

## St Saviour's Behaviour and Anti-Bullying Policy

DATE APPROVED	September 2018		
REVIEW DATE <b>Biennial</b>	September 2020		
SIGNED HEAD TEACHER		DATE	
SIGNED CHAIR OF GOVERNING BODY		DATE	

## Behaviour Principles

A person who can truly be described as educated does not have a vast bank of knowledge; they have the ability to use that knowledge for their own good and for the good of humanity. The development of a strong spiritual and moral framework based on Christian values is an essential part of the education that will be on offer.

The behaviour policy at St Saviour's is based firmly on the school philosophy which encourages individual responsibility and development within a caring Christian community. Pupils are expected to take responsibility for their own behaviour and show respect for others within a structured environment. There is an expectation that staff, children, governors, parents and visitors will be courteous towards each other and supportive of a calm and orderly atmosphere in which effective teaching and learning can take place for everyone, regardless of race, religion, gender, sexual identity, culture or ability. We are committed to the education of the whole child and the celebration of all success, be it academic, artistic, sporting, personal or social achievement.

The philosophy, principles and procedures for behaviour management at St Saviours' are guided by the key commandments of "Treat others as you would like to be treated" 'love your neighbour as yourself' supported and enriched by our core values of

Care like Jesus

Respect God the Father

Inspire the Spirit

All of these instructions should be evident in the whole life of the school, in the relationships between all members of the school community, pupils, staff and parents, and also in the management of behaviour. We recognise that in all we do we are growing people of the future who will develop pro social skills and show good judgement and wise decision making so that they become productive citizens. We want to inspire them so that the fruits of their spirit flourish.

We believe in working closely with parents as partners and the class charters are available for parents to see within the classroom. Our Home-School agreement is revisited each year and shared with parents, children and staff. The full behaviour policy is available to parents on the website or through the school office.

We are committed to positive behaviour management and our procedures are based on a system of rewards and sanctions.

This policy takes account of DfE guidance 'Behaviour and Discipline in Schools 2016'.

### School Rules:

#### St Saviour's School Rules

We are caring

We are respectful

We are inspiring

### Aims & Purpose

- For children, staff and parents to work together to establish a strong set of Christian values which underpins the life of the school;
- We include the values of service, compassion, trust, peace, forgiveness, friendship, justice, humility, hope, and a sense of what it means to be a community (*koinonia*).
- Children will be helped to develop healthy spiritual and moral frameworks which will support them into secondary school and adult life.
- They will be encouraged to develop strategies and skills which will help them to be resilient and yet also compassionate and forgiving when they deal with difficult situations.
  
- The school will teach responsibility and service so that children, through those positive experiences, learn to respect authority and take pride in the work that they do and their school and its environment.
- Through the use of sanctions and rewards, children will learn about justice and how there is a difference between major and minor issues.

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. *We are embarking on our Rights Respecting Schools Journey and aspects are informed by our commitment to the rights of the child. We expect all children to exhibit good behaviour in and around school.*

The policy sets out expectations for pupil behaviour, so that we all understand how we fulfil our values and behave in our school community. Staff behaviour is set out in the Staff Code whilst parental behaviour is set out in our Home School Agreement and in our Abusive Parent Policy. Pupils come to school to learn and teachers come to school to teach, behaviour which promotes this is praised and behaviour that interferes with learning and safety is unacceptable. The policy is updated to take account of Behaviour in Schools January 2016.

**In the classroom children should be:**

- ❖ Caring towards each other, staff and school equipment
- ❖ Respectful of ideas and beliefs of everyone, the right of all to learn, the right of teachers to teach and of school equipment
- ❖ Inspirational in their learning in the learning of others and foster creativity in everything they do

**Playground rules are:**

- ❖ We care for each other, adults, school equipment and the natural world around us
- ❖ We respect the rights of all to play safely
- ❖ We inspire good behaviour and caring play

**Around the school:**

❖ **We care for people's safety:**

Safe movement is essential inside and outside the school. Walking single-file, not running, is required at all times inside the school building. All movement in school needs to be silent and children need to be accompanied by adults at either end of the line. At lunch children sit in their House Groups in order to learn to socialize with others. At the end of lunchtime children from year 3 to 6 should enter from their lunch clubs, sit in their year groups with their teachers silently and reflect.

