



West Wimbledon Primary School

BEHAVIOUR POLICY

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Owner	Pupils and Communities Committee
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Approved: Chair of Governors

Headteacher

Date:

Date

Aims

The aims of our behaviour policy are to maximise the time all children spend learning, to ensure that pupil and staff enjoyment of school is high and to maintain a safe environment for everyone in the school.

Why is behaviour important?

Positive behaviour is a prerequisite for children to be successful learners. Positive behaviour:

- Minimises/eliminates distractions from learning and maintains focus on learning
- Reduces the anxiety levels of children
- Ensures safety and enjoyment of school life for all

Structured, orderly, well-managed, predictable and consistent behaviour environments benefit our vulnerable children the most

Key Principles

- Positive behaviour doesn't just happen; it must be carefully and proactively developed by all the adults in school.
- Positive behaviour also flourishes in a positive environment which the adults in school are responsible for creating.
- We believe that almost all children can behave positively and be successful in school. We recognise that there will be a small number of children (for example those with social communication difficulties) who may need particular support and an individual plan.
- We do not let the little things slip by unnoticed or allow any disruptive behaviour to occur without intervention.
- We want consistency of behaviour expectations and approaches between adults in different roles and across different school contexts/locations.
- We acknowledge that children will make poor choices and we use these as opportunities for learning about behaviour and its consequences.
- Behaviour that prevents learning or which impacts on others' enjoyment of school will result in some disciplinary action. Disciplinary actions are not imposed punishments but are logical corrective actions required in order to put right the impact and outcomes of behaviour choices through restorative approaches, and to develop a better understanding of behaviour and its consequences.
- We believe that children are responsible for resolving the impact of their behaviour whether on themselves, other children or the adults in school.
- We believe that ensuring positive behaviour (and any consequent disciplinary action required) must never be coercive, which includes threats, intimidation or shouting. Any disciplinary action should never be meant to embarrass, humiliate or physically harm any student.
- We also recognise that effective teaching is the most important factor in minimising disruptive or poor behaviour in the classroom. We aim to teach in a way that engages and interests all children.
- Teachers and school staff have statutory authority to discipline pupils who make behaviour choices that are not aligned with this policy.
- Teachers and school staff can confiscate and inspect pupils' property.
- We rely on a close partnership with parents to ensure the success of this behaviour policy and to support the school in helping their children to behave well.

Application of the behaviour policy can happen at any time in school, outside of school under the charge of a member of staff, including on school visits, and in certain circumstances when a pupil's misbehaviour occurs outside of school.

Behaviour as an ethos

Our aim is that children are able to make decisions and choices themselves about the best way to behave in a situation – adults will not always be there to help/intervene. We have four principles (using the initials of the school name) around which we have developed our positive behaviour ethos:

Work hard

We are kind

Positive choices

Show pride

We avoid “school rules” that prescribe a set of appropriate/inappropriate context-specific behaviours (e.g. walk silently in the corridors, follow adult instructions). Our approach is to use our principles as guidelines within which we can teach the children to make positive behaviour choices in any school situation.

Principle	Exemplification
W ork hard	<ul style="list-style-type: none"> • The classroom is a team committed to helping each other learn • Persisting with challenges • Paying attention and staying focused • Being organised • Finishing all work • Not distracting others • Completing homework • Reading every day
W e are kind	<ul style="list-style-type: none"> • Sharing when playing • Thinking about the needs of others – being considerate • Being helpful and responsible • Playing fairly and by the rules of the playground game • Including others in games • Apologising for poor choices • Admitting mistakes and being honest • Using words of encouragement, appreciation and praise • Being polite and courteous
P ositive choices	<ul style="list-style-type: none"> • Knowing that behaviour is a choice that we can control • Listening well • Working well as a learning partner • Contributing to discussions • Following adult instructions
S how pride	<ul style="list-style-type: none"> • Aiming for excellence • Knowing that effort is linked to success • Taking pride and care in presentation and handwriting • Looking after our school and its resources

Behaviour Management Approach

We have an agreed consistent plan for managing behaviour which is carried out in every class and setting within the school:

1. The school behaviour principles are reviewed and discussed in assembly/class at the start of every year and frequently during the school year.
2. Each class agrees their particular age-appropriate class expectations and procedures at the start of the year, together with class reward system.
3. Each class implements the "Traffic Light" system for managing classroom behaviour.
4. Each teacher agrees, teaches and models behaviour procedures systematically at the start of a school year until established and operating effectively in every class.
5. PSHE and circle times are used to reinforce positive behaviour choices and allow children to explore consequences for poor choices.
6. Assemblies look at behaviour issues regularly throughout the year.
7. The behaviour principles, rewards and consequences are displayed clearly around school and in classes.
8. All staff provide continuous reinforcement and rewards for positive behaviour.
9. We then take any necessary corrective actions, following the agreed hierarchy.

