



# Policy for Behaviour & bullying

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Appendix A: Ladder of Consequences

## Aims:

At Stockbridge Primary School we believe every child has the right to learn and achieve to the best of their ability in a safe, secure and happy environment. We have this policy in order to promote and prepare children for life in modern Britain.

## School Values

Our School values link everything we do in both behaviour around the school and behaviour for learning – they are, in effect, our Stockbridge Standards. All adults model these values and actively tell children when they are living these values so that the language of behaviour and learning is everyday 'currency' in our school. Children are explicitly taught about the values during PSHEC time and assemblies and they are highlighted and talked about during everyday lessons and at breaktimes.



### If we are resourceful learners we...

- Use what we already know
- Ask good questions
- Imagine and picture things in our minds
- Use the resources around us
- Look for patterns and connections



### If we are collaborative learners we...

- Share our thoughts and ideas
- Agree to disagree
- Compromise
- Consider what others say
- Include everyone
- Take turns
- Encourage and support others



### If we are respectful learners we...

- Show good listening skills
- Be ready to learn and allow others to learn
- Look after what's around us incl. property
- Show kind actions
- Respect yourself
- Respect & value other's differences
- Watch, Walk, Wait



### If we are resilient learners we...

- Stick at it, even when it's tough
- Learn from our mistakes
- Try new strategies and are not afraid to start again
- Try to better our best
- Break big problems into small ones
- Manage distractions



### If we are proud learners we...

- Take care with what we produce
- Practice, rehearse and make sure we're well prepared
- Try to do better than our best
- Share our efforts with someone
- Work at the top of the effort mountain regularly



### If we're responsible learners we...

- Accept our part in what's happening
- Make the right choice and know the consequence linked to this
- Are organised
- Do things independently
- Work in a way that doesn't impact on others.

The values are written about in most newsletters and are the focus of our star worker award in celebration assembly with children's effort and attitude the main focus rather than their actual behaviour – through highlighting these core values for learning, behaviour will inherently improve.

The values for our children in Pre-school replicate the values above but with simpler language and a simplified approach for 2-4 year olds. They are named Rainbow rules and explained to parents and children as follows:



## Sharing our values and behaviour policy

Each classroom and pre-school will have a clear display dedicated to behaviour and general expectations of all. Resource circles will be hung in the classrooms, consequence ladder displayed and somewhere visible for success point collection also clear. Children should be able to identify and talk about these with confidence as well as discussing how they are used.

## Rewards

It is vital that our children see behaving correctly as a positive and not negative experience. Rewards are collected and celebrated by the whole class and subsequently whole school and are on an individual and team basis.

In pre-school, children are rewarded at the end of each session by one child being nominated for the 'rainbow ruler' of the session. Their name and reason for being nominated goes on the rainbow sheet and a rainbow certificate goes home with them each time.

The school has 4 'families'; red, yellow, blue and green. Each child in the school is assigned to a family. Children work collaboratively to build up family points as detailed below. We do recognise the importance of individual achievement however and the reward system is built around this, feeding into family points as the individual rewards progress.

Each child has a success point chart. They earn success points for a variety of reasons; good behaviour, extra effort in their learning, a significant step forwards in their achievement are some of the reasons a child will earn 1 success point.

These success points are collated on their success point chart and rewards earned when children reach multiples of 5.

**5 success points**

Well done from the teacher

**10 success points**

Celebration in class by the rest of the class, choosing from a choice of 3 activities.

**15 success points**

A family point is earned and put on the family wall in celebration assembly. Family points are awarded to the child in class as soon as they reach their 15 success points. They are stuck on the behaviour board and then brought to assembly on Friday to share with the rest of the school and post on their family door.

**20 success points**

Celebration in Friday assembly plus a praise postcard sent home from the headteacher. A family point is also earned at 20 success points in the same way as the previous multiple.

