



# Woodbury Church of England Primary School

## Behaviour and Anti Bullying Policy

Policy adopted by staff	<i>September 2021</i>
Policy passed by Governors (FGB)	<i>September 2021</i>
Review date	<i>September 2022</i>

### School Aims

We aim to provide a safe, happy and inspiring environment in which our children:

- feel valued and appreciate the beliefs, uniqueness and talents of others
- are happy, self-confident and resilient individuals
- love learning and have high expectations to achieve their potential
- are responsible, caring and active members of the community and wider society
- acquire the life skills needed to be safe and succeed in an evolving world

We aim to ensure Christian values are seen in action. Our school values are love, trust, respect, courage, forgiveness and generosity.

### 1.0 Introduction

This policy has been devised in consultation with all the teaching staff in our school. It was submitted to the Governors and the children and parents.

In devising this Policy, consideration has been given to the particular circumstances of Woodbury School. The democratic and child-centred principles of the school have also influenced the development of this policy.

The aim of the Behaviour Policy is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to an education in a relatively disruption free and safe environment.

The intension of the Behaviour Policy is directed towards adopting a positive approach to the question of discipline in our school. This means that there is greater emphasis on promoting positive behaviour and strategies to resolve difficulties rather than being reliance upon sanctions or punishments.

### 2.0 The Role of the Class Teacher

The concept of promoting positive behaviour is based upon an empowering approach, which nurtures a culture of self-discipline among children. An atmosphere of co-operation and mutual respect should be created as part of the philosophy of the school. All adults through their interactions with children should use communication strategies which foster cooperation, respect, tolerance and encouragement.

The overall responsibility for discipline within the school rests with the Headteacher. Each teacher, however, has responsibility for the maintenance of discipline within their own class and will:

- Endeavour to match the curriculum to the abilities, aptitudes and needs of the child
- Ensure that there is appropriate supervision at all times
- Implement the Reward/Sanction scheme in a fair and consistent manner
- Keep a written record of all incidents of serious or gross misconduct in Class Incident Files.

### **3.0 School Rules**

Our school rules that are discussed and agreed with the children and are regularly reviewed are that we:

- Always do our best
- Are kind and respect everyone
- Behave safely
- Look after our school and everything in it

#### **3.1 Playground rules**

- Always play safely
- Respect all adults and other children
- Always ask permission to leave the playground
- Line up quietly when the bell is rung and walk quietly into school

### **4.0 Incentives**

All children attain their best when encouraged. Children will be encouraged, listened to and their effort praised. Parents will be made aware of their child's achievements via the incentive systems. These include the following strategies:

- Team Points and stickers
- Certificates
- Class marbles recognising collective achievements
- Verbal feedback to parents
- Displaying work
- Sharing work with an audience, including parents

### **5.0 Unacceptable behaviour**

#### **5.1 Unacceptable behaviour includes:**

- Non-compliance in response to a request from an adult in charge
- Displaying a careless attitude towards self and others
- Using or taking personal belongings of others without their permission

## 5.2 Steps to deal with unacceptable behaviour:

CLASSROOM	PLAYGROUND
Step 1: Child given verbal warning by teacher	Step 1: Child given verbal warning by meal time assistant
Step 2: If the child persists with unacceptable behaviour they are moved within classroom	Step 2: Child is given 'time-out' for an appropriate length of time.
Step 3: If the child continues to persist with unacceptable behaviour they are moved outside the classroom to an area that an adult can monitor from the classroom	Step 3: Child is referred to class teacher
Step 4: If a child continues to persist with misbehaviour, parents are informed by the class teacher and the senior teacher or Headteacher may be informed.	Step 4: Child referred to senior teacher or Headteacher.
Step 5: If a child continues to persist with unacceptable behaviour, the teacher meets with parents to agree ways to improve behaviour and further sanctions imposed as appropriate.	
Step 6: If a child continues to persist with unacceptable behaviour, the senior teacher or Headteacher meets with parents to agree ways to improve behaviour and further sanctions imposed as appropriate.	

## 6.0 Serious misbehaviour

### 6.1 Serious misbehaviour is

- Bullying – as described in Appendix A
- Racism
- Verbal or physical abuse of adults and children
- Theft
- Damage to property
- Any behaviour which could cause serious injury to others
- Wilful and/or sustained disobedience

### 6.2 Steps to deal with serious misbehaviour:

Step 1: Child spoken to by teacher and parents informed or straight to step 2 depending upon seriousness or persistence of misbehaviour.
Step 2: Child spoken to by Headteacher and parents informed. Strategies and sanctions agreed as appropriate.
Step 3: Child's behaviour monitored by class teacher and Headteacher.
Step 4: If child continues to persist with misbehaviour, Headteacher meets with parents to agree ways to improve behaviour and sanctions imposed as appropriate, including the consideration of fixed term exclusions up to 5 days in duration. The Headteacher will follow current Local Authority guidance as detailed at <a href="http://www.devon.gov.uk/inclusion">www.devon.gov.uk/inclusion</a>

## 7.0 Gross misbehaviour

### 7.1 Gross misbehaviour is:

- Assault on an adult or pupil
- Serious damage to property

### 7.2 Steps to deal with gross misbehaviour:

Step 1: Child spoken to by Headteacher and parents informed. Sanctions imposed, including the consideration of fixed term exclusion up to five days or permanent exclusion. If fixed term exclusion or permanent exclusion are implemented, the Headteacher will follow current Local Authority guidance as detailed at [www.devon.gov.uk/inclusion](http://www.devon.gov.uk/inclusion)

## 8.0 Inclusion

### Vulnerable Children

These include children with SEN, children eligible for free school meals, children from particular racial groups and Looked After Children.

