

BRANCASTER CHURCH OF ENGLAND PRIMARY SCHOOL

BEHAVIOUR AND ANTI -BULLYING POLICY

Introduction

We are very proud of the behaviour of our children at Brancaster.

We believe in the process of positive reinforcement and the use of praise.

We believe that everyone has a right to learn and that emphasising positive behaviour in school marginalises bad behaviour and decreases the number of incidents. A well managed, orderly environment in school will encourage children to act in a positive and caring way because we believe that everyone is capable of changing and growing .

The school is small enough for every adult and child to know each other and we nurture a ‘family’ atmosphere. We believe the spiritual dimensions produced by being a Church school adds significantly to the development of a caring atmosphere.

We recognise the vital importance of close supportive relationships with parents and work hard to achieve this.

We involve the children in decision making regarding behaviour, rewards and sanctions. The development of good behaviour should not only address current issues but also build capacity for the future.

Aims

To create conditions for an orderly community in which effective teaching and learning can take place creating an atmosphere of mutual respect and collective responsibility. To develop positive behaviour and prevent bullying by promoting the following values within the Christian Ethos of our School:

- enthusiasm for involvement in all aspects of school life
- team work which promotes tolerance, respect for others’ views and a strong sense of belonging
- understanding of the importance of honesty and forgiveness
- respect and politeness towards all members of the community
- awareness and consideration for others’ personal space and property
- self esteem, valuing one’s own self worth
- independence, recognising responsibility for one’s own actions

We aim to encourage everyone in the school community to understand their responsibility to guide their behaviour by these principles at all times

In order to achieve this we will

- model positive behaviour, including politeness, tidiness and the care of others
- provide equal opportunities for all our children, demonstrating a fair and consistent approach and encourage children to develop an understanding of individuals’ special needs
- continuously develop and maintain strong working partnerships between staff, children and parents
- listen to children and encourage them to consider others’ points of view, through the curriculum and activities such as circle time and plenary sessions
- encourage and reward good behaviour with praise and reward systems
- have a clear policy for rewards and sanctions
- continue to hold a Positive Play/Anti-bullying Week each year.
- continue to keep positive play at the forefront of PSHE
- encourage children to use Circle Time to deal with issues and help children take responsibility for their own actions. Restorative circle time conferences take place when there has been an incident in class or on the playground (Y1-6). These are facilitated by an independent member of staff (or child) who was not involved in the incident. All staff are required to use the ‘Restorative Practice Questions’ when facilitating a conference. The following statements are used: ‘What happened? How do you feel? How can we sort it out? (EYFS-Y6)

- A resolution is expected to take place as a result of the conference. Children often need support in achieving their desired outcome and this happens through adults in school sharing outcomes and resolutions that the children have decided. Any ongoing conflict is **automatically** shared with the Headteacher and Senior Teachers.

Rewards used at Brancaster CE VAP School

Rewards are given following instances of positive behaviour to reinforce that positive behaviour and to increase the chances of it being repeated.

We use the following rewards:

- attention and praise when positive behaviour is observed
- certificates given in celebration assemblies
- House Points
- extra play
- stickers
- positive comments when marking
- special jobs/errands
- special choosing times
- prizes
- star of the week
- positive comments in home/school book (where book used) or directly to parents
- Headteacher awards

Sanctions used at Brancaster CE VAP School

Teachers may use the following sanctions to discourage problem behaviours:

- Verbal reminders to behave
- Moved from table
- Moved near teacher
- Being given something different to do
- Miss some of playtime
- Withdrawal of privileges/special jobs
- Time out
- Time in another class
- Final warning/choices explained
- Meeting with Headteacher
- Parents informed and targets set for improved behaviour
- Behaviour support plan developed
- Referral to external agencies Behaviour Support Service or Educational psychologist

In extreme cases of violent, aggressive or abusive behaviour, it may be necessary to implement an internal exclusion, a fixed term exclusion or a permanent exclusion.

If we are unable to modify the behaviour presented through the strategies above and the child is significantly impacting on the learning and safety of other children, the following will take place:

1. fixed term exclusion as a first stage
2. permanent exclusions if there is no change in behaviour

Behaviour that will result in fixed term/permanent exclusions is as follows:-

Persistent and unmodified

- Physical violence towards other children
- Physical violence towards staff (includes kicking, punching, spitting)

- Abusive swearing towards adults and children (including racial intolerance)
- Refusal to follow safety instructions so that the individual, other children and/or staff are put at risk.
- Damage to school property (broken windows, classrooms)
- Intimidation and threatening behaviour towards other children.
- Preventing the learning of other children in the classroom.

Behaviour during Residential Trips

All the above will apply to behaviour on residential trips.

If a child persistently behaves in a manner that causes a disturbance to other residents, parents will be contacted and asked to collect their child and keep them at home for the remainder of the visit. In this case, no refund can be given.

ANTI-BULLYING

At Brancaster CE VAP School we are committed to providing a warm, caring and safe environment for all our children, so that they can learn and play in a relaxed and secure environment.

Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and children who are bullying others need to learn different ways of behaving. We acknowledge that bullying does happen from time to time, it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a “telling school”. This means that anyone who knows that bullying is happening is expected to tell the staff.

What is bullying?

- deliberately hurtful behaviour
- repeated, often over a period of time
- it is difficult for those being bullied to defend themselves.

There are three main types of bullying:-

- physical – hitting, kicking, taking belongings
- verbal – name-calling, insulting, racist remarks, winding-up.
- indirect – spreading stories about someone, excluding someone from social groups.