**25 success points**

Celebration in Friday assembly plus children are awarded a badge which can be worn throughout the year and a visual reminder to them and others that they have been successful. The badges are graduated into bronze, silver and gold depending on the number of success points gained. Another family point is earned in the same way as before.

At the end of a half term, the family points will be tallied and the family with the most points is allowed to choose their reward from a selection presented by the headteacher.

## **Consequences**

It is equally important that children know when they have done something which goes against the Stockbridge values that there is a consequence. This helps to prepare them for later life and links actions to consequences.

To this end, we have a 'ladder of consequences' which every pupil, volunteer, parent and staff member has access to a copy of and many are displayed around the school. Children move up the ladder as the need for a sanction increases. By having this shared set of sanctions, the whole school community works together to ensure that a clear and consistent message is being given. A child's name may be placed on the ladder but at the end of each day, names are wiped off and the new day is a fresh start.

The ladder of consequences is attached in **appendix A**.

For incidents involving violence or physical, verbal or racist abuse, homophobic or religious intolerance we will immediately move to step 4 and the Headteacher (or deputy in their absence) makes the decision whether to contact parents immediately, asking them to come into school or allow the child the opportunity to change their behavior depending on the severity of the incident.

## **Lunchtimes**

Children earn success points and have the same sanctions applied at lunchtimes. If a child earns a success point at lunch, this is shared with the class teacher at lining up time and the child given the opportunity to add their success point on once back in the classroom.

Sanctions apply in the same way as in lesson time and time outs are given by asking children to sit on the border around one of the flower beds or stay with the mid-day supervisory assistant for a given period of time to allow for reflection.

Children are partnered with their buddy throughout the year for lunchtimes. This is to encourage a sense of support and enhance the familial atmosphere throughout the school. Older children help younger ones to wash hands, cut food, serve drinks as well as being a buddy on the playground.

## **Moving around school**

Transition times between playground and class, class and lunch and general behavior when moving around the school site are key trigger points for potential misbehavior. Because we aim to manage behavior positively, staff and children play an active role in maintain a calm and appropriate atmosphere; corridor monitors and toilet monitors help children keep safe during these transition times. Staff collectively work together to ensure that children are following rules established.

When moving around school, children have hands behind backs and are not talking as they move back into or out of class. This helps to reinforce the message of hands to yourselves and allows an adult to hear if there is a problem as this noise will be out of the ordinary.

## **Bullying**

Everyone has the right to feel happy and safe in our school environment. Bullying is intentional (not an accident; **Several Times On Purpose**), a bully hurts someone on purpose. Bullying is repetitive. This means that the bully hurts someone over and over again, it isn't an incident that happens only once. Bullying can be by one person or a by a group of people.

Bullying behavior can take many forms; verbal, physical, indirect (eg. spreading stories about someone) cyber-bullying (social media) or texting. Some types of bullying can target a group to which people may belong, for example, racial comments, bullying because of a person's religious beliefs, sexual bullying (homophobic), transgender or bullying because people may have special needs or disabilities.

Children are taught about how to successfully build friendship groups and look out for and after one another in PSHE & RE lessons, circle time and assemblies as well as this message being reinforced in everyday situations. Posters on the walls in pupil communal areas support this and remind children of how to build successful friendships.

Staff know and care for children well and our open door policy encourages parents to discuss any concerns however, a minority of issues may occur without any intervention, particularly where we don't know about them because the child doesn't share them in school or they build up before they are shared. All children reporting an incident will be supported and listened to and will be assured that their complaint will be taken seriously, however some issues may be appropriately dealt with without the need to refer to the bullying policy.

Bullying is usually derived from an underlying behavior or need on the part of the bully and as part of our whole school ethos and approach, the bully will receive support in the same way that any complainant would. To stop bullying and change behaviours of a bully can be a slow process and actions will be put in place to support both the bully and the complainant throughout. However, the protection, safety and wellbeing of the complainant involved will always be paramount.

