



Verwood C.E. First School and Nursery

Rewards and Sanctions Behaviour and Discipline (including Exclusions and Anti-Bullying)

This policy should be read in conjunction with the
Behaviour and Discipline Policy and the
Exclusion Policy for the **Wimborne Academy
Trust.**

Approved: September 2021

Reviewed March 2022 due to further
information on sexual harassment

Review: September 2023

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, sparkly sun and sun 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.

- If a child is noticed by a member of staff for good behaviour; demonstrating the school values or showing the 6R's the children will be asked to move their peg up onto the sparkly sun. This shows they have been recognised for their positive behaviour and are one step closer to the rainbow.
- If a child is on the Rainbow they will receive a special shout out in Praise Worship each week with the rest of the school. The rainbow is an example of the children who have had a positive week where they have gone above and beyond. This system is NOT designed to reward every child throughout the course of the year. This system is to reward children who are consistently well behaved throughout the week.
- 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.
- 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 remove their peg from display. 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 removing their peg with no prior warning.
- Every time a child removes their peg they will miss 5min at the beginning of lunchtime (Reflection time) or the nearest appropriate time with a member of the base 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 onto 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 removes their peg multiple times throughout the week base staff will have a discussion with the Leadership team on the most appropriate step. This may include reflection with a member of the Leadership team or discussions with parents/guardians. These will be assessed on a case by case basis
- It is important to note that all reflection times will aim to be on the same day as the incident of behaviour in line with our ethos of learning from mistakes.
- In order to ensure equality for all (*Equality Objective 1*) the Head Teacher monitors children of concern and incidents in each base via a 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 Assistant Headteacher 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 the headteacher 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:

- 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.*
- To temporarily exclude a child from school. In these circumstances, the School will adhere to the Exclusion Policy for the Wimborne Academy Trust, and will work in conjunction with the CEO of the Trust, and the LA Inclusion Lead.

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

TYPE OF BULLYING	DEFINITIONS
Emotional	Being unfriendly, excluding, tormenting
Physical Hitting	kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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.

Harassment

No level of racial, sexual or other harassment will be tolerated. The DfE introduced new guidance for schools in relation to sexual violence and sexual harassment. This can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats.
- online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Any such incidences will be referred directly to the Senior Leadership Team, who will record the incident. All pupils involved will be interviewed, and parents informed as appropriate. Persistent harassment may result in a pupil’s exclusion. Any concerns relating to sexual harassment and violence will provoke a response under safeguarding procedures, as stipulated in the Safeguarding Policy. By this, meaning that the Designated Safeguarding Lead will be informed and inter-agency communication such as social care, early help/identified professionals will be notified as deemed necessary.

Sexual violence When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003; Rape/ Assault by Penetration/Sexual Assault.

Safeguarding

At all times, regardless of the situation, good practice in terms of safeguarding in line with KCSIE 2021 is expected.

Staff need to be mindful of the devastating impact of peer on peer abuse and be alert to this at all times. Staff need to understand unwanted behaviour and be very aware of the impact of not addressing poor behaviour. An awareness of sexual harassment and reporting concerns is important. Incidents construed as such should be reported to the headteacher.

Verwood CE First School Anti-Bullying Policy

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

Mr Parsons is a member of this school's senior leadership team.

Date issued: September 2021

Date to be reviewed: September 2023

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 2021)

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.

8. 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.

9. 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. Incidents of bullying are communicated on the weekly review and a process of monitoring follows.