When managing classroom behaviour, staff will be mindful about the following common effective techniques/approaches:

- Positive tone, eye contact and use of assertive body language (and avoidance of confrontation).
- Positioning in class (more prominent), and scanning constantly for low level off task behaviour.
- Positioning of children in class, including table/desk layout (e.g. rows vs desk groups).
- Clear "get attention" signal (not using a raised voice).
- Having consistently high expectations of children paying attention, pausing/halting to secure attention.
- Clear short instructions so that pupils know what they are doing and why including describing the 'expected' standard (imagine what the 'task/action' would look like if it was perfect and tell clearly children before giving the instruction).
- Using language/signals appropriate for the children's cognition level (not over-complicating).
- Using repetitive routines for entry to class, transitions to from/carpet, putting pens down and listening, handing out books, etc..)
- Task broken down into chunks where the child can be successful (differentiation).
- Reward cycles that are quick enough to motivate (some may initially need a 'reward' every 5/10 minutes).
- Time cues/timers and warnings before changes/stop points.
- Being organised in advance for lessons.
- Effective deployment of support staff.

Teaching Positive Behaviour and Establishing Behaviour Expectations

Every class, intervention group or club must spend the time at the start of the school year teaching pupils the behaviour that will be expected of them. There is a tendency to rush this believing that we need to get

on with learning as quickly as possible. However, the initial investment in time and effort to teach and train behaviour thoroughly at the start is much more than compensated by greater amounts of on-task behaviour throughout the rest of the year.

We teach children that the same behaviour is expected in all lessons/situations in school and with all teachers/adults, with a particular emphasis on behaviour with occasional teachers/adults (supply teachers, midday supervisors, teaching assistants, specialist teachers/coaches). Equally, we ensure that all adults and teachers working in the school know this behaviour policy and are supported in its consistent implementation.

We teach lessons on positive behaviour in the same manner as we do any academic subject. Although there is not a single method to teach behaviour, the following systematic process should be followed:

1. Determine the behaviours to be taught. Decide the behaviours you want to see and hear in every activity and situation in order to establish a positive and productive learning environment.

The table below gives a small number of examples:

Activity/Situation	Observable Behaviours Expected
Getting attention signal	When given the signal. Pupils will freeze, put down any pens/pencils/resources, look at the teacher and listen.
During teaching on the carpet	Pupils are expected to sit with legs crossed, not touch others, look at the teacher and listen.
During Independent work	Pupils are expected to complete the work that is set, stay in their seat and not talk unless appropriate.
Transitions within the classroom	When children are given the signal to move to or from the carpet or from one activity to another, they are expected to do so quickly and quietly
Working with a partner	Pupils are expected to move to sit and face their partner, speak in a quiet voice, listen as well as speak and complete the activity given by the teacher.
Lining up to leave the classroom	Pupils are expected to sit quietly until told to line up, stand up, push their chair in quietly and join the line silently.

2. Plan the order in which you want to teach the behaviours. This needs to be largely in the order in which the pupils will encounter the situations, and plan the content of each lesson.
3. At the beginning of the year, structure is the most important, so teach behaviours for teacher- led and structured activities, before more pupil led and independent activities. For example, attention getting signal, beginning of the day routine, entering the classroom, and whole class teaching might be the first lessons.

4. Teach the lesson – explain why it is important to teach positive behaviour, explain the behaviour clearly, model the behaviour, check for understanding (repeat back or signal understanding) and have student practice the behaviour.

Positive Behaviour Lesson Examples

The following list, although not exhaustive, covers most of the possible behaviour lessons that may need to be taught:

<ul style="list-style-type: none"> • Attention-getting signal • Transition straight into another lesson • Transition to lesson in another class • Whole class teaching – children at desks • Whole class teaching – children on carpet • Whole class discussion • Independent work • Working with a partner • Working in groups • Teacher working with a guided group • Taking a test • Carousel of activities • During lunch in hall 	<ul style="list-style-type: none"> • Beginning of the day routine and early work • Entering the classroom after lunch/break • Giving out resources • Collecting up resources from tables/desks • Lining up to leave the classroom • Going out to break • Lining up after end of break bell • Walking along corridor • Walking up and down stairs • Going to wash hands before lunch • Leaving the class to go to the loo during a lesson 	<ul style="list-style-type: none"> • Attending assembly • Getting changed for PE • Class/school rules • Positive feedback • Rewards system • Disciplinary actions hierarchy • Pupil helpers/monitors • Organisation and bringing materials to class • Homework routines • Using class resources • Care for class resources and furniture
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We pay particular attention to inappropriate or off-task talking/chat by children. This is almost always the first disruptive behaviour that children will engage in, and if tolerated, will usually lead to further behaviour problems.