Following any report of bullying and during any ongoing incident, regular communication with parents/guardian/carers of the children involved will be maintained. The school recognises the impact bullying can have on both children and their families and will always seek to adopt a collaborative approach.

If bullying, as defined in paragraphs 1 & 2 of this section, is reported to a member of staff the following will act as a guide. It is not intended to be formulaic and the school and staff recognise that no two children or incidents will be the same. The full range of protective, preventative,

supportive and (if necessary) punitive measures will remain available for use at the discretion of the head teacher. Not all of the steps below will necessarily be suitable or appropriate in every case.

**Step 1:** the alleged incident and behaviours will be fully investigated by a member of the leadership team and logged on CPOMS. The investigating member of staff will feed back to the parents and class teacher. The actions resulting from this investigation will be followed through and a date made for a further follow up meeting with parents. At an early stage this action may just involve monitoring.

**Step 2:** further incidents have been reported. The children involved (both the child bullying and being bullied) will work with one of the school THRIVE practitioners. This may be together or individually. This acts as a form of mediation and helps the school and parents understand both the motivation behind the behaviour and helps the child who is bullying to understand the impact of their actions on others. At this point both sets of parents will be consulted. The decision of the Headteacher as to who is involved in this mediation will be final. This course of action will be logged on CPOMS and members of staff will keep written records of incidents. All members of staff will be informed of the incidents and the actions put in place. These incidents may not be recorded on CPOMS as they may be very frequent but an incident log will be kept.

*We anticipate that actions taken so far will bring a resolution to the bullying and, in the event that this occurs the situation will continue to be monitored.*

**Step 3:** in the event that these incidents continue to occur, THRIVE support will intensify. This could involve support on the playground at lunchtimes and playtime, 1:1 support, small group support. We may consider and action timetable variances, alternative arrangements for hometime/trigger points, alternative pick up times and any other suitable course of action. Parents of children involved will receive regular (weekly at least) updates on progress of actions.

**Step 4:** When bullying continues and support is being provided to both the bully and complainant, internal exclusion will be considered and enforced. This means that the bullying child receives some tuition from their usual class teacher but completes work either in another classroom or with the Headteacher. This is a significant step as it involves complete withdrawal from the bullying child's peers. The parents of both children will be notified should this occur.

**Step 5:** In the event that internal exclusion does not stop the behavior that is causing the bullying, and other methods of support for the bullying child to understand and cease the behaviours do not have an impact, fixed period exclusions may be put into place. This will be in alignment with the most up to date guidance from the DfE; 'Exclusion from maintained schools, academies and pupil referral units' and in conjunction with the exclusions team at Hampshire Inclusion Service. Where outside agencies are involved with the child, they will be duly notified and a plan of action put in place for the bullying child's reintegration following fixed period exclusion. The complainant will continue to be supported.

**Step 6:** Longer fixed term exclusions may be undertaken. Permanent exclusion is a very last, significant step which would not occur without consultation with outside agencies, Education Inclusion Service and possibly the School Improvement Manager.

## **e-safety and cyber bullying**

Some incidents of bullying make take place outside the school site. Inevitably, this affects children's well-being in school. If the school becomes aware of a cyber-bullying incident which has taken place outside the school (ie. on home computers or mobile devices) and therefore not directly through school, a conversation with the children involved plus their parents will take place so that all parties are aware of the known situation and the school can offer support where

needed. The school will actively monitor behaviour to ensure that bullying is not taking place within school.

Staff are trained in the Prevent duty and aware of the risks associated with prolonged bullying which may lead to children seeking radical or extremist views. The Designated Safeguarding Lead (DSL) Emma Jefferies, is trained in the Prevent Duty and has trained all staff. The PSHE leader has also attended training and the whole school staff work together to prevent children from the risk of radicalization. Governors are similarly trained and at least 1 has attended the Prevent Awareness sessions, this is usually the safeguarding link governor. Because of the risk of e-bullying (through social media, texts, emails and other forms of web communication), this policy should be read in conjunction with our e-safety policy.