



BEHAVIOUR POLICY

Policy adopted by Full Governing Board
20th October 2022

Behaviour Policy Principles

Newton Poppleford Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the following values: '**Respect, Adventure, Achieve**'

Aim of the behaviour policy

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide a clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour
- To use restorative approaches instead of punishments

Purpose of the behaviour policy

To provide simple, practical procedures for staff and students that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome children at the start of the day
- Never walk past or ignore children who are failing to meet expectations
- Always redirect children by referring to '**Respect, Adventure, Achieve**'

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise
- Ensure staff training needs are identified and targeted

- Monitor and use behaviour data (CPOMS - internal safeguarding / behaviour recording system) to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know the children in their classes well and develop positive relationships with them all
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Children want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Behaviour for Learning (overarching principles)

Newton Poppleford Primary School's three main values are:

'Respect, Adventure, Achieve'

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our behaviour ethos sets out the rules, relentless routines and visible consistencies that all children and staff should follow. It is based on the work of Paul Dix and his book **'When the adults change, everything changes'**. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a shortcut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with

those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.”

Paul Dix, Pivotal Education

Newton Poppleford Primary School has 3 simple values: '**Respect, Adventure, Achieve**' which can be applied to most situations and are taught and modelled explicitly. We also understand that for some children following our behaviour expectations is beyond their [behavioural] developmental level. In this case, these children will have bespoke 'relational' plans which may include rewards and alternative learning strategies to reinforce positive behaviour.

Staff responsibility for promoting positive learning behaviours

Our values	Respect, Adventure, Achieve
Visible consistencies	Be calm, consistent and fair First attention to best behaviour Daily meet and greet Wonderful walking Monitor quiet noise in corridors
Over and above recognition	Recognition boards in the classroom Messages home on 'Marvellous Me' app Stickers from HT / DHT / all other staff Mid week Hot Chocolate Club (with HT) Good Manners Cafe (Friday each week from Spring Term 2022)
Relentless routines	Consistent language used by all staff (scripts to remind) Praise [children] in public Remind [children] in private Children take work to show HT / DHT (weekly) One piece of work put in a picture frame in classroom (weekly) from Spring Term Celebration Assembly (fortnightly) Accelerated Reader & Times Table Rock Stars Assembly (fortnightly) Classes to look at each other's work (half-termly)

Newton Poppleford Primary School Behaviour Pathway
(for negative behaviours)

1. REMINDER
2. WARNING
3. CALMING DOWN / TIME OUT
4. FOLLOW UP, REPAIR & RESTORE
<i>Our school advocates that <u>all members of staff are equally responsible</u> for following this stepped behaviour pathway (stages 1-4), however, should you feel, using your professional judgement, a senior member of staff needs to be part of the follow up / reparative conversation then follow the guidelines below.</i>
5. CHILD ASKED TO GO TO SEE SLT / DHT / HT
6. PARENTS PHONED
7. PARENTS COME INTO SCHOOL TO DISCUSS
8. INTERNAL EXCLUSION
9. EXTERNAL EXCLUSION
10. PERMANENT EXCLUSION

Stepped Boundaries for poor behaviour incidences (Steps 1-4)

Always use a gentle approach, use child's name, be at child level, make eye contact and deliver message calmly

1.Reminder

(Name of child), I noticed that you (say behaviour) ran down the corridor. This is a reminder that in our school we show respect by (state desired behaviour) walking. Thank you for listening.

2.Warning

This is your warning, as I noticed you (say behaviour) were not ready to do your work. You were reminded that in our school we show respect by (state desired behaviour) working quietly. Yesterday you did that really well (Positive praise in context). That is what I need to see you do today. Thank you for listening.

3. Calming Time / Time Out

IN THE CLASSROOM

I see you've chosen not to listen. You will now have to sit in the 'Time Out' area. I will speak to you later. Thank you.

Behaviours from this point on need to be logged on CPOMs

IN ANOTHER CLASS

I see you've chosen not to listen. You will now have to sit in (e.g. Mrs. Bradley's classroom). I will speak to you later. Thank you.

DO NOT describe the child's behaviour to other adults in front of the child

*If you receive a child from another class:

I'm disappointed to see that your behaviour has meant that you've been sent to me. Sit over in the 'Time Out' area and get on with your work.

SOMEWHERE ELSE

I see you've chosen not to listen. You will now have to sit outside Mr Pope office. I will speak to you later. Thank you.

