

Behaviour, Discipline and Anti Bullying Policy

At Verwood C of E First School we aim to create a secure environment within a caring Christian ethos whereby children can learn and flourish. We believe that in order to achieve this we need to develop good relationships and high standards of behaviour, which are understood and supported by children, parents and staff.

We believe that a successful behaviour system...

- Provides positive reinforcements
- Educates children in making appropriate choices
- Is age appropriate and relevant to children's needs
- Is consistent throughout the school
- Is clear, visual and understood by all
- Provides opportunities to learn from mistakes and make a fresh start
- Is forgiving

As a school we believe that our learning dispositions are key to becoming successful learners. We use the 6 R's as a framework to encourage appropriate behaviour. (*Responsible, Respectful, Reciprocity, Resilient, Resourceful and Reflective*). We advocate the 6R's throughout the course of the day, including playtimes, lunchtimes and off site visits. Sessions during the school day provide opportunities to build self-esteem develop better relationships and teach relevant social skills such as being respectful and reciprocal. It is a time also to discuss issues about behaviour directly with the children.

How is good behaviour encouraged and rewarded?

To encourage good behaviour we operate a rainbow, sun and cloud system. At the start of each week all children have a named peg attached to the sun. We reward children for their achievements in the following ways.

- Choosing Time will take place once a week in KS1 & KS2. During this time, those who have their peg on the sun will have the opportunity to choose from a range of interesting and varied activities. Children who have tried hard to show the 6 R's are in this way recognised and rewarded for the effort they have made.
- Children will be asked to place their name on the board if they are recognised for making positive choices. If they are noticed again they will be asked to put a tick by their name. Once they have received two ticks they will be able to move their peg up one step. So if their name is on the sun, they will be able to move their peg to the rainbow.
- If a child is on the Rainbow they will be able to choose a special rainbow activity or have first choice of the other activities during choosing time.
- Four children from each base, who consistently demonstrate the 6 R's, will be chosen to place their peg on the 'Pot of Gold'. These children will be referred to as our 'ALWAYS' children. These children will come together and take part in an extra special adult led activity. These children will be announced and celebrated during praise worship. This system is NOT designed to reward every child for a particular occurrence of positive behaviour or learning throughout the course of the year. This system is to reward children who are consistently well behaved.
- In all bases, including Oak base, we will have a gem Jar so that instances of positive behaviour can be immediately reinforced. Individuals or groups can earn gems, which they will place in a

base jar. When the base has earned enough gems to fill the whole jar, they will receive a base reward. The children will decide what reward they are aiming for which will foster a sense of teamwork, as it will encourage the children to support each other in appropriate behaviour.

- Praise Worship will take place once a week. During this time specific children are awarded a Head Teachers certificate for demonstrating one of the 6R's and their names will be put on the rainbow.
- Underpinning all of these acknowledgements of good behaviour are our 'Fruit of the Spirit' and our school vision. This drives our relentless expectation of strong and positive behaviour across the school.

How is inappropriate behaviour discouraged and sanctioned?

Our main approach to behaviour management is to reinforce positive behaviour whenever possible and to recognise & reward this behaviour at every opportunity. As a school we believe that mistakes are an important part of learning. Therefore, it is important to us that we convey the message that everyone can learn from mistakes. There are occasions when children need guidance and clear boundaries. When inappropriate behaviour takes place, staff members consider each case on an individual basis and any decisions made will be dependent on circumstances.