Periods of silent concentration, appropriate for the age of the children, are vital for all children to produce the best work that they are capable of.

Creating a positive environment

Good behaviour flourishes in a positive environment. The involvement of all the staff in leading by example to create a positive environment is essential. Adults in the school are expected to listen to the children, be courteous, friendly, helpful and caring towards the children and the children are expected to respond in like manner. We create a positive environment in many ways:

Frequent praise and positive attention

All staff need to provide positive attention to children in their care each and every day, and previous behaviour patterns should not prejudice expectations of future behaviour. They broadly follow the rule of thumb of making three positive comments for each negative one made.

Building positive and trusting relationships with children:

Perhaps the most important driver of good behaviour in school is positive relationships between adults and children. Children behave well in an environment in which staff praise and reward based on merit, and who are firm, consistent and fair with high expectations, who are genuinely interested in them and take time to get to know them, who are friendly (but not wanting to be friends) and who tolerate no criticism, undermining or negativity.

Simple activities like greeting children individually on their way into school or saying goodbye personally at the end of the day, setting aside some class time during the week for talking about non-academic topics of interest to them, or following up with interest after an absence, can be powerful and effective ways of building personal and positive relationships.

Voice – content and tone

Staff communicate assertively through their words and actions that they are in charge at school. Staff speak in a decisive, firm and self-assured (never hostile, threatening, intimidating, shouting or critical) manner. Staff model self-control and don't argue with children.

Staff communicate with children that their behaviour is their choice, holding them accountable for their actions, making them responsible for the consequences of their choices and letting them know that they are in control of their success in school. Staff also need to communicate to children that disciplinary actions arise as a result of their behaviour.

Using the language of **choice** is about giving the child some control over the outcomes but the adult remaining in charge of the process and the structure. The adult also sets the choices and the boundaries.

It is far more successful for a child exhibiting challenging behaviour to have made their own decisions, arrived at their own conclusion and be faced with a known outcome, rather than simply being told what to do - the ability to comply is much easier and leads to far less resentment.

If you choose not to {comply with the teacher's instruction}, I will need to speak to you during your break time

If you won't {comply with the teacher's instruction}, you will be choosing to have two minutes of time out away from rest of the class.

When you have chosen to {comply with the teacher's instruction}, I can listen to the other issues that you are trying to tell me about.

It is essential within this process for the adult to remain calm to avoid escalating the situation so that secondary behaviours from the child are not triggered.

Class Behaviour Rewards

Good behaviour is a minimum expectation so we do not generally give individual rewards for good behaviour particularly higher in the school (unless as part of a child's individual behaviour plan) other than through regular praise and positive reinforcement. We focus our individual reward systems on good learning and positive effort.

Each class operates a merit award system of their choice to reward learning and achievement (e.g. “You Can Do It”). Classes also operate an agreed whole-class behaviour system (e.g. points on the wall, marbles in cup, class dojo) with suitable rewards earned at the end of a day or week.

Wider School Reward Systems

The House Cup (for Years 1-6) is a cumulative half-termly behaviour around school reward. All staff award tokens for notable behaviour around the school which might have a particular focus at the time (e.g. lining up, courtesy). Children post their tokens in the token collector outside the hall which is counted frequently. At the end of each half term, the House Cup is awarded to the house with the most tokens and the winning house is rewarded (e.g. with extra playtime).

Teachers regularly send children to Headteacher or Deputy Headteacher with pieces of exceptional learning for which they receive an award sticker and have their name written in the Golden Book. Names in the Golden Book are read out weekly in key stage assemblies (Monday for Key Stage 2 and Thursday for Key Stage 1/Reception).

At Friday’s star of the week assembly to which parents are invited, each class awards an achievement certificate to children for good learning. Although we expect that all children should be recognised as Star of the Week at least once during the course of the year, only children who have been on Green throughout the week are eligible for Star of the Week, reflecting our core W W P S principles. This also reflects our expectation of positive behaviour choices as the ethos of the school that every community member is committed to.

Procedures for dealing with poor behaviour in class

However proactive we are, there will be occasions when children don’t make positive choices. Managing behaviour in the classroom is based on the Traffic Light system and there is a clear hierarchy and process for dealing with behaviour that must be followed.