SPECIFIC PLAYGROUND SANCTIONS

Adults **MUST** follow the stepped sanctions above, adapting step 3 as below.

You need to: Stand by another staff member > Sit on the bench > Go inside to ...

I will come and speak to you in two minutes. **(PLEASE ENSURE YOU DO!)**

4. Follow up, repair & restore

Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.

Repair & Restoration Questions

What happened?

I'm wondering how you are feeling now?

If the child is not responding you could prompt them - 'I can see you're feeling.....(state emotion)'

**How do you think your behaviour made others feel?
How do you think you can make things right?**

How should you behave differently in the future?

KS1 to adapt and make more usable for their age range.

***Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.**

Stepped Boundaries for poor behaviour incidences (Steps 5-10)

5. Sent to SLT / DHT / HT

Should any member of staff feel, using their judgement, that a more senior member of staff needs to be part of the follow up / reparative conversation, then please refer the incident to a senior member of staff:

1. Mrs. Bradley, Mrs. Turner, Mrs. Singfield (SLT members)
2. Mr. Morison (Deputy Head)
3. Mr. Pope (Headteacher)

6. Parents phoned

At Newton Poppleford Primary School, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that they can understand and reinforce the school language as much as possible
- share in the concern about standards of behaviour of their child generally
- Work with the school to plan and encourage positive behaviours
- support the work of the school as staff seek to support the whole family

7. Parents asked to come into school to discuss

If a child's poor behaviour continues and becomes long term or repeated mis-behaviour, we will ask parents to attend a meeting in school, with their child, to discuss the next steps and responsibilities of all involved.

This will include formulating a behaviour action plan for that child,

for a fixed period of time, with a review date. If behaviours change, parents will be contacted to this effect. If behaviours persist, another meeting will be arranged.

*It is important that these meetings focus on positive behaviour outcomes desired and place the emphasis on the child to help write the behaviour action plan.

8. Internal exclusion

This will usually be a morning or a whole day. Staff will support the child to learn whilst in internal exclusion (not be with them permanently). Restorative conversations will happen to focus the child on what would have been a better choice. The emphasis will always be about improvement in behaviour choices.

9. External exclusion

Short fixed term external exclusions (1-2 days)
These will only be imposed for serious unacceptable behaviours.

Longer fixed term exclusions (3-5 days)
These will only be imposed for persistent serious unacceptable behaviours.

10. Permanent exclusion

This will always be a last resort and the school will endeavour to work with the family, and outside agencies, to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all the decision making processes.

Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect

Explicitly TEACH behaviour

MODEL the behaviour we are expecting

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

Language around Behaviour

At Newton Poppleford Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the class teacher, and not be shared widely in the school or staff room, unless it is for the betterment of the child. Incidents are logged on CPOMS, at the staff member's discretion.

Sanctions for negative behaviours (steps 1-4)

Sanctions should:

- Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
- Not apply to a whole group for the activities of individuals.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
- Sanctions need to be in proportion to the offence (e.g. two minutes after the lesson for continued talking, staying in at

break or lunchtime to complete missed work, stand by the adult on duty if misbehaving at play times)

- It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Extreme behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to

feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke 'Relational Plans' that detail behaviour triggers, additional support, strategies, expectations and which staff should be interacting with the child. When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour on CPOMS.

Unacceptable behaviours

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system of stepped sanctions in order to be dealt with more quickly by a member of SLT. If any of the following behaviours occur, a focussed meeting involving a member of the SLT and the staff members involved in the incident will be arranged to discuss what happened. On the outcome of the meeting, parents will be phoned if necessary to report the child's behaviour. It should also be logged on CPOMS.

Unacceptable behaviours may include:

Violence (i.e. physical contact made with the intention to harm)

Defiance / rudeness towards any adult

Persistent taunting, teasing and bullying behaviour

Stealing

Spitting

Swearing

Physical attacks on adults

At Newton Poppleford Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with DfE guidance on reasonable use of force in schools

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf) and call for additional support if

needed. Staff who defend themselves will have the full support of the Leadership Team and the Governing Body, as long as their actions are in line with proportionate and do not use excessive force. Only staff who have been trained in physical restraint should restrain a child unless there is an immediate risk to that child or another person. All staff should report incidents directly to the Headteacher and / or Designated Safeguarding Lead and should be recorded on CPOMS. We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child in our care. It is important for us as adults to

reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults, we still need to show compassion and care for the child. Exclusion measures will only happen once we have explored several options and have created a plan around a child.