- In KS1 & KS2, if a child displays persistent or inappropriate behaviour there will be a whole class reminder. If the behaviour continues the child will be given an individual warning. If the behaviour still continues the child will be asked to move their peg. If a child displays unacceptable or unsafe behaviour, which might include deliberately hurting another child (physically or verbally) or damaging property, this would result in a child moving their peg with no prior warning.
- Every time a child moves their peg to a cloud they will miss 5min at the beginning of the next lunchtime (Reflection time) with a member of the Leadership team. During this Reflection time session the child will be asked to think about what they did and the choices they are going to make in order to move their peg back to the sun. They will also be reminded of the consequences of moving their peg for a second time. If a child is asked to move their peg on more than one occasion during a day, they will be sent to another member of staff to discuss the choices they have made.
- If a child moves their peg to the second or third cloud they will attend 'Sun Steps' at the end of the week. If a child is on the third cloud their parents will be informed.
- Children will be given the chance to move their peg back onto the sun. In Oak Base (Reception) and Sycamore Base (Year 1) the children will be asked to move their peg back as soon as they have been noticed turning their behaviour around. From Beech Base (Year 2) onwards we will operate the same system as discussed above so once they have been noticed making the right choice they will be asked to put their name on the board. Once they have two ticks by their name they will be able to move their peg back one step. So if they are on the first cloud they will move back to the sun, if they are on the second cloud they will move to the first cloud and if they are on the third cloud they will move to the second cloud.

What is Sun Steps?

'Sun Steps' will be carried out at the start of choosing time and will last for up to 20 minutes. 'Sun Steps' will involve activities and discussions that will provide children with the opportunity to build self-esteem, develop better relationships and teach relevant social skills such as listening and co-operation. It is a time also to discuss issues about behaviour in general and to promote the 6R's. This process will be carried

out by a TA (trained in Emotional Literacy Support) who will closely monitor the number of occasions that children attend 'Sun Steps'. If a child attends 'Sun Steps' on 3 or more occasions, parents will be notified by the class teacher and a meeting will be arranged to discuss next steps. *In order to ensure equality for all (Equality Objective 1)* the Head Teacher monitors children of concern and incidents in each base (weekly review). Where poor behaviour persists and the child continues to attend reflection, the Head Teacher will meet with parents and child. Where a pattern of bullying or a serious incident occurs this is followed through weekly reviews and monitored closely. Parents will be informed at an early stage.

What happens if sanctions are not having an impact?

If a child is consistently demonstrating inappropriate behaviour, it may be necessary to use alternative behaviour strategies. (The Head Teacher and Deputy may be involved at any stage of the behaviour management process)

In some instances it may be necessary to exercise internal exclusion such as:

- take the child from their base to learn in another supervised area
- take the child to Mr Parsons or another member of the leadership team
- keep a child in during playtimes or lunchtimes

Where a very small minority struggle with their behaviour management, it may be necessary for the Inclusion Team to become involved. If this is the case, parents will be informed. In these circumstances it may be necessary to explore alternative strategies or to seek advice from external agencies. In very serious circumstances it may be necessary:

- To temporarily exclude a child from school (*in accordance with LA and National policies*)
- For a member of staff to use 'reasonable force' to control or restrain a child. The schools approach reflects July 2011 DfE advice '*Use of Reasonable Force*' for Head Teachers, staff and Governing bodies and KCSIE18 advice.

We believe the most effective way to move forward is for a supportive partnership between home and school.

Bullying

All schools have incidents of poor behaviour and these are managed carefully. Bullying is a much stronger term so this section is an attempt to clarify what we understand by 'bullying' in school and how we address this issue.

Bullying can be

- physical
- verbal (*NB harder to detect, more frequent and the effects are longer lasting*)
- silent/ignoring

Bullying is:

- persistent
- intentional

If this sort of behaviour arises, we aim to deal with it in the following ways:

- take it seriously
- listen
- help children to discern bullying and accidental or one-off incidents

- encourage through role play and discussion, understanding of each other's actions and reactions
- take appropriate actions and sanctions according to the individual case
- seek external support and expertise if deemed necessary (we have a Pupil and Parent Support worker)

As a parent you can be assured that the school will contact you if we suspect your child is being bullied or is involved in bullying behaviour.

Please don't hesitate to talk to us if you have any concerns regarding this.

Safeguarding

At all times, regardless of the situation, good practice in terms of safeguarding in line with KCSIE 2018 is expected.

Staff need to be mindful of the devastating impact of peer on peer abuse and be alert to this at all times.