Early Years	<p>Stage 1: Verbal warning</p> <p>Stage 2: Time out – short period of time separated from the rest of the class or separated in the playground.</p> <p>Stage 3: Sent to another early years teacher to discuss behaviour and to have some time out of their class or to miss a part of break/lunch. Stage 3 can happen twice before moving top stage 4. Parents may also be involved or informed at this stage.</p> <p>Stage 4: Sent to the Early Years Leader. Parents will always be involved at this stage. The Early Years leader will also draw on support from the Headteacher as necessary.</p>
Year 1-6	<p>Each class has a Traffic Light display consisting of three circles – Green, Yellow and Red – with each child having a name/photo label. All children start the day on Green.</p> <p>Stage 1: Children have one verbal warning but stay on Green</p> <p>Stage 2: On the second instance of poor choices, the child’s name gets moved to the yellow circle/traffic light. Children cannot move back from a level until the start of the following day when they restart on green. A child may be held back at playtime or lunchtime to repeat or complete unsatisfactory work.</p> <p>Stage 3: On the third instance, the child’s name gets moved to the red circle/traffic light and they will miss 15 minutes of lunchtime to reflect on their behaviour and complete a behaviour reflection sheet (Appendix A) with a member of the senior leadership team</p>

	<p>in a designated classroom.</p> <p>Stage 4: If a child has reached the red level three times in any half term, behaviour is referred to a member of the senior leadership team with a Serious Behaviour Form (Appendix B).</p>
Treetops	<p>(See separate Treetops policy)</p> <ul style="list-style-type: none"> • Children have Positive Behaviour Plans and individual reward systems. • We follow the CPI MAPA Programme to enhance our understanding and management of challenging behaviour. This enables us to prevent, decelerate and de-escalate crisis situations so that restrictive practices can be avoided or reduced.

Managing Behaviour in the Playground

Teachers and support staff will communicate clear expectations for positive behaviour in the playground. The staff supervising in the playground work with the children to encourage positive play and monitor safety aspects.

Where incidents of conflict occur between children, supervising adults will use restorative approaches to investigate and support resolution.

All classes from year 3 upwards have a Worry Box for children to write down worries or behaviour incidents. Teachers have a focus for children on filling in worry slips immediately after lunchtimes, and teachers check their Worry Boxes at least once a day.

Hierarchy of Playtime Sanctions:

Stage 1: Verbal warning and reminder of positive behaviour expectations

Stage 2: Short time out in the playground.

Stage 3: If the behaviour persists, the child will be required to fill in a Behaviour Reflection Sheet. This will occur the following day between 12:30 and 13:00 in the designated classroom with a member of the senior leadership team.

Stage 4: If a child has filled in three Behaviour Reflection Sheets for poor playtime behaviour choices in any half term, behaviour is referred to a member of the senior leadership team with a Serious Behaviour Form.

Restorative Approach

We use a restorative approach to resolving conflict. The restorative approach can enable those who have been 'harmed' to talk about the impact of the behaviour incident with those responsible, and for those responsible to acknowledge the impact and take steps to put it right. All staff and children use the approach and share a common language when discussing incidents.

Key questions we ask are:

1. What is the harm that was done?
2. How can that harm be repaired?
3. Who is responsible for this repair?

The main use of restorative justice is through adults mediating between the individuals involved. Children are given the opportunity to:

- Explain how the incident affected them.
- Directly and constructively express their feelings to their offenders.
- Ask questions and receive answers that only the offenders can provide.
- Experience having a direct voice and participation in the justice process.
- Move through emotional healing and restoration.

Mediation is an opportunity for the child responsible to:

- More fully understand the impact of their behaviour upon others.
- Explain their involvement.
- Take responsibility and show regret.
- Experience emotional healing and move forward.
- Have a direct voice and participation in the justice process.

Steps in our mediation process:

Step 1 Ask each child to tell their side of the story without interruptions

What happened? What else happened?

Where were you when this happened? What happened just before this?

What did you want to happen? What were you trying to achieve?

Step 2 Explore what children were thinking

What were you thinking when this happened? What did you think when X...

Step 3 Ask each person to say what they would like to happen now.

How can we put this right? What needs to happen to put this right?

Step 4 Agree a way forward including apologising

What could you do differently next time?

Serious Behaviour Incidents

Certain behaviour, wherever it occurs, is fast-tracked immediately to the headteacher or deputy headteacher. In these instances, the senior leader will deal directly with the child, involving parents as appropriate. If an incident needs to be referred to a member of the senior leadership team, a Serious Behaviour Form (Appendix B) should be completed by the adult dealing with the incident.

Examples of behaviour that would be immediately dealt with by the headteacher or deputy headteacher include:

- Persistent and open defiance and non-compliance (e.g. "You can't make me")
- Bullying
- Racist comments
- Sexually abusive language
- Expressing offensive extremist views
- Swearing (serious)

- Physical assault (e.g. spitting, punching, kicking)
- Intentional damage to property
- Fighting
- Stealing (serious)

Parents will always be informed of any serious behaviour incidents and such incidents may merit immediate consequences such as internal (in another class) or external exclusion. It should be noted that a child who persistently causes problems at lunchtime might be asked to go home over the lunch period. Prejudice-based or bullying incidents are monitored and reported to Governors and the local authority termly.