Exclusions (fixed term and permanent)

Exclusions will occur following extreme incidents, at the discretion of the Leadership team.

An internal or external fixed-term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident.
- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents.

Continued exclusion is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family, and outside agencies, to complete a managed move to a more suitable setting where

possible. In all instances, what is best for the child will be at the heart of all the decision making processes.

Monitoring & Evaluation of this policy

The school's Leadership Team will monitor the effectiveness of the policy termly, and report back to the Governing Body. The Leadership Team will regularly monitor the visible consistencies around the school and the use of language and personal follow-up. Impact of the behaviour policy will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy. All concerned parties will be kept informed of any review and action that will need to be taken.

Appendices

Appendix A - Rights and responsibilities

Pupils' Rights	Pupils' Responsibilities
<p>To be able to learn to the best of their ability. To be treated with consideration and respect. To be listened to by the adults in the school. To know what is expected of them. To feel safe. To be treated fairly.</p>	<p>To treat others with consideration and respect. To do their best and let others learn. To follow instructions from teachers and other staff. To support and encourage each other. To take responsibility for their own actions. To care for and take pride in the environment of the school. To sort out difficulties appropriately, seeking adult help if needed.</p>
Staff Rights	Staff Responsibilities
<p>To be treated with respect by pupils, parents and colleagues. To be able to teach without unnecessary interruption. To work in a supportive and understanding environment. To feel safe.</p>	<p>To create a safe and stimulating environment in which all children can learn. To treat pupils with consistency and respect at all times. To foster good relationships, leading by example. To involve parents when children are consistently finding it difficult to meet expectations of behaviour. To work as a team, supporting and encouraging each other.</p>
Parents' Rights	Parents' Responsibilities
<p>To be sure their children are treated fairly and with respect. To know their children are safe. To be able to raise concerns with staff and be told when their child is experiencing difficulties.</p>	<p>Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy. Ensure children attend regularly and on time. Be aware of the strategies of the school and reinforce these at home. Promote good behaviour, politeness, courtesy and consideration for others. Inform the school of any concerns that may affect the behaviour of their child.</p>

Appendix B - A Model of Positivity - tweaking teaching to transform trouble

- Smile!
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere, verbal praise.
- Provide regular praise via the Marvellous me app.
- Show learners their ideas and experiences have real value.
- Catch learners doing the right thing.
- Use subtle, private praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
- Class displays and classroom environments that help learning and promote 'Respect, Adventure, Achieve'.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.

Habits of adults who manage behaviour well:

- They meet and greet.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners.

Non verbal skills/attitudes that work with more challenging behaviours

- Showing humility
- Changing anger to shades of disappointment
- Being cold rather than confrontational
- Give clear cues when switching from the formal to the informal, from relaxed to business like
- Work to create a certainty that poor behaviour will be addressed and relentlessly followed up

- Patiently giving without ever expecting to receive
- Showing empathy balanced with a determination to help the learner succeed
- Earning respect not expecting it
- Never laying your relationship on the line on a behaviour issue
- Keeping your promises
- At times ignoring defensive behaviours in the moment but not forgetting
- Commitment to building an appropriate relationship
- Refusing to listen to the doubters and moaners; refusing to give up on any learner

Assertiveness (from 'Taking Care of Behaviour' by Paul Dix, Pearson/Longman)

Many teachers [and other adults working in schools] recognise that their pattern of behaviour is to be nice or compliant for far longer than they really want, until they reach the point of no longer being able to hold it in; then they explode nastily and inappropriately all over whoever happens to be around. This can leave learners with the impression that there are only two states or behaviours their teacher can do: 'Nice' or 'Nasty'. The shades in between, which are where assertiveness lies, are unused and eventually lost from the repertoire of Behaviour Management Strategies. Assertiveness is not simply standing your ground, just saying 'no' and repeating your demand (the 'broken record' technique). Just as learners have choices, so you have the opportunity to choose your behaviour. You have many options as to how you respond to inappropriate behaviour all of which can be assertive actions. You might choose to record it and address it at a more appropriate time, ignore it, confront it or walk away and consider your response. Assertiveness is knowing that you can control your own behaviour and making considered appropriate choices in your response to learners. Don't be afraid of saying 'no' and saying it with impact when it is appropriate. Be careful not to overuse it as it will soon lose its power and negatively impact the atmosphere in the classroom. You risk being ignored if your repertoire of verbal responses is too predictable.