Children with Special Educational Needs may have behavioural and emotional difficulties or a disability which affects the way they behave and therefore may have individual behaviour plans. Should an incident of serious or gross misbehaviour occur involving a child with SEN, the school will look first at what additional support is needed before taking further steps at the discretion of the Headteacher.

### Appendix A: Definition of Bullying

The Department for Children, Schools and Families (DCSF) defines bullying as:

*“Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group, either physically or emotionally.”*

*Bullying can take many forms: from teasing and spreading rumours to pushing someone around and causing physical harm. It often happens in front of other people.*

*It includes name calling, mocking, kicking, taking belongings, writing or drawing offensive graffiti, messing around with people’s belongings, gossiping, excluding people from groups, and threatening others.*

## Anti Bullying

What is Bullying?

***“Behaviour by an individual or group repeated over time that intentionally hurt another individual or group either physically or emotionally.”***

### **BULLYING BEHAVIOURS**

These include:

- **Physical:** hitting, kicking, spitting, pushing, pinching, throwing, stones or any other forms of violence.
- **Verbal:** name calling, swearing, spreading rumours, threats, teasing. This may be directed towards gender, ethnic origin, physical/social disability, personality, etc.
- **Emotional:** being unfriendly, excluding, tormenting, ridicule and humiliation.
- **Cyber-bullying:** texting, emailing, social networking.
- **Damage:** to property, or theft: pupils may have their property damaged or stolen.

**PREVENTION:** We encourage all of our school community to be proactive in the prevention of any unpleasant behaviour. Where unpleasant behaviour is seen it is dealt with immediately and the teacher informed so that an overall picture of everything surrounding a child is known. To prevent bullying, communication between staff, parent, pupil must be strong and a full picture around a child built. We encourage children not to stand by if they see something they dislike but to tell someone. Our PSHE programme, school Worship and ethos reinforce expectations that our pupils are responsible citizens who show their values through their actions.

### **DEALING WITH INCIDENTS:**

- If bullying is suspected or reported, the incident will be investigated and dealt with immediately by the teacher approached.
- If a racial element to the bullying is suspected the Head/Senior Teacher must be informed immediately.
- The teacher will record the details of the incident on the Incident Report Form and inform the relevant senior staff.
- All the parties will be interviewed and a record made.
- All teaching staff and key support staff will be informed.
- The appropriate strategy and plan of action to combat the bullying will be decided upon.
- The implementation of the strategy will be overseen or taken by the Head.
- Parents will be kept fully informed.
- Any sanctions will be determined by the Head with the class teacher.

### **SUPPORT FOR THE CHILD:**

- Children know who will listen and support them
- Staff know children well and if concerned about a child will create opportunities for children wishing to talk, (about bullying or any other issue that affects them).
- Potential barriers to talking (including those associated with a child's disability or impairment) are identified and addressed at the outset to enable children to approach adults for help.
- Children have access to Helpline numbers. Year 5 and 6 children will have a visit from the NSPCC every other year.
- Anyone who reports an incident of bullying will be listened to carefully and be supported.
- Any reported incident of bullying will be investigated objectively and will involve listening carefully to all those involved.
- Children being bullied will be supported and assistance given to uphold their right to play, live and learn in a safe environment which allows their healthy development.
- Those who bully will be supported and encouraged to stop bullying.
- Victims will have a programme of support planned around their individual needs.

- Sanctions and support for those bullying others will be implemented.

**SUPPORT FOR THE PARENT/GUARDIAN**

- Parents/guardians are advised on the school’s bullying policy and practice
- Any incident of bullying will be discussed with the child’s parent(s)/guardians
- Parents will be consulted on action to be taken (for both parties)
- Information and advice on coping with bullying will be made available
- Support should be offered to the parent(s) including information on other agencies or support lines.

**Useful contacts:** NSPCC Helpline 0808 800 5000, Childline 0800 500 / [www.childline.org.uk](http://www.childline.org.uk) Kidscape [www.kidscape.org.uk](http://www.kidscape.org.uk)

Anti Bullying Alliance [www.antibullyingalliance.org](http://www.antibullyingalliance.org)

**APPENDIX B – Amendments during covid bubble closure or lockdown**

<b>CLASSROOM</b>	<b>PLAYGROUND</b>
Step 1: Child given verbal warning by teacher	Step 1: Child given verbal warning.
Step 2: If a child persists with unacceptable behaviour they are moved to an area outside of the classroom (each bubble has a designated area). Parents will be informed at pick up.	Step 2: Child is given ‘time-out’ for an appropriate length of time. Parents will be informed at pick up.
Step 3: If a child continues to persist with unacceptable behaviour a member of the Senior Leadership Team is contacted. Parents will be informed by phone call.	Step 3: Child is referred to a member of the Senior Leadership Team. Parents will be informed by phone call.
Step 4: If a child continues to persist with misbehaviour, parents are contacted to collect their child and keep them at home for the rest of the day. Parents to meet with Senior Leadership team to complete risk assessment on children remaining in school during this time	Step 4: If a child continues to persist with misbehaviour, parents are contacted to collect their child and keep them at home for the rest of the day. Parents to meet with Senior Leadership team to complete risk assessment on children remaining in school during this time