Procedures for Serious/Persistent Behaviour Difficulties at Stage 4

If a child is persistently being disruptive and has had several behaviour incidents in a short space of time, we should be thinking about contributing factors which could include accessibility of the classroom learning, changes in home/personal circumstances, or learning/other special needs which have not been previously identified, for example:

- Is the learning at the right level (not too easy, not too difficult)?
- Has hearing impairment or other sensory issues been ruled out?
- Could the child have speech, language and communication needs?

If it is thought that there may be factors contributing to the behaviour then the SENCo should be involved and other measures to support positive behaviour will be sought, which may include:

- Timetable/playtime/lunchtime adjustments
- Daily behaviour record for a period of up to 4 weeks
- Using a range of adult support within school
- External professional/specialist advice (for example Educational Psychologist, TAMHS or Merton's Virtual Behaviour Service) which could result in the child being put on the SEND support register
- Putting in place an Individual Behaviour Plan
- Internal exclusion spending a day or more working alone in another classroom in school. Internal exclusions are not reportable to the Local Authority but are intended to signal to the child and parents that all options have been exhausted apart from external exclusion

Daily Behaviour Record

The child has a daily behaviour record book for a period of up to four weeks. The parents will be informed and invited to discuss the behaviour issues. The child will be set two or three simple positive behaviour targets to achieve every lesson and break time. The aim is close monitoring and positive support to re-establish positive behaviour. The class teacher, parents and a senior leader will review the behaviour record book daily.

Individual Behaviour Plan/Risk Assessment

An Individual Behaviour Plan and Risk Assessment would be put in place following review and recommendation by external agencies and/or when a child's challenging behaviour presents a continuing risk to themselves, adults or other children in school unless more proactively managed. The plan will have individual targets, criteria for success and the support strategies provided, including the involvement of external agencies. Behaviour incidents are systematically logged using ABCC charts. Individual Behaviour Plans and associated monitoring records are updated regularly and shared with parents. A child on an

Individual Behaviour Plan would almost always be on the SEND register, probably with an EHCP in place or under consideration.

Exclusion

If the school feels it has used the strategies above and insufficient progress has been made on an individual behaviour plan, the risks from a child's behaviour remain high or there has been a single very severe behaviour incident, the school may consider a period of exclusion. The school's inclusion responsibilities must always be balanced carefully against its duty of care towards children and staff, and the efficient education of all children in school.

There are two types of exclusion – fixed term exclusion and permanent exclusion. A child may be excluded for a fixed term (usually up to 5 days) following a single very serious incident or a repeated pattern of serious incidents where a previous warning of exclusion has been made.

If all the strategies, consistently applied, have failed to make an impact, then this could result in permanent exclusion. However, each situation is reviewed on a case-by-case basis to decide if exclusion is the appropriate next step. It is important in these circumstances that the school is able to produce evidence of all the strategies and interventions that have been used to try to address the behaviour.

If there is an instance when the exclusion of a pupil from school is appropriate, the school follows the statutory guidance, procedures and regulations on exclusion.

Use of Physical Interventions (see separate Positive Behaviour Support Policy)

We recognise as a school that there may be unexpected, exceptional circumstances where we might need to intervene physically to keep a pupil (or pupils) safe. This would always be a last resort and only where there is an imminent threat of danger to the child, other children or member of the school community. If a situation arose where the use of restrictive physical intervention was required, it would always be the least amount, for the least amount of time to keep the child or wider school community safe. Any use of restrictive physical interventions would need to be in the best interest of the child and be reasonable and proportionate in order to be lawful.

If the need ever arises to use a restrictive physical intervention we will always record the incident and contact parents/ carers as soon as possible to discuss. This would be followed by an immediate risk assessment which would include a review of the incident, the lead up to it, the incident itself, how it was responded to and the outcomes. This may include consultation with other agencies and will help to reduce the likelihood of the situation reoccurring.

Through our risk reduction approach, we aim to ensure that any incident where a restrictive physical intervention is required is very rare. We are also mindful of the impact of any type of restrictive physical intervention on children with SEND.

All our staff receive training in de-escalation and positive techniques. In addition we provide more in depth training (e.g. MAPA training) to a small group of inclusion staff which includes strategies dealing with common types of challenging behaviours.

Record Keeping

Rewards – class teachers maintain class records for individual children for agreed school and class reward systems in order to ensure that children are recognised in assembly for their achievement over the year.