Appendix C - Intervention Scripts - Effective 30 second interventions (please see scripts in **Stepped Boundaries for poor behaviour incidences (Steps 1-4)**)

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
- Look around the room with a view to catch somebody following the rules.

How to land a difficult message, softly

- Remind the learner of their previous good behaviour.
- Challenge their negative internal monologue 'You can do this, you are intelligent and able.'
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.
- Walk away as soon as you have finished speaking.

Refocusing the conversation

When learners try to argue, shift the blame, or divert the conversation you can either: Calmly and gently repeat the line you have been interrupted in. This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or... Use an appropriate refocusing line to bring the conversation back to the script. This allows the child to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	Adult
'It wasn't me.'	'I hear what you are saying...'
'But they were doing the same thing.'	'I understand...'
'I was only...'	'Maybe you were ... and yet ...'
'You are not being fair.'	'Yes sometimes I may appear unfair...'
'It's boring.'	'Be that as it may...'
'You are a ... (name calling).'	'I am sorry that you are having a bad day.'

Get out line

If the conversation is becoming unproductive, what line will you leave on?

Try: "I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation."

Appendix D - First steps in restorative practice

Saying sorry?

A restorative approach leads each party to a point where they can take responsibility for their own behaviour and its consequences. It must not be, however, a prelude to a forced apology. We take responsibility for our behaviour in different ways and at different speeds. Some can see the reflection of their own behaviour in an instant. For others the reflection is clouded and takes longer to come into focus. The problem is that we seek assurance from the child that they are taking responsibility and an apology seems to satisfy immediately. Perhaps a truly restorative process does not finish at the meeting or conference. With the spectre of the apology lurking the conversation is tainted, trust reserved. In conversations where mutual trust can develop the shadow of control is cast. Don't demand an apology. Show them your humility and give them yours. Ask for nothing in return.

Reparation meeting

A reparation meeting with a child should take no longer than 5 minutes and cannot be delegated to a colleague. It isn't a prelude to the learner apologising. It should be a genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage. The meeting is to discuss the poor behaviour or incident: not the child's character. The discussion is structured to address what happened, reinforce expectations and reset behaviours for the next lesson. Reparation will not give you, the adult, the instant satisfaction that comes from pure punishment. It will give you a platform to build relationships that change and improve behaviour for the long term.

A good Reparation meeting is often structured in 5 steps (please see scripts in **Stepped Boundaries for poor behaviour incidences (Steps 1-4)**)

1. What's happened?
2. What were your choices at the time?
3. Who else was affected by your behaviour?
4. What have you thought since?
5. How can we make this right now?

Appendix E

Anti Bullying Measures

1 Introduction

1.1 Definition

We use the definition of bullying outlined in the Bullying, prejudice and racial incidents recording and reporting guidance for Devon Schools (BPRI).

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. Bullying may or may not be because of a protected characteristic (sometimes referred to as 'identity-based bullying').

Prejudice-related incidents are one-off incidents relating to a protected characteristic, which may or may not be directed at an individual. They may or may not be carried out with the intention to harm or cause offence.

We define cyber bullying as the use of information and communications technology (ICT), particularly mobile phones, the internet and social media to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others. We recognise cyberbullying as an extension of face-to-face bullying, with technology providing another bullying behaviour to harass their target.

Friendship issues, relational conflict and bullying behaviour We acknowledge that friendship problems and bullying behaviour can be upsetting for both pupils and parents and carers, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour. Pupils will fall in and out with each other, have arguments, stop talking to each other and have disagreements. This relational conflict can be a normal part of growing up. However, we recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power.

If someone is made to feel like this, or if they think someone they know feels like this, it will be investigated.

Our stated commitment is that when a pupil or parent or carer speaks out about bullying:

- they will be listened to
- their concerns will be taken seriously
- the matters will be investigated
- together we will find a way to tackle it
- someone will be there to help and support them.

Where individuals or groups bully different people, this will be seen as a pattern of bullying behaviour and treated as such.

2 Aims and objectives

- 2.1 Bullying is wrong and damages individuals. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- 2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3 Forms of bullying

Bullying can take many forms:

- Physical bullying (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking, damaging or taking property)
- Verbal bullying (name calling, taunts put downs, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm.)
- Emotional / psychological (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass)
- Cyber-bullying (sending nasty phone calls, text messages or in e-mails/chat rooms/social media.)