❖ **We respect our Christian beliefs and values and the differences in others:**

This is a time to celebrate God, our Christian and world faiths, individual and team achievements and kindnesses. As such we expect a respectful, reverent atmosphere. Children should enter silently in a line, sit and participate attentively. All children are encouraged to join in with singing. Children are encouraged to take an active part including at times, leading assemblies and worship. All children are encouraged to celebrate birthdays, be respectful and appreciative when other are recognised and praised for their efforts and achievement without dwelling on any personal disappointment. Trying to undermine other people's achievement because of personal disappointment can be perceived as bullying. All children are allowed to shine without prejudice or preference.

❖ **We inspire all to aspire and be the best they can be**

Leading with a positive example, encouraging good manners and following the school rules will enable all of our children to work towards being the best they can be.

**We expect all staff and volunteers to show**

- ❖ **Consistent, calm, adult behaviour** – consistency, adult behaviour, emotional control, teacher expectations
- ❖ **First attention to best conduct** – rewards, recognition, praise, motivation, engagement
- ❖ **Relentless routines** – rules, routines, follow-up, teacher habits, non-verbal cues
- ❖ **Scripting difficult interventions** – de-escalation, disruption, delivering sanctions, confrontation
- ❖ **Restorative conversations** – restorative practice, structuring sanctions, working with the most troubled, developing relationships

**Children Are Responsible for – written by children**

**Care**

- ❖ Treat others how we would want them to treat us.
- ❖ Remember to include everyone, regardless of age, gender, religion or ability.

**Respect**

- ❖ Respect our elders and each other, be a good role model to younger children.
- ❖ Respect one another, our school, and our environment

**Inspire**

- ❖ Believe in yourself and inspire others to be the best they can
- ❖ Be honest at all times

## **Leadership is Responsible For**

### **Care**

- ❖ Ensuring that all members of the school community including pupils, staff, parents and visitors are made aware of the school's behaviour policy and implement it.
- ❖ Ensuring that all staff are consistent in their approach to behaviour management
- ❖ Ensuring they are always available to see pupils who need to reflect outside of class or buddy class.

### **Respect**

- ❖ Ensuring that behaviour incidents are logged and analysed and pupil's needs are met
- ❖ Internal and external exclusions

### **Inspire**

- ❖ Lead by example and be transparent in all they do.

## **The Governing Body is Responsible For**

- ❖ Acquainting themselves with the school's behaviour management ethos
- ❖ Ensuring the school has an up-to-date behaviour policy
- ❖ Permanent exclusions.

## **We encourage positive behaviour by:**

- ❖ Promoting our rules of Care Respect Inspire
- ❖ All staff, every day meet and greet the children at the classroom door
- ❖ Discussing issues every week during 'Circle Time/PATHS lessons'
- ❖ Choosing one child from each class to receive a 'Star of the Week' certificate during whole school assembly
- ❖ Encouraging pupils to choose each other for an indiscriminate act of kindness for our kindness tree each week
- ❖ Giving 'House Points' to children for helpful behaviour around the school
- ❖ Awarding certificates each week for best class attendance
- ❖ Celebrate achievements within the school and from school to home with a phone call
- ❖ Promoting positive behaviour in the classroom, playground, dining room and during assemblies
- ❖ Choosing a pupil of the day in every class each day to have special privileges and responsibilities. The pupil of the day also receives a compliment list from their peers.
- ❖ Running a whole school social and emotional learning programme (PATHS).
- ❖ Running small friendship groups for targeted pupils who have difficulties in making and retaining friendships.
- ❖ Encourage positive choices by redirection, reminders and reflection, ensuring the children understands the cautions and the consequences. (3 warnings & reflection).