Verwood CE First School Anti-Bullying Policy

The lead person with responsibility for developing this policy is Mr Parsons.

Mr Parsons is a member of this schools senior leadership team.

Date issued: 28/11/12

Date to be reviewed: November 2019

1. Roles and responsibilities

The lead person will

1. develop the policy in line with good practice
2. ensure that agreed protocols are followed
3. evaluate the progress the school is making in relation to the anti-bullying agenda

Class / form teachers are responsible for the day to day implementation of practices and they will

1. support the development of an appropriate culture within school
2. support children / young people who have experienced bullying
3. respond to children / young people who have bullied
4. model appropriate, respectful behaviour

Children / young people in this school /setting will

1. embrace a culture that respects difference
2. support children / young people who have experienced bullying behaviours.
3. model appropriate, respectful behaviour

Governors are responsible for monitoring the above

2. Participation

At every stage in the development of this policy recognition has been given to the importance of ownership. The children / young people, staff, parent / carers, governors and other members of the community have been involved in

1. Activities and learning together
2. Giving feedback on how safe they feel at school

3. The aims and objectives

Our school / setting asked children / young people what they felt the purpose of an anti-bullying policy should be and they responded

- **We don't ever want bullying to happen in this school**
- **Teaching children not to do it**
- **To help people being bullied feel safe in school**
- **To know what to do or how to help someone else if they were being bullied**
- **So everyone knows about bullying so they know it's wrong**
- **To show we care**
- **To prevent bullies**
- **Show what you do to stop bullying**

In generic terms (and as stated in the DfE document 2011 "Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies".) the aims and objectives of this policy are to develop and maintain

1. a culture of respect where difference is valued
2. a system of support for children / young people who have been bullied
3. a system of clear, fair and consistent responses to incidences of bullying

4. Defining bullying

Our school / setting asked children / young people to define bullying and they responded that bullying is

- **Bullying is aimed at one person**
- **It is not a nice thing to do**
- **Could be ganging up on someone so they have no friends**
- **Keeps on happening**
- **Over a period of time**
- **Deliberate**
- **Upsets the victim**
- **Unkind words**
- **Physical violence or hurt**
- **Cyber bullying (sending nasty texts, phone calls, emails)**
- **Pulling horrible faces**
- **Isolating the victim**
- **Bully trying to feel bigger and more powerful**

In generic terms (and as stated in the DfE document 2011 "Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies".) bullying is described as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

5. Prevention

Our community is developing a culture that embraces differences and never tolerates bullying. We are doing this through:-

- the delivery of an appropriate curriculum
- training for staff to ensure a knowledge about diversity and issues associated with bullying

- the modelling of appropriate respectful behaviour by staff & pupils and other members of the school community.

6. Responding & Supporting

Our school asked children about the type of support they would like and they responded –

- Support to help sort it ourselves
- Make sure people you tell believe you
- Someone to cheer you up
- Help before it gets worse – Adult help
- Friends around you
- Support from family, support from your friends
- Help for bully too – look at reasons
- Bully needs to work on their 'people skills'
- Support bully making friends
- Educate bully (think about victims feelings)
- Anti-bullying week
- SEAL lessons
- More anti-bullying activities

7. Culture

'Staff are advised to maintain an attitude of "It could happen here" where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child' (Keeping Children Safe in Education Sept 2016)

Our school will address each incident of behaviour individually and appropriately. The common elements of each response will include:-

1. Listen to the child young person who has been bullied and identify the type of support they feel they need
2. Listen to the child young person who has bullied and identify the type of support they need
3. Apply disciplinary protocols consistently and fairly
4. Carefully consider and decide upon the appropriate level of parental involvement for both parties
5. Complete the schools recording forms and involve outside agencies (such as Educational Psychologists, and Behaviour Support Service) as appropriate.

Child Protection

Our school recognises that under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is “reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm”. Where this is the case, our school staff will report their concerns to the Designated Senior Person for Child Protection who will refer to Children’s Services Social Care.