Verwood CE First School & Nursery Behaviour Codes

	Sanctions Strategies	Records	
Code 1 Low level disruption in class or on the playground	<p>Whole class positive reinforcement</p> <p>Discuss with child 1:1 about behaviour choices and remind of next step being their peg removed from sunsteps</p>	<p>Reflection period with child as close to incident as possible to discuss the child's behaviour with them</p> <p>1-2-1 Peg moved back to the sun for the next lesson</p>	No recording
Code 2 Disruption of lesson / playtime activities	<p>Classroom</p> <p>Child is moved within the classroom to complete their work on their own</p> <p>Child misses 2 minutes of the next play with the class teacher.</p> <p>Playtime / lunchtime</p> <p>Child is asked to remove themselves from the activity they are disrupting</p> <p>Stand next to the adult for 2 minutes to reflect</p>	<p>Discuss the child's behaviour with them 1-2-1</p> <p>Seek advice from the SENCo if persistent</p> <p>Discuss with parents</p> <p>Name moved back to the sun for the next lesson</p> <p>Persistent Code 2</p> <p>Rewards and incentives</p> <p>Raise a record of concern</p>	Weekly Review if persistent or teacher feels it needs mentioning to leadership
Code 3 Prevention of other children learning / playing in peace	<p>Classroom</p> <p>Internal exclusion – child to be excluded to partner classroom,</p> <p>Children to be sent with work</p> <p>SLT informed</p> <p>Playtime / lunchtime</p> <p>Child to stand with Lunch/break staff for a fixed period of time</p>	<p>SENCo to arrange meeting with parents and CT</p> <p>Support from SENCo – ELSA/ Nurture/ outdoor adventurers/circle of friends / social skills training</p> <p>Targeted intervention</p> <p>Outreach support request</p>	<p>Weekly review</p> <p>Teacher responsible for record of:</p> <p>Communication with parents</p> <p>Sanctions in classroom</p>

	5mins	Leadership actions
<p>Code 4 Serious behaviour</p>	<p>Exclusion from class for ½ day and Lunchtime detention with the SLT</p> <p>Classroom</p> <p>Child sent to the SLT To discuss their behaviour.</p> <p>Playtime / lunchtime</p> <p>Child sent to the SLT to discuss their behaviour. Depending on the length left of the playtime child will either spent the rest of play SLT to contact parents and arrange a meeting</p>	<p>Child to be placed on the SEN register for their behaviour</p> <p>Support from SENCo – ELSA/ Nurture/ outdoor adventurers/circle of friends / social skills training</p> <p>Family Support worker request- EHAP referral</p> <p>Consider multi agency support</p> <p>Individual behaviour modification programme</p> <p>Teacher weekly Review to include:</p> <p>Record of communication with parents</p> <p>Sanctions in classroom</p> <p>Leadership actions</p> <p>Headteacher to monitor and fill in school behaviour code</p>
<p>Code 5 Extreme violence and aggression</p>	<p>Immediately send for Headteacher to deal with the situation</p> <p>Fixed term exclusion</p> <p>Permanent</p>	<p>EHAP support in place</p> <p>Liaise with the LA Inclusion team and WAT SEN lead</p> <p>Referral to Educational Psychologist</p> <p>Individual behaviour modification programme</p> <p>Headteacher responsible for:</p> <p>Notes</p> <p>Exclusion letter</p> <p>Comms with parents</p> <p>Notify WAT and LA</p>

Verwood CE First School & Nursery Behaviour Codes

Examples of each code

Code1 Low level disruption in class or on the playground	Code 2 Disruption of lesson / playtime activities	Code 3 Prevention of other children learning / playing in peace	Code 4 Serious behaviour	Code 5 Extreme violence and aggression
Inappropriate swinging on chairs Calling out inappropriately Silly noises Not listening Not respecting other children Interfering with peers Rough play Work avoidance – wandering around Not lining up correctly Damage of property through carelessness Talking in class whilst the teacher is talking	Repeating above after receiving 'Code 1' Being unkind Name calling Unacceptable standard of work	Repeating above after receiving 'Code 2' Ignoring adults Biting Spitting stealing Answering back to adult Disrespect swearing Reactionary behaviour Throwing food Unsafe behaviour Not telling the truth Persistent name calling Exposing themselves (KS2)	Unsafe behaviour Violent behaviour Swearing at someone Fighting Stealing Graffiti Damaging property Persistent bullying Racism/ Bullying – more than one incident Repetition of behaviour after being given a 'Code 3'	Repeating above after receiving 'Code 4' Extreme aggression or violence endangering other people Pupil completely losing control of their behaviour Physical violence towards an adult Swearing at an adult