Minor breaches of discipline are generally dealt with by the class teacher/TA/mid-day meals supervisor in a supportive and fair manner, with some flexibility regarding age of the child as far as sanctions are concerned. Each case is treated individually. Children are made aware that they are responsible for their own behaviour and that breaking rules will lead to punishments.

### **Major breaches of discipline include:**

- *Physical assault on children, or adults*
- *Prejudiced based incidents-racism/homophobia/gender/religious*
- *Deliberate damage to property*
- *Bringing sharp or dangerous instruments to school, or any item that might cause a problem or hurt*
- *Stealing*
- *Leaving the premises without permission*
- *Verbal abuse including, foul or abusive language and swearing*
- *Bullying*
- *Refusal to follow instructions*

*This type of behaviour is generally rare and it is the responsibility of the Head Teacher and Assistant Head Teachers who will deal with it appropriately. Parents will be involved at the earliest possible stage, if problems are persistent or recurring.*

In class teachers will promote positive behaviours through **Public Praise**; where the child's name is put on the board for public recognition.

Negative behaviours will be addressed through **Private Challenge** where the teacher will approach the child and talk quietly to them about their behaviour.

If a child persists in choosing not follow the school rules then the following procedures will be adhered to:

1. For minor incidents in the classroom/playground, a child will first be given a warning.
2. If misbehaviour continues a second warning will be given.
3. If misbehaviour occurs for a third time, the child will be sent to a clearly defined area within the classroom/playground for 5 minutes.
4. If misbehaviour continues after this then the child will be sent out of class/brought in from the playground, to a specified teacher for 10 minutes, with a Reflection sheet provided by the teacher and their name will be entered into the Classroom Incident Book.

Below are the designated classes for time out.

Year 6 - Year 4

Year 5 - Year 3

Year 2 - Year 1

5. If a child fails to respond to being sent out of class/from the playground for 10 minutes, they will be sent to the Assistant Head teacher with their Reflection sheet.
6. If a child's name is entered into the classroom behaviour book on three occasions, their parents will be invited into school for a meeting with the class teacher and/or a member of the senior leadership team depending on the significance of the behaviour.
7. Parents will also be asked to attend a meeting with the Head Teacher/SLT if their child has been entered a further three times within a half-term.
8. Extreme behaviours will result in an in-school exclusion.
9. Very serious incidents will need to be referred to the Head teacher and/or SLT immediately. These incidents will be entered into the behaviour book and parents invited into school to discuss the situation.
10. Three one day exclusions in any one term could result in a longer period of exclusion and will be discussed by the school governors
11. If disruptive behaviour from a child persists the class teacher and SLT agree a strategy to modify the behaviour in consultation with the child's parents. This may take the form of a contract, a record chart or work with the learning mentor.
12. If school based strategies fail to have a lasting impact, outside agencies such as the behaviour team, Children's & Adolescent Mental Health Service (CAMHS) or our internal therapist or the educational psychologist may be asked for support.
13. **Children who have been in the 'Behaviour Book' three times in a half-term, or have behaved in a manner which causes a safeguarding concern, will not be allowed to represent school in either a sporting or other event including school trips that takes place outside school, within that half-term.**

#### **Pupils' conduct outside the school gates**

Teaching staff may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing the school uniform
- In some other way identifiable as a pupil at the school
- Posing a threat to another pupil or member of the public
- Adversely affecting the reputation of the school

#### **Confiscation of inappropriate or prohibited items**

Staff may search without consent for prohibited/dangerous or unauthorised items. Staff may confiscate, retain or dispose of a pupil's property without being liable for damage to, or loss of, any confiscated items if the items could cause offence or pose a danger. In cases where potentially dangerous and prohibited items are found such as knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks and pornographic images they will be confiscated, the Headteacher, parents and police informed and would lead to an exclusion from school. This may be permanent depending on the nature of the incident and where the safety of the child and other children may have been compromised.