7. Reporting

Our school has a clear system for gathering information about what is happening within school these systems are reviewed regularly. These logs are kept by the headteacher and work through the ‘weekly review sheet’ communication.

8. Evaluating

Our school will track the outcomes of individual incidents of bullying. Our school will monitor the progress we are making with respect to the anti-bullying agenda. We recognise that success will be associated with satisfaction shown by children / young people and parent carers and not necessarily via a reduction in reported incidents. Our school has a standard evaluation form.

9. Resources

Our school / setting is aware of resources that can support this work and an appendix of resources is attached to this policy. We also recognise we can talk to our link Educational Psychologist who will support us with work in this area.

10. Celebrate

Our school will publish the results of evaluations at staff meetings, school council meetings, governors and parent forum meetings.

Attachments

Incident recording sheet

Evaluation form

List of resources

3. **Appendix A - AN EXAMPLE OF A RECORDING SHEET / ON LINE RECORD**

Verwood CE First School



Incident Reporting form

BULLYING/PREJUDICE RELATED INCIDENT REPORT

Use this form to report bullying, racist or unacceptable cyber incidents. The details given will assist the office in completing an incident log.

Date:		Tutor Group:	
Name:		Staff reporting	

Type of bullying/ prejudice related incident: (tick all that apply)	Location:	Time:
Verbal	Bus	Before school
Non verbal	Café	Lesson 1
Physical	Classroom	Lesson 2
Social/ isolation	Detention	Tutor time
Harassment	Playground	Lesson 3
Hate	Toilets	Lesson 4
*Gender		
*Race / Ethnicity	Tutor base	Lesson 5
*Disability	Outside school	Lunchtime
*Homophobic	Multiple	Lesson 6
SEN		After school
*Transgender		Multiple
*Religion and Belief		
Cyber Calls / text/ IT network/ websites		
Other :	Other:	Other

**Items asterisked are protected characteristics under the Equality Act 2010. Pregnancy and maternity is also included.*

Frequency:	1x	2-4x	5+	weekly	daily	+frequentl y
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Target individual / group (tick all that apply)		Perpetrators				
Student	Vulnerable grp	No.	1	2	3	4 5+
group		Names				
Teacher	Staff	TA				
Other professional visitor						

Summary of incident

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Initial action taken with both parties (and by whom)

Inform

Tutor

Inclusion staff

Parent

Follow up action with both parties (and by whom) & set review date if applicable

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Review (date)

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Signed (by person reporting bullying incident)

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E-logging completed

Date

staff

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submitted by person who was bullied	Date	staff

4. A SAMPLE EVALUATION FORM

4.1 *This form should be sent to children / young people parent / carers who have been involved in a bullying incident in the past twelve months. Schools / settings may wish to amend the wording/ format to suit the age / stage of the audience.*

Dear Child / Young Person (Parent / Carer)

This school is currently reviewing its response to bullying. I am writing to seek your views on how well the school dealt with the problem. We will use this information confidentially within the school to inform our review of policy and practice. The individual details will not have any wider use unless we ask, and you give, your specific permission.

How easy was it for you to report the bullying? (circle one)				
1 (Not easy)	2	3	4	5 (Very easy)
Comment if we could improve what we did:				
How satisfied were you with how the school responded at the time.				
1 (Not satisfied)	2	3	4	5 (Very satisfied)
Comment if we could improve what we did:				
How satisfied were you with the intervention put in place following the incident				
1 (Not satisfied)	2	3	4	5 (Very satisfied)
Comment if we could improve what we did:				

Thank you for your help in completing this. We will use this information to think about what we do to tackle bullying and make Verwood CE First School school one where pupils and parents are confident that we review our systems to ensure we support children.

Yours sincerely

Head teacher

4.2 *Evaluation form 2 is for all the children / young people in the school. Schools / settings may wish to amend the wording/ format to suit the age / stage of their Audience.*

Dear Pupil

Verwood C.E. First School

Behaviour Policy

Reviewed November 2017