

# Dunton and Wrestlingworth Church of England VC Lower Schools Federation

## Behaviour and Anti-Bullying Policy

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### Links with other policies

Online Safety Policy

Exclusion Policy

Home School Partnership

Marking and Feedback Policy

SIAMS Evaluation Schedule 2018

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## **1.0 Introduction**

The aim of this policy is to achieve self-control, courtesy, mutual respect and orderliness. The schools seek to create and maintain a positive ethos of a learning community, happily disciplined and based on reasonable expectations of behaviour.

The policy is designed to ensure that all staff, governors, parents, pupils and visitors are aware of the school expectations in terms of pupil discipline and standards of behaviour. A clear and agreed policy will encourage staff to assist pupils in self-discipline and will help identify pupils who need special attention to achieve the standards of behaviour expected.

## **2.0 Aims**

- To create a happy, caring and stimulating environment in which children can thrive.
- To provide opportunities not only for the academic development of each child but also for his/her social, emotional, moral, spiritual and physical development.
- To encourage a caring, thoughtful attitude towards others.
- To develop personal and inter-personal skills.
- To develop self-discipline and mutual respect for all members of the school and wider community.
- To encourage children to understand the difference between right and wrong
- To encourage children to develop resilience, enable them to make positive choices and be responsible for their own actions.

## **3.0 Responsibilities**

It is the class teacher's pastoral responsibility to ensure that all children are able to work in an orderly, disciplined environment in order to give them the opportunity to make the most of their abilities.

Outside the classroom it is the responsibility of all staff to uphold standards and take appropriate action in accordance with our behaviour management strategies. Staff must also ensure that information is shared with the relevant people.

Parents can support this policy by working with the school and their child to promote and praise positive behaviour and address any concerns about repeated unacceptable behaviour.

Every child has the right to a happy, productive time at school, free from interference. Equally every child must take responsibility for their own behaviour.

# **PART A – BEHAVIOUR POLICY**

## 4.0 Promoting Acceptable Behaviour

Self-discipline and mutual respect are fostered through the example set by all who are in the school and through praise and encouragement rather than by relying heavily on the exercising of sanctions.

Attitudes and relationships between staff play a major part in setting the context for good behaviour. The positive, encouraging and caring way in which staff relate to others in the school and wider community helps to develop these attitudes in the children. Everyone who comes into the school has responsibility for promoting good behaviour by example, showing courtesy, politeness and respect for others, and staff will seek to promote the child's qualities and strengths and not to dwell on any negative behaviour. Older children are encouraged to promote good behaviour as an example to younger pupils within the school

To promote a caring, well-disciplined school ethos:-

- School expectations of behaviour will be clear and unambiguous
- Agreed school rules will be displayed in each classroom, these will be presented positively i.e. we should.....
- Achievement Collective Worship will provide an opportunity to celebrate good work and good behaviour
- Monthly Values are promoted and Values Champions identified
- The Home School Partnership will be promoted

We recognise that praise is always more effective in securing good standards of behaviour than sanctions. Rewards recognise achievements and celebrate success. They are important in creating a positive ethos and in motivating pupils. Rewards can be given for high achievement, effort or particular progress in academic work or enrichment activities. The public valuing of helpfulness, hard work, care and consideration for others is an important aspect of our schools' ethos.

Examples of rewards include:-

- Verbal praise
- Nominations for Values Champion
- Referral to the Headteacher for further praise
- Stamps and stickers
- Achievement certificates.

## 5.0 Managing Unacceptable Behaviour

This school policy defines unacceptable behaviour as any behaviour which threatens the well-being of another pupil or member of staff. Unacceptable behaviour falls into the following main categories:

- Bullying - This includes persistent name calling, ganging up, ostracising an individual and prejudice.
- Unwanted physical contact - This includes aggressive play fighting, kicking, punching, pushing, biting, throwing stones, karate kicks and other martial arts.

- Invading personal space e.g. shouting in someone's face
- Using bad language - This includes swearing and using physical and verbal insults.
- Lack of respect - This includes being rude, answering back, disrupting lessons, taking from another child, damaging property and failing to respect another member of school.

Staff will respond swiftly and directly to endeavour to prevent all forms of unacceptable behaviour and pupils are encouraged to report any such incidents which will be dealt with in accordance with this policy.

Children who have difficulty in controlling their emotions will be supported to recognise that they are having difficulty and need to seek help from an adult. Talking things through or just having time alone can often diffuse the situation.

In our schools we follow a Restorative Justice approach which means:

1. Children will be supported to change their behaviour by being reminded of school behaviour expectations.
2. Staff will use the language/strategies of emotional coaching where needed to diffuse a situation:
  - ❖ "I can see you are upset/angry" (name emotion the child may be experiencing)
  - ❖ If necessary allow the child time and space to calm down and self-regulate
  - ❖ "You need to come with me now and we'll reflect on what has happened"
3. The adult will find a suitable time to reflect with the child about their behaviour. This will explore:
  - ❖ Why it happened?
  - ❖ Who did it affect?
  - ❖ How can they make it right?
  - ❖ What can they do to make sure it doesn't happen again?
  - ❖ What happens now?

The class teacher is best acquainted with the pupil and can decide if unacceptable behaviour is isolated or if there is a repeated problem which needs addressing. If parents are informed about an incident it must be both sets of parents. In the case of repeated unacceptable behaviour it will be reported to the Deputy Head who in turn will escalate by reporting to the Headteacher as necessary.

## 6.0 Exclusions

Please see the school's exclusion policy.

# **PART B - ANTI-BULLYING POLICY**

## **1.0 Definition of bullying**

Bullying is repeated behaviour which makes other people feel uncomfortable or threatened whether this is intended or not.

There are different sorts of bullying, but the main types are:

- Physical - hitting, kicking, taking or hiding belongings including money
- Verbal - name calling, teasing, insulting, writing unkind notes
- Emotional - being unfriendly, excluding, tormenting, spreading rumours, unpleasant looks
- Exclusion - a child can be bullied simply by being excluded from discussions/activities with those they believe to be their friends
- Cyber bullying (see our Online Safety Policy)

## **2.0 Aim**

The aim of our anti-bullying policy is to clarify for children and staff that bullying is always unacceptable. We wish to encourage an environment where independence is celebrated and individuals can flourish without fear. Every child has the right to be safe and happy, and to be protected when feeling vulnerable.

## **3.0 Possible signs**

- belongings getting "lost" or damaged
- physical injuries such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning
- not doing as well at school
- asking for, or stealing, money (to give to a bully)
- being nervous, losing confidence, or becoming distressed and withdrawn
- problems with eating or sleeping
- bullying others.

## **4.0 Process/Procedure**

- Any incident of potential bullying will be discussed with the children involved fairly.
- Children will be listened to sympathetically and impartially. The member of staff will not make premature judgments.
- Those concerned will be encouraged to resolve the situation amicably.
- All parties will be led to consider other people's perceptions and feelings and explore the factors which contributed to the situation.
- All parties will consider alternative strategies which could be used and how they might change their behaviour.
- Incidents will be recorded on the school Potential Bullying and Prejudiced Incident Report Form.
- The forms will be monitored to identify any repeated incidents which will be dealt with as outlined below.
- Agreed sanctions will be implemented and a way forward will be outlined.
- In extreme or persistent cases parents will be informed.
- If a parent makes an allegation of bullying they will be listened to and the matter investigated. The complaints procedure will be put into action.
- The school behaviour policy will be adhered to and practices followed.