Behaviour Reflection Sheet – these are referred/started by the adult, filled in by the child (supervised by a member of the Senior Leadership Team) and returned to the class teacher who keeps a file and informs parents if appropriate.

Serious Behaviour Forms – covering bullying, racism, homo/bi/transphobia and other incidents that are referred immediately to a member of the senior leadership team. A Serious Behaviour Form (Appendix B) is started by the staff member with the date, time and a factual summary of the incident/initial finding, and passed to a member of the senior leadership team to complete the investigation and follow up actions. Serious Behaviour Forms are kept in a file in the deputy headteacher's office.

If a significant behaviour incident has occurred in the playground, the supervising staff are expected to investigate and keep records in the same way that class teachers do. Records should be passed to the class teacher or the Headteacher, depending on the seriousness of the incident.

Serious Behaviour Form incidents should also be entered on SIMs Behaviour Management. This will initially be by the teacher/adult who first dealt with the incident with date, time and a factual summary, and added to by any other adult (teacher or Senior Leadership Team member) who follows up.

Daily behaviour record book – For the period of the daily report, the child has 2-3 behaviour targets that they are working towards. The class teacher and lunch time supervisors will have a simple monitoring system to give feedback on behaviour at regular points during the day. The child also may self-assess themselves against the targets using the same system. At the end of each day, the behaviour book is signed and commented in by a member of the Senior Leadership Team and shared with parents.

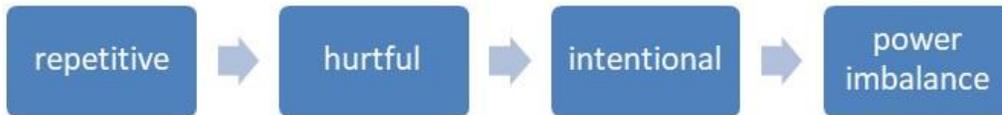
Anti Bullying Approach

What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

In our school we have a shared definition of bullying which we use in our school with all staff, pupils and parents to ensure a common understanding of what we mean by bullying and which distinguishes bullying from other relational conflict.

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”



Why is it important to respond to bullying?

In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

Types of bullying behaviour

National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, children looked after, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Derogatory language or other bullying because of, perceived sexuality
- Transphobic – because of perceived gender identity

Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

In our school we do this by:

- Involving the school community in developing our policy including a child/pupil friendly version of our policy (Appendix 1).
- Using assemblies and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive behaviour policy that all pupils, staff and parents understand.
- Focus in school on developing empathy, social skills and emotional understanding e.g. PSHE, social and emotional learning programmes, restorative approach, circle time, peer support and playground buddies.
- Putting in place focussed work with individual and groups of pupils where required, to support understanding and development of social skills e.g. restorative approaches, circle of friends and social skills groups.
- Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play.
- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

Reporting bullying

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. We also as a school actively promote the “defender” role in bullying situations. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils can report bullying in a number of ways. These include:

- Trusted adult
- Named adult for more vulnerable pupils
- Class teacher / TA
- “Worry box”
- Peer mentors or buddies

Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher.

When pupils report their concerns our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

Responding to Bullying

- Think about any safeguarding concern and report concerns to DSL if appropriate.
- Provide assurances to child that concerns have been listened to and action will be taken
- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop
- Work with the target of the bullying to find solutions. Identify the most effective way of preventing re-occurrence and any consequences.
- Restorative approaches can be applied if target agrees.
- Reflect and learn from bullying episodes – consider what needs to happen next to prevent future bullying e.g PSHE, training etc.

Secure the safety of the target of bullying



Take actions to stop the bullying from happening again



Whole school learning - reflection on what we have learnt

We monitor all bullying incidents and regularly review to determine any patterns, or trends that may require further action.

On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil surveys and pupil focus groups.

Items limited/prohibited in school

Limited/prohibited items are:

- Knives or weapons
- Tobacco, alcohol or illegal drugs
- Stolen items
- Matches, lighters, fireworks
- Pornographic images
- Chewing gum and sweets (cough sweets may be brought by arrangement)
- Toys (unless by arrangement with the teacher e.g. for show and tell or for welfare reasons)
- Jewellery, except stud earrings and wrist watches
- Make-up or nail varnish
- Mobile phones (unless by arrangement with the teacher and these should be handed to the school office on arrival)/Tablets/Smart Watches

School teachers and staff can search pupils or their possessions, with or without their consent, where they have reasonable grounds for suspecting that pupils may have a limited/prohibited item.

We will confiscate any prohibited item, or other items which may be considered harmful to school

discipline, found as a result of a search. The school is not required to inform parents before a search takes place, or to seek their consent, and the school will not keep additional records related to searches.