#### **Procedures for Dealing with Major Breaches of Discipline**

If the problem is severe or recurring, then exclusion procedures are implemented

A case conference involving parents and support agencies

Permanent exclusion after consultation with Governors

Parents have the right of appeal to the Governing Body against any decision to exclude.

#### **Procedures for Dealing with prejudiced based incidents**

Any accusations of such behaviour will be dealt with by SLT, the children involved will be interviewed, parents will be informed and the incident. All allegations will be referred to Senior Leaders and recorded in the school's

behaviour log and reported to governors. Educating against discrimination and providing support for the victim will always be a priority. In accordance with Local Authority guidance the relevant bodies may be informed.

### **Behaviour modification strategies**

There are occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our behaviour policy of rewards and sanctions, we use behaviour modification strategies to change individual children's behaviour. These are used by all staff. Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

### **Equal opportunities**

We believe in equality of opportunity for all, regardless of race, gender, sexuality, class, faith or special needs.

### **Our Prevent Duty**

All staff recognise our duty to protect our pupils from the threat of radicalisation and extremism. Staff and governors are trained to recognise the signs and understand the need to pass on concerns to the head or deputy (DSL) in line with child protection and safeguarding procedures. Further information is in our Prevent, Safeguarding, Child Protection and Acceptable Use Policies. Parental information on Prevent is on our website.

## **Appendix**

### **PATHS (Promoting Alternative Thinking Strategies)**

PATHS is a whole-school universal social and emotional learning/emotional health and wellbeing programme that develops pro-social behaviour, emotional recognition and development, problem-solving skills, communication, anger management, empathy and respect.

### **Friendship Groups**

Friendship Groups is similar to PATHS but works at a targeted/indicated level in schools. It also supports emotional development, anger recognition, sharing and friendship, and anger management, but is carried out on a small-group basis for children with some levels of social, emotional and behavioural difficulties.

### **Circle Time**

Plays a vital role in modelling excellent behaviour, the class also learn about friendship and making the right choices. It is during this time that class teachers can talk about important class issues and model our values of Care Respect Inspire. A record of circle time can be kept in a class 'Circle Time Book' (optional). We have many resource books in our PPA room which give ideas for successful circle time. More experienced staff are also happy to model circle times.

### **Philosophy 4 Children**

Philosophy gives children the opportunity to express and hear a range of opinions without prejudice and consider, question and change their own ideas and understanding about the world. It allows the pupils the freedom to question judgments and values held as well as to listen respectfully and empathically to one another. It is here where pupils are encouraged to develop their creative, critical, caring and collaborative thinking skills in communal dialogue. P4C happens weekly.

### **House Points:**

We award house points are awarded in the form of Class Dojo points to individuals and / or teams, for personifying the values we hold dear and for academic, sporting, artistic and any other personal effort and success. Pupils are put into houses named after key historical figures in the history of the East End. Through collective action, pupils learn that we are stronger when we work in teams, the house are: Booth, Crooks, Seacole and Barnardo's.

### **Developing excellence and learning from each other: *Prefects, Buddies and Mentors***

Pupils act as peer to peer supporters and exemplars in learning and play in a variety of roles.

Prefects are chosen in year 6 to model behaviour, support younger pupils especially in assembly, lining up, at play and in learning. Along with school council and mentors they evaluate the school's policies and provision providing a strong advocacy that adults listen to. Buddies are there to support pupils solve their issues in the playground if there are minor friendship issues. They have to refer any behaviour issues and hurting to staff.

### **Rationale**

At St Saviour's Primary School, we endeavour to create a positive atmosphere in which children feel safe happy and secure and can take full advantage of the opportunities for learning. We also encourage children to develop self-discipline and self-esteem. **Exclusion**

In extreme cases where the school cannot guarantee the safety of a pupil, their peers or adults as a result of that pupil's behaviour the school will take the following steps to exclude the pupil:

School-based behaviour modification strategies and sanctions

Support from outside agencies

Internal exclusion- a child works outside the classroom and goes home for lunch

Fixed term exclusion

Permanent exclusion.

