCo/Inclusion team and may require an individual behaviour plan.

We believe that each child should have the chance to 'start again' and therefore after every break and lunch time the child will come in on a 'clean slate' with an opportunity to demonstrate positive behaviours.

We recognise that not all children will be able to access and learn from these sanctions and in these cases a Support Plan is devised with the Teaching Team, a

member of Senior Leadership Team and the Parents. The aim of the Support Plan is to draw upon all experiences and look at the strengths of the child, the areas of need and the next steps. These support methods could include individual reward charts, restructured school timetable, resources to support learning, mentors identified as a specific member of staff or individualised sanctions. All support Plans are regularly reviewed with children, staff and parents.

Internal Exclusion

Internal exclusion is the isolation of a child from their usual class setting alongside a member of staff. They will be set learning by their class teacher and will have appropriate rest breaks during the seclusion. The length of the exclusion needs to be considered in each individual case and parents will be informed and the school will seek their support in this decision. All internal seclusions will be recorded on the child's file and may be communicated with other agencies involved with the child or the family. This sanction can only happen in agreement with a member of SLT.

This consequence will not be an option during the COVID-19 pandemic, due to the allocation of adults and spaces to specific bubbles. Therefore, behaviours which would normally have resulted in an internal exclusion, may result in an external exclusion.

Exclusion

Exclusion is seen as a last resort when all other sanctions have failed. Only the headteacher may exclude a child and this is always carried out in consultation with the parents. The Chair of Governors is informed and parents have the right of appeal. The exclusion period is at the discretion of the headteacher and may be from 1 day upwards, but will rarely exceed 5 days. The length of exclusion will be related to the misdemeanour and any previous exclusions.

During the COVID-19 pandemic, keeping all children and adults in school safe is of paramount importance. As internal exclusion is not an option, behaviours that would normally have had a consequence of an internal exclusion, may now result in an external exclusion. In addition, any pupil that breaks our social distancing, cleanliness or hygiene rules deliberately will be deemed a 'risk to themselves and others' we will therefore ask the parent to collect the child immediately. This includes if pupils do not follow safety instructions, for example if they leave the group bubble area without permission. We cannot relax our expectations of safety and hygiene but we will adapt our support and resourcing in relation to pupils' needs.

Recording incidents

Currently, any behaviour that results in a consequence must be recorded on the weekly class behaviour sheet and handed to the behaviour, safety and welfare team weekly (on a Thursday). By the end of September 2020, recording of behaviour incidents will happen electronically, on CPOMS, as soon as possible after the incident.

A behaviour incident form (available from staff room) will need to be completed for specific and complex incidents or where there are ongoing issues with one or a group of children.

Potential bullying incidents will be recorded on CPOMS. There is also a follow up form (available from staff room) to ensure issues are addressed and follow up steps are taken.

Racial incidents will be recorded on CPOMS. There is also a follow up form (available from staff room) to ensure issues are addressed and follow up steps are taken.

If you have any concerns with regard to the safety or welfare of any child, this needs to be logged on the electronic Safeguarding system.

The Inclusion Team will track incidents over a period of time to monitor frequency and look at potential support required from SEND team, FLOs or a behaviour TA.

Lunch and Break Times

Lunchtimes are the least structured time in the school day and therefore we are aware this may increase the chances of negative behaviours for vulnerable children. We recognise this and have taken the following steps to provide the best possible provision:

- Provided Teaching Assistants for each playground for break and lunch times, to support children with difficult behaviour in particular.
- Provided the Chill club, which is accessible every lunch time (under adult supervision) and is open to children from Year R upwards for social and emotional support. Children wishing to attend the chill club can self-refer or be referred by a member of staff. The adult running the chill club will determine a safe staff to adult ratio each session. **This is not available during COVID-19 pandemic.**
- Provided a lunch club quiet space for those children who struggle to eat in the hall. **During COVID-19 pandemic, children are eating in bubble groups, mostly in their classrooms.**
- Provided lunchtime games, activities and resources for the children to play in outside areas.
- Developed playground buddies to play with younger children and structure games. **This is not available during COVID-19 pandemic.**
- Used staff well known to the children throughout the day for consistency of experience.

During break time children's actions may warrant a sanction. In most circumstances children will be given one warning in the first instance by a member of staff on duty. The warning will be explicit and the child will understand that if the behaviour continues a consequence will need to be given. If a child continues with the behaviour this will be passed onto the class teacher through the incident record after

being thoroughly dealt with by the lead TA or a member of SMT and the child will be given a consequence by their teacher in line with the class rules and expectations.

The member of staff on duty will need to fill in a break time incident record to be passed onto the class teacher. Wherever possible, when sanctions are not required, issues must be dealt with by the staff on duty in a proactive manner. This could be through time spent talking with individual or groups of children, intervening and pre-empting situations before they happen, using restorative approaches between children or distracting/engaging children in play.

All staff will be consistent in challenging the following behaviours and setting high expectations at all times.

Behaviours that will be consistently challenged
Leaving playground without permission
Disturbing others' playing nicely
Speaking to others in a rude manner
Use bad language to insult or upset others
Physically hurting others – children or adults
Not following instructions when asked
Not showing respect and manners to others at all times
COVID specific expectations eg: <ul style="list-style-type: none">• Not adhering to social distancing reminders• Deliberately coughing on someone• Refusing to wash hands or apply sanitiser when requested

Anti-Bullying Policy

Our Belief is that bullying, both verbal and physical, will not be tolerated in our school. It is everyone's responsibility to prevent it from happening and this policy contains guidelines for all members of the school community.