The school accepts no responsibility for the loss, damage or theft of any valuables brought onto the school premises by children or parents.

Misbehaviour of pupils outside of school

Misbehaviour outside of school covers the school's response to all non-criminal poor behaviour and bullying that occurs anywhere off the school premises that is witnessed by a member of school staff or reported to the school. Examples might include insulting/offending members of the public when walking to/from school, fighting/swearing outside the school premises, offensive messaging and online bullying behaviour through social media.

The school will discipline pupils in line with this behaviour policy if misbehaviour occurs when the pupil is:

- Travelling to and from school
- Wearing school uniform
- In some way identifiable as a pupil of the school

Or for misbehaviour at any time, whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or a member of the public
- Could adversely affect the reputation of the school

Any disciplinary actions would be administered when the pupil is on the school premises.

Partnership with Parents

The support and involvement of parents is critical for the effective operation of this behaviour policy. Parents are the most important people in their ability to influence and motivate their children to be successful in school. We therefore work hard to build positive, open and supportive relationships with parents. The school will communicate this policy and its expectations to all parents.

Steps that we take to build these relationships with parents include:

- Parent conferencing
- Teachers being accessible to parents at the end of school day and by email
- Informally providing feedback on children at the end of the day
- Informing parents of any serious behaviour incidents on the day of an incident
- Keeping parents informed of patterns of poor behaviour choices
- Meeting with parents as necessary (and in line with this policy) as part of the disciplinary actions for poor behaviour

Monitoring

The Senior Leadership Team will monitor behaviour incidents and report to the governing body termly. The Senior Leadership Team will survey pupil attitudes and review the effectiveness of this policy annually, reporting to governors. This policy will be reviewed every two years.

Appendix A – Behaviour Reflection Form (Key Stage 1)

Name:

Date:

Class:

Referring adult _____

Reason for sending _____

What did you do? (often filled in by the referring adult)

How did you make that person feel?

How can you make things right?

Signed by pupil _____

Signed by teacher _____

Appendix A – Behaviour Reflection Form (Key Stage 2)

Name:

Date:

Class:

Referring adult _____

Reason for sending _____

What happened/What did you do?

Why did this happen?

How did you make that person feel?

How can you make things right?

Signed by pupil _____

Signed by teacher _____

Appendix B: Serious Behaviour Incident Form

For each incident please complete one form, enter on SIMs and pass to a member of the senior leadership team for further action.

Name of child/perpetrator:	Year and class:
Date:	Location and time:

Serious Behaviour Incident		Bullying/Prejudice-based Incident Type	
Disruption/defiance/non compliance		Physical	
Swearing (serious)		Property	
Assault (e.g. spitting, punching, kicking)		Verbal	
Intentional Damage to Property		Psychological	
Fighting		Online	
Stealing (serious)		Other:	
Other:			

For Bullying/Prejudice-based Incidents, please indicate the focus			
Ethnicity/Race		Religion/Belief	SEND
Appearance		Class/Socio-economic	Home circumstances
Gender		Homo/bi/transphobic	Sexualised

Other children involved:		
Name	Year/Class	Role (victim/witness)

Details of the incident (first investigation)
Adult dealing with incident:
Member of SLT referred to:

Actions taken

Steps taken to respond to the incident (including meetings, letters, consequences, interventions)

Appendix C – Child Friendly Anti Bullying Policy

- This school is a place where everyone has the right to be themselves.
- It's a place where everyone can feel safe, be happy and learn.
- Everyone at our school is included and acts with respect and kindness towards each other.
- Our school takes bullying very seriously

What is bullying?

Bullying is when a person is hurtful or unkind to someone else, on purpose and usually more than once. Bullying can be done by one person or by a group of people. A useful way to remember bullying is