### External Agencies

Where there has been a referral to an external agency such as an education social worker or educational psychologist, normal procedures under this policy may be suspended if recommended by professionals. As soon as contact is made with the family by the agency, the date on which normal procedures should be resumed, will be agreed by the parents, pupil, Head teacher, class teacher and the relevant professional.

### Playground

Exclusion from school at lunchtime will be used in cases of serious misbehaviour. This will run in conjunction with the possibility of exclusion from school.

**This is only intended to be a guide - teachers must use their own discretion as to severity of the incident and must be aware that children's social and emotional skills develop at different rates. Supporting children in their friendships/self-image may be better suited than being put in the behaviour book.**

<b>St Saviour's Primary</b> <b>More Significant Incident slip</b>	
<b>Child's name</b> _____ <b>Date</b> _____ <b>Given by</b> _____	
Incident	Action
<input type="checkbox"/> Repeated minor offences	<input type="checkbox"/> Dealt with by _____ class teacher
<input type="checkbox"/> Any verbal response intended to cause upset	<input type="checkbox"/> Dealt with by _____ TA
<input type="checkbox"/> Name calling	<input type="checkbox"/> Reflect in class
<input type="checkbox"/> Telling lies	<input type="checkbox"/> Time out/ ref In corresp class
<input type="checkbox"/> Interfering with pupils' work	<input type="checkbox"/> Sent to SLT
<input type="checkbox"/> Knowingly use inappropriate language	
<input type="checkbox"/> Graffiti	
<input type="checkbox"/> Pushing	
<input type="checkbox"/> Other _____	
<b>Additional Details</b>	

St Saviour's Primary Majorly Significant Incident slip	
Child's name	Date
Given by	
Incident	Action
<input type="checkbox"/> Vandalism <input type="checkbox"/> Stealing <input type="checkbox"/> Verbal or physical abuse toward staff <input type="checkbox"/> Prejudiced based incidents-racism/homophobia/gender/religious <input type="checkbox"/> Refusal to follow instructions <input type="checkbox"/> Leaving the room without permission <input type="checkbox"/> Persistent lying <input type="checkbox"/> Bringing offensive weapons into school or items that could be used as a weapon <input type="checkbox"/> Bullying <input type="checkbox"/> Other _____	<input type="checkbox"/> Dealt with by class teacher <input type="checkbox"/> Dealt with by TA <input type="checkbox"/> Time out in corresponding class <input type="checkbox"/> Sent to SLT <input type="checkbox"/> Sent to Head teacher <input type="checkbox"/> Phone call to parents <input type="checkbox"/> Meeting with parents <input type="checkbox"/> Discussion/meeting with external agencies (Governors, local authority, other agencies)
Additional details	

### ANTI-BULLYING POLICY

The context

St Saviour's does not tolerate bullying or harassment of any kind. We believe that all learners are of equal worth and should be entitled to achieve their full potential. It is recognised that in order to achieve this, children have the right to be educated in an environment in which they feel valued, respected and safe.

Bullying deprives them of this right and denies access to a full education; it may also have a negative effect on achievement. This may apply both to the bully and to the child who is bullied.

#### Bullying flourishes:

Where it is explicitly or implicitly ignored

When pupils receive the impression that it is something that they sort out themselves

When victims are seen as 'bringing it on themselves'

#### Our aim is:

Pupils feel safe and supported and able to report incidents concerning themselves and others

Parents/carers feel safe and are encouraged to discuss concerns with all staff

School staff feel safe and are encouraged to act appropriately and to know that they are not acting in isolation

All adults feel safe to discuss bullying they are experiencing from other adults and that appropriate action is taken by the school and the governing body

#### Bullying is:

Bullying can be defined as the wilful, conscious desire to hurt, threaten, humiliate or frighten someone else. To do this, the bully has to have some sort of power over the victim. The use of power to intimidate others often

mirrors the power relationships that exist in the classroom and wider school community. Causes of bullying reflect differences and are often to do with race, gender, appearance and size, sexuality, material possessions or other *perceived* differences.