Bullying takes place where there is an imbalance of power of one person or persons over another. This can relate to:

- the size of the individual,
- the strength of the individual
- the numbers or group size involved
- being from a majority rather than a minority group
- anonymity – through the use of cyberbullying or using email, social networking sites, texts etc.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

3.1 Prejudice-based bullying

Bullying is often motivated by prejudice against particular groups, on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation or disability. It might be motivated by actual differences, perceived differences or as a result of association with someone else. We record these forms of prejudiced based bullying by their type and report on them to the local authority. This is in recognition that these groups are protected by the Equality Act 2010 because of the prejudice experienced by some groups in the wider society. We also recognise that there are others groups of children and young people who may be vulnerable to bullying including children in care, young carers or those with mental health issues. We recognise therefore that we sometimes have to look at develop specific work or practice to prevent bullying of groups of pupils.

3.2 Prejudiced based / hate incident

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incident.

One-off incidents are not bullying, however we separately record prejudiced based incidents identified using the above definition as we recognise the impact they can have and that they could be an indicator of bullying behaviour or contribute to an environment where bullying could happen.

3.3 Bullying outside of school

We understand that bullying behaviour can take place on the way to and from school or in the wider community and can have a significant impact on a pupils' wellbeing and their ability to learn. We recognise that cyberbullying in particular can mean that a child or young person can experience bullying behaviour throughout their day and including when they are at home. Therefore, we act to prevent and respond to bullying behaviour outside of school as far as we are able to. We may seek support from the Police and or the Community Help Team to help us to do this effectively

4 The role of pupils

Pupils are encouraged through the curriculum to have an understanding that bullying is unacceptable and are given effective strategies to deal with instances of bullying which may occur.

All pupils will be encouraged to report bullying by;

- Talking to one of the pupil leaders
- Talking to their trusted adult
- Speaking to their class teacher

- Speaking to another trusted adult in the school community
- Speaking to a parent/other adult who may then contact the school in any of the ways listed
- Speaking to a friend and asking the friend to help tell an adult
- Calling a confidential helpline such as ChildLine.

4 The role of the teacher

- 4.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep records using cpoms of all incidents that happen in their class and that they are aware of in the school. They appropriately identify and categorise bullying according to definitions.
- 4.2 If teachers witness an act of bullying, they do all they can to support the individual who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents. In the case of serious incidents parents will be informed immediately.
- 4.3 If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and appropriate responses for the individual who has carried out the bullying. We spend time talking to the individual who has bullied: we explain why the action of the individual was wrong, and we endeavour to help the individual change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and if necessary, the SENCO. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies.
- 4.4 Staff ensure they regularly raise the profile of bullying in school.
- 4.4 Staff take part in training, which enables them to deal with incidents of bullying and behaviour management.
- 4.5 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all individuals, and through the promotion of positive behaviour in the curriculum, PSHE lessons and the use of anti bullying week, we aim to prevent incidents of bullying.

5 The role of the headteacher

- 5.1 It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy termly through the headteacher's report.

- 5.2 The headteacher ensures that all individuals know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of individuals to this fact at suitable moments. The headteacher uses assemblies as a forum to discuss behaviour.
- 5.3 The headteacher ensures that all staff have had sufficient training to be equipped to deal with all incidents of bullying.
- 5.4 The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. The school vision and associated values make this clear.

6 The role of governors

- 6.1 The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- 6.2 The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors termly about the effectiveness of school anti-bullying strategies.
- 6.3 The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

7 The Role of parents

- 7.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately or make contact through the school office.
- 7.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

8. Reporting and responding to bullying

Our school has clear systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Procedures

All reported incidents will be taken seriously and investigated involving all parties.

The steps the school will take:

- Interviewing all parties.
- Informing parents (of both parties) as soon as possible of serious incidents.
- A range of responses appropriate to the situation : - circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Referral to the Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists
- Follow up especially keeping in touch with the person who reported the situation, parents/carers
- Support for the victim and the bully.
- All incidents recording on cpoms

8.1 Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and these are kept on cpoms

The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

The headteacher or class teacher will follow up incidents after completion to ensure that parents and child are now satisfied.

This information will be presented to the governing body termly.

8 Monitoring and review

- 8.1 This policy is monitored on a regular basis by the headteacher, who reports to governors about the effectiveness of the policy through the headteacher's report.
- 8.2 This anti-bullying policy is the governors' responsibility and they review the policy annually. They do this by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all individuals involved in bullying incidents.