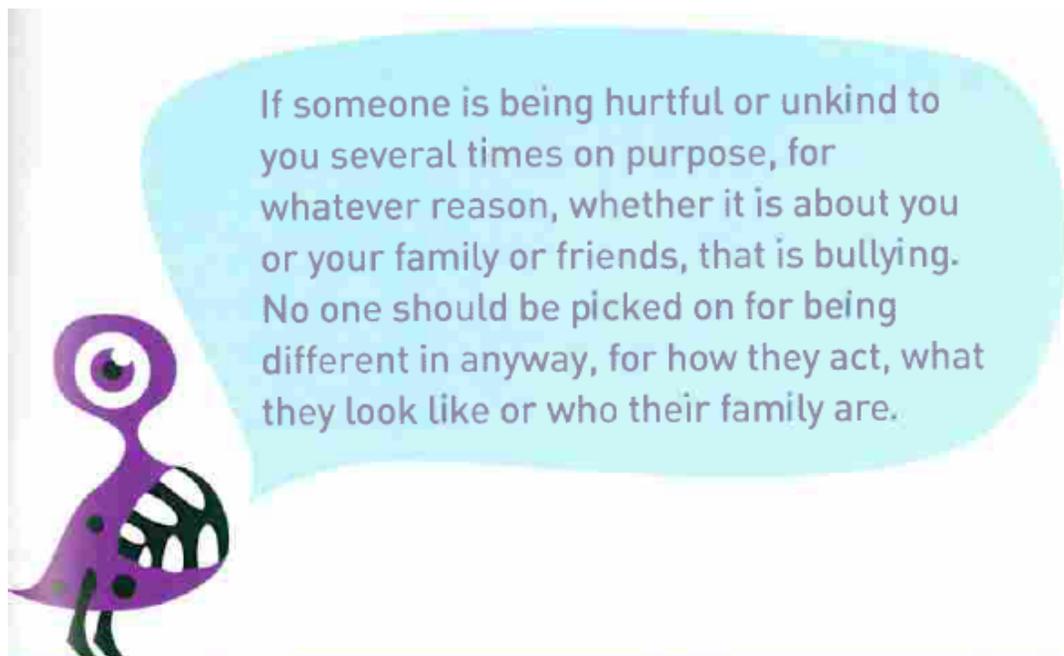
SEVERAL TIMES ON PURPOSE
(and hurtful!)



- Hitting or saying you are going to hit someone
- Touching someone when they don't want you to
- Calling someone names, teasing, using rude language or saying nasty things about someone to them or to other people
- Stealing or damaging someone else's belongings
- Ignoring someone on purpose or leaving them out
- Sending hurtful or unkind texts, emails or online messages to someone or about someone

Bullying can be about:

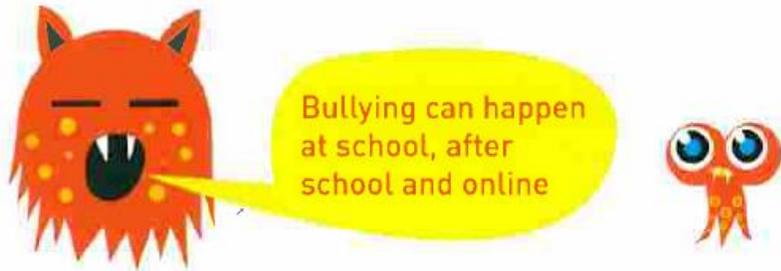
- ☀ Race or ethnicity (racist bullying)
- ☀ Religion or belief
- ☀ Family and culture
- ☀ Sexist bullying, which is bullying someone because of their gender. For example, because they are a boy or girl, or saying they are acting 'like a boy' or 'like a girl'
- ☀ Homophobic bullying, this is saying unkind or nasty things because someone is a lesbian or gay, or because you think they are, or because they have two mums or two dads. It is also calling someone lesbian or gay on purpose to be unkind or nasty to them, for example 'you are so gay!'
- ☀ Special educational needs or disability bullying – being unkind, making unkind remarks or excluding someone because of their learning needs or disability.
- ☀ What someone looks like
- ☀ Where someone lives or who they live with



Why does bullying happen?

Although bullying doesn't happen very much at this school it might happen. Pupils who bully can be older or younger than you, bigger or smaller than you. Pupils who bully pick on people who may be different in some way and try to make them feel worse about themselves. If you are being bullied remember that it is never your fault.

Where does bullying happen?



What should I do if I think someone is being bullied?

In our school we all take responsibility in keeping each other safe. It is never OK to see someone being bullied and do nothing (being an outsider). You can tell people to stop (become a defender) or you can tell an adult about what has happened. If you think someone is being bullied then talk to the person and ask if they're okay, ask if you can help them talk to a teacher or an adult they trust.

What should I do if I'm being bullied?

If you are being bullied it is important to tell someone you trust. Tell an adult or friend, either at school or at home. If you have already told an adult about bullying you can still tell them again. You can:

1. Tell a teacher – your class teacher, or any other teacher (including Mr Lufkin, Mrs Williamson and Mrs Docker)
2. Tell a Year 6 Playground Buddy who will be able to help you
3. Tell any other adult staff in school – such as the lunchtime supervisors, teaching assistants and the school office
4. Tell an adult at home
5. You can also write a note about the bullying in the class worry boxes
6. You can also call ChildLine at any time for free on 0800 1111. They will not tell anyone about what you have said.

If you tell a teacher or adult at school they will be able to help you. They may tell another teacher like your class teacher, or a parent or carer so that they can help you. Telling an adult will never make bullying worse. They will talk to you and the people bullying to find ways to stop the bullying and keep you safe.