We have children who have learning disabilities or other difficulties. Everyone in school needs to be made aware that these children can be very vulnerable to bullying and we must be vigilant at all times. High attainers, gifted or talented pupils can also be affected by bullying.

Why tackle bullying?

- because we are an effective, caring school.
- bullying makes people unhappy and leads to low self-esteem.
- pupils who are being bullied are unlikely to concentrate fully on their schoolwork.
- some pupils avoid being bullied by not attending school.
- pupils who observe unchallenged bullying behaviour are likely to copy this anti- social behaviour.
- we wish to build the self-esteem of all pupils, especially bullies and victims.

Recognising bullying

It is sometimes difficult to distinguish between 'play fighting' and bullying.

Children in play fights often

- are smiling or laughing
- make mock blows or kicks which do not connect
- play in the open, and are ignored by other pupils

Children who are being physically bullied often

- frown or look unhappy, or angry;
- try to move away from their aggressor;
- do not take turns;
- if in view of other pupils, get considerable attention from the bully.

Supervisors should 'keep an eye' on known bullies. They also need to watch for pupils who seem isolated.

Awareness of problem areas

Organisational factors may be a source of behaviour problems, eg.

- insufficient toilet facilities
- cramped cloakrooms

These factors can lead to short tempers and conflict. Supervisors need to be vigilant in problem areas.

Children should also be made aware that these could be problem areas and have discussed how to behave and what to do if an incident occurs.

SCHOOL BEHAVIOUR CODE

Rigorous and consistent application of this code is the first step to guarding against bullying.

Lunch-time and play-time behaviour code

- Don't hurt other children with words or deeds
- Call other children by their given name.
- If someone hurts you or is unkind to you, tell an adult.

Classroom rules

- Keep your hands and feet to yourself
- Don't hurt other children with unkind words
- Do as you are told immediately.
- Work and talk quietly.
- Get on with your work and finish it.
- Call everyone by their given name only.
- Take care of everyone's belongings.

Procedures for dealing with bullying

- Respond calmly and consistently to all allegations and incidents of bullying
- Investigate the problem straight away.
- Take bullying seriously and find out the facts of any incident
- Support children who are being bullied
- Record incidents of bullying **in the appropriate location** in a consistent way that allows for monitoring of behaviour
- Discuss with, and involve children in, agreed class and school rules for behaviour
- Request help from Behaviour Support Service or Educational Psychologist if appropriate

- If there are three reported incidents of bullying or violence then the Headteacher will inform the parents and request a meeting.
- If bullying or violence continues then the parents could be asked to remove the child for a fixed term

An approach to tackling Bullying

Talk with the child

When the teacher finds out that bullying has occurred they could begin by talking to the child about their feelings. They should not question them about specific details, but need to know who was involved.

Meet with the people involved

The teacher should arrange to meet with the group of children who have been involved. This will include some children who were present, but did not participate in the bullying. A group of four to six seems to work best.

Explain the problem

The group should be told about the way the child is feeling now. At no time should the teacher discuss details or specific incidents. It is important not to allocate blame to the individuals or the group.

Share Responsibility

The teacher should not apportion blame but states they know that the group can do something about it, something to help.

Ask the group for their ideas

Each member of the group should be encouraged to suggest a way in which the bullied child could be helped to feel happier. The teacher should give some positive responses but does not go on to extract a promise of improved behaviour.

Leave it up to them

The teacher should conclude the meeting by passing responsibility to the group to solve the problem. They might arrange to meet with them again a week later to see how things are going.

Meet them again

About a week later the teacher should discuss with each child, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the children involved in the process.

What children should do:

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. It is important to remember that it is not your fault and there are people who can help you.

If someone is bullying you:

- **Tell an adult.**
- Try to ignore them.
- Try not to let the bully know that they are making you feel upset.
- Tell the person who is bullying that you don't like it
- Be assertive – stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Look strong and walk away as quickly as you can.
- Go to a safe place, stay around other people, bullies usually pick on individuals
- Go to an adult you can trust. Tell them the truth about what is happening
- Talk to your family, friends or school council
- If you are scared, ask a friend to go with you when you tell someone or write a note for the worry box.
- When you tell an adult about the bullying, give them as many facts as you can
- Keep on speaking out until someone listens and helps you. Don't suffer in silence.
- Don't blame yourself for what is happening
- Don't retaliate

What can you do if you see someone else being bullied?

Ignoring bullying is unfair to the victim. Staying silent shows the bully that what they are doing is okay with you. There are ways you can help without putting yourself in danger.

- Don't smile or laugh at the situation.
- Don't join in.
- Get help.
- Let the person being bullied know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Keep an eye out for them
- Tell them to stay with lots of people
- Encourage the person to talk to someone and get help.
- Don't be a bystander

Success Criteria

Expected effects of anti-bullying policy:

- staff are more vigilant in response to bullying behaviour
- pupils are more aware of what bullying is and how to deal with it
- pupils feel that the school is trying to reduce and prevent bullying behaviour.
- pupils feel that there is generally less bullying in school.

This policy is to be used in conjunction with the DfE documents of Advice for head teachers, staff and governing bodies: 'Use of Reasonable Force' and 'Screening, Searching and Confiscation'

This policy will be reviewed every two years.

Agreed by staff and governors November 2016

Cross reference with Physical Restraint, Educational Visits and Home-School Agreement policies

reviewed Autumn 2016

Signed:_____

Date:_____

Review:_____