There are many definitions of bullying, but most have three things in common:

- It is deliberately hurtful behaviour
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves

#### **Forms of bullying:**

- Bullying can take many forms and can be short-term or continue over years. It can take the form of physical, verbal or psychological attack of a more subtle nature:
- Pushing, shoving, hitting
- Name calling, can be prejudice based (see above)
- Damaging or stealing property
- Exclusion from groups and games
- Making personal comments
- Creating rumours about people

#### **Where bullying takes place:**

Bullying can happen at any time and in a number of places. This is a major reason why all staff have to be involved and committed to the whole school policy. The most common danger areas are:

- Playgrounds
- Corridors
- Lining up times
- Toilets
- To and from school
- In cyber-space (either online or via mobile devices eg i-pads, phones- see also e- safety and internet use policy)

Regardless of where it occurs, pupils need to know that their concerns will be taken seriously and dealt with in a consistent manner regardless of who they report to.

#### **The Effects of Bullying**

All forms of bullying behaviour are hurtful and may have a devastating effect on those who are bullied. Whilst some children may recover from bullying, there are others who suffer lasting consequences. Children who are bullied may see themselves as inadequate and friendless and suffer from loss of confidence and low self-esteem. The ways in which children may respond to bullying, range from withdrawal, absenteeism and underachievement, to depression and suicide. Whatever the response, the opportunity to learn at school and to achieve is likely to be severely affected.

Bullies may also suffer long lasting consequences and if offered no support, may continue with bullying behaviour in their adult lives. For this reason it is most important that children feel safe enough to tell.

In addition to children bullying each other, we understand that bullying can happen between adults and pupils, and between adults.

#### **The role of Governors**

The Governing Body supports the head teacher in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The Governing Body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can follow the School's Complaints Procedure. 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 head teacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

#### **The role of the Headteacher**

It is the responsibility of the head teacher 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 identify and deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying strategy on request.

The head teacher ensures that all children know that bullying is wrong. The head teacher and all school staff draw the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head teacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The head teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The role of school staff – teaching and support**

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

If teachers witness an act of bullying, they will deal with it immediately and refer it to the head teacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the head teacher, the teacher informs the child's parents.

In the office, there is an anti-bullying log book in which staff record all incidents of bullying that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should record it in the logbook.

When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the head teacher. We then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proven ineffective, the head teacher may contact external support agencies, such as the Behaviour Support team or social services.

All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all.

They use storytelling, drama, role-play, stories, philosophy for children, PATHS, SEAL, etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

### **The role of parents**

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. If they are not satisfied with the response, they should contact the head teacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. Parents are asked to sign the Home-School agreement when a child starts school.

### **The role of children**

Pupils at our school are encouraged to remember we are a TELLING SCHOOL:

Report any incidents of bullying to an adult immediately

Never watch and say nothing

Never join in bullying

Try and be assertive

Anti-bullying is an important element of our school PSHE curriculum and as such is taught throughout the school from Reception to Year 6. It may take the form of circle time or direct lessons and discussions.

### **Whole school ethos**

We are committed to providing children with the relevant social skills and understanding which will lessen the opportunities in which bullying may occur. However, where bullying does occur, we are dedicated to providing a positive outcome for all parties involved. This whole school approach is apparent in our R.E, and PSHE schemes of work and in the implementation of our behaviour policy.