In our school children have the right to feel welcome, safe and happy. In our school we will not tolerate any unkind actions or remarks, even if these were not intended to hurt. Bullying is deliberately hurtful behaviour that is repeated often over a period of time, making it difficult for the person concerned to defend themselves.

Bullying can take many forms.

The 3 main types are:

- Physical - hitting, kicking or taking belongings.
- Verbal - name calling, insulting or racist remarks.
- Indirect - spreading unpleasant stories about someone, excluding someone from social groups.

Although resolving conflict by resorting to fighting is not acceptable, it is not bullying if two pupils of equal power and strength fight or quarrel.

Our Aims

- We aim to prevent bullying at East Stour Primary School.
- We aim to raise pupils' awareness of bullying behaviour and the school's anti-bullying policy.
- We aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help to build an anti-bullying ethos in the school.
- We aim to improve the play facilities available for our children so that we provide an interesting and stimulating environment, alongside quiet seating areas that can be easily supervised.

Reasons for being a victim may be:

- Race / sex / background
- New child in school
- Child with family crisis
- Child with disability
- Timid children who may be on the edge of, or outside, a group

Reasons for being a bully may be:

- Victim of violence
- Bullied at home
- Enjoyment of power / creating fear
- Not allowed to show feelings
- Copying behaviour at home or on TV

- Unhappy
- Insecure
- Self-hating

Bullying occurs in children from all backgrounds, cultures, races, sexes; from Nursery to 6th Form and adults.

General statements about bullying:

- Some victims are also bullies.
- Some victims are treated as culprits.
- Onlookers are condoning bullying and becoming part of bullying.

Early signs of distress:

- Children who are withdrawn.
- Deterioration of work.
- Fake illness.
- Isolation from peers.
- Desire to remain with adults.
- Erratic attendance.
- General unhappiness / anxiety / fear.
- Late arrivals.
- Bed wetting.
- Children who cry themselves to sleep.
- Unexplained cuts, scratches, bruises.
- Unexplained missing possessions.

Our Anti-Bullying Campaign is: Prevention is better than cure, so at East Stour Primary School we will:

- ✓ Be vigilant for signs of bullying.
- ✓ Always take reports of bullying seriously and investigate them thoroughly.

Children will be encouraged to report all incidents of bullying to an adult. These will then be referred to the class teacher.

Each class teacher should:

- Use the curriculum to increase children's awareness of bullying and help them to develop strategies to combat it.
- Teachers should use discussion and role play to explore issues related to bullying and to give individual children the confidence to deal with 'bullying'. Initially, a 'problem solving' approach may help.
- The adult tries to remain neutral and deliberately avoids direct, closed questions which might be perceived as accusatory or interrogational in style.
- He or she makes sure each pupil has an opportunity to talk and keeps the discussion focused on finding a solution and stopping the bullying from recurring. The teacher can aim to help the pupils to find their own solution to the personal

disagreement, and also to discuss with them how their proposals will be put into action.

- A follow-up meeting with the pupils can find out whether their solution has been effective or not.
- A record of the incident must be kept on the children's behaviour files, including date, time, place, names of children involved and their accounts of what happened.
- All incidents must be reported to the headteacher or to a member of the Senior Leadership Team.
- Persistent bullies may have an internal seclusion and in very serious cases a fixed term exclusion imposed.
- Parents of children directly involved will be kept informed.

Adults supervising break times should:

- Ensure all pupils are supervised at break times and lunchtimes.
- Ensure children behave appropriately in secluded areas such as toilets or corridors.
- Observe pupils' play patterns and relationships, note children who appear isolated or unhappy and inform the class teacher.
- Investigate every allegation of bullying.
- Encourage children to use the play equipment and quiet areas around the school.
- Model games and positive play for all children.

Parental engagement

- If an incident of bullying occurs, the parents of both the victim and the bully will be informed and staff will give feedback to parents on the steps taken.
- The impact of the steps taken will be reviewed and shared with parents to ensure the children feel safe in school.
- If the issue is repeated, the problems will be further analysed with the possibility of outside agency involvement.
- Parents will be kept informed at all stages.
- It will be reviewed regularly and where necessary in the light of any changing circumstances.

Procedure

The procedure for a **teacher** investigating a bullying allegation is as follows:

- Record allegation on CPOMS
- Discussion with **all** children involved
- Decide if the situation is bullying, a one off incident or a general falling out – seek SLT guidance if required
- If it is deemed a bullying incident **always** inform parents of victim and bully – this could be done separately or in a joint meeting depending on the nature of the bullying

The procedure for a **parent** reporting a possible bullying allegation is as follows:

- In the first instance speak to your child's class teacher
- Ensure you speak regularly to the class teacher to be informed about how the above investigation is going.
- Be prepared for a meeting with the other parents
- Keep communicating any further incidents with the class teacher – remember bullying is not often solved overnight
- If you are not satisfied with the outcome refer to a senior member of staff.

Other relevant documentation: Anti-Racism expectations, Special Educational Needs Policy, Attendance Policy, Marking Policy, Use of Force Policy, Home School Agreement.