

Dunton and Wrestlingworth Church of England VC Lower Schools Federation

Behaviour and Anti-Bullying Policy

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Links with other policies

Online Safety Policy

Exclusion Policy

Home School Partnership

Marking and Feedback Policy

SIAMS Evaluation Schedule 2018

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Our School Christian Vision

From the smallest seeds grow the biggest trees

OUR VISION

“The kingdom of heaven is like a mustard seed. A man plants the seed in his field. That seed is the smallest of all seeds. But when it grows, it is one of the largest garden plants. It becomes a tree, big enough for the wild birds to come and make nests in its branches.”

Matthew 13:31-32, International Children’s Bible

We believe each child is like a mustard seed, growing and thriving in our Church school family. All children are nurtured here and flourish through our teaching and care. We empower children to seek out the opportunities, responsibilities and experiences of life; children are inspired to be the best that they can be. Everyone is valued and able to grow in the love of God.

Whoever you are, you are welcome here

1.0 Introduction

As a Church school our Christian vision is reflected throughout this policy allowing children to grow and thrive as they learn to take responsibility for their actions. The restorative justice approach reflects many of our Christian values including forgiveness, fairness, honesty and trust. It encourages acceptance of all.

The aim of this policy is to achieve self-control, courtesy, mutual respect and orderliness. The schools seek to create and maintain a positive ethos of a learning community, happily disciplined and based on reasonable expectations of behaviour.

The policy is designed to ensure that all staff, governors, parents, pupils and visitors are aware of the school's expectations in terms of pupil discipline and standards of behaviour. A clear and agreed policy will encourage staff to assist pupils in self-discipline and will help identify pupils who need special attention to achieve the standards of behaviour expected.

2.0 Aims

- To create a safe, happy and caring environment in which children can thrive.
- To provide opportunities not only for the academic development of each child but also for his/her social, emotional, moral, spiritual and physical development.
- To encourage a caring, thoughtful attitude towards others.
- To develop personal and interpersonal skills.
- To develop self-discipline and mutual respect for all members of the school and wider community.
- To encourage children to understand the difference between right and wrong.
- To encourage children to develop resilience, enable