### **This is what we do to prevent bullying:**

- ❖ have a set of clear school rules which prohibit bullying (Care, Respect, Inspire)
- ❖ encourage kindness through our kindness tree
- ❖ encourage the children to have respect for others
- ❖ show and tell the children what kind of behaviour we expect

- ❖ ensure that staff model good behaviour and communication skills, with pupils and adults in the school
- ❖ reward good behaviour
- ❖ value each child as an individual
- ❖ talk about bullying behaviour
- ❖ encourage children to talk and listen
- ❖ practice ways of expressing our feelings and sorting our problems
- ❖ take all reports of bullying behaviour seriously
- ❖ listen to parents and carers
- ❖ monitor places where bullying may occur
- ❖ work to improve playtimes and playgrounds
- ❖ focus on understanding bullying annually
- ❖ display ChildLine poster in areas around school

### **Cyber Bullying**

See our separate E-Safety policy for details of how we tackle cyber-bullying

### **CONCLUSION**

Our school is a safe and caring environment, but like all schools we sometimes have to deal with bullying and harassment. We will do our utmost to prevent and deal effectively with problems, with support from parents and governors.

Children usually tell someone at home first. Please let us know immediately if you are worried about your child so that we can help.

By using a positive system of rewards, incentives and clear boundaries, and by enforcing good behaviour, we help children to develop confidence and healthy self-esteem and a set of social skills and strategies which will take them onto the next stage of their education and into adult life. We want to help create citizens that will contribute positively to society.

### **Physical Restraint**

Physical contact is a frequent and necessary part of the daily interaction between teachers and pupils. This may include manual prompting, physical guidance or simply support which may be used in teaching, therapy or reassurance. However, in exceptional circumstances, physical restraint may be necessary.

In accordance with section 93 of the Education and Inspections Act 2006

Teachers and other staff may use reasonable force in order to prevent children:

Causing personal injury to themselves or others

Causing serious damage to property

Prejudicing the maintenance of good order.

Such physical restraint is always used as a last option and skills and strategies are used to attempt to diffuse a situation before it escalates. It is also important that the level of physical restraint is reasonable and proportionate to the level of danger.

All relevant staff are given basic training in how to physically restrain a child in a safe and legal manner. Where specific children have extreme behaviour difficulties, training will be more advanced. Discussions take place between the class teacher, head teacher and additional behaviour support staff regarding how children can best be supported and where they can be taken as a “safe place” during and following a restraint. Where ever possible, a physical restraint would take place where more than one adult is present.

When physical restraint has been used, it is recorded in the school incident book and parents are immediately notified. If parents wish to make a complaint they can follow the school’s complaints procedures. (see complaints policy)

Services/help organisations that can help:

Childline - 0800 11 11

Bullying online [www.bullying.co.uk](http://www.bullying.co.uk)

Beatbullying [www.beatbullying.org](http://www.beatbullying.org)

Anti-bullying Network [www.antibullying.net](http://www.antibullying.net)

[Anti-Bullying Alliance www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

### **Appendix A:**

#### ***Safeguarding Behaviour Checklist***

Schools should ensure that:

<p>Positive behaviour is consistently promoted</p> <p>Staff use de-escalation techniques and creative alternative strategies specific to individual needs</p> <p>Reasonable force, including restraint is used in strict accordance with legislative framework</p> <p>Pertinent staff are trained in physical restraint if/where appropriate</p>	
<p>Force and restraint are only used in strict adherence with legislative framework to protect pupils and those around them</p>	
<p>The school takes decisive action to prevent and tackle discriminatory and derogatory language – about disabled people/homophobic/racist</p>	
<p>The school routinely contacts social services about every child excluded who is the subject of a child protection plan</p>	
<p>The school makes effective use of behaviour monitoring and can show the positive impact of improved behaviour as a result</p> <p>Children and learners are protected and helped to keep themselves safe from bullying/homophobic, racist, sexist behaviour and other forms of discrimination.</p> <p>The school challenges discriminatory behaviour and pupils are helped and supported to treat others with respect</p>	
<p>Risk assessments are in place for individual pupils with behavioural issues which could place themselves and others at risk (They should be supported by action plans outlining how any identified risks would be managed.)</p> <p>Risk assessments are used to inform decisions on whether to re-admit pupils with behavioural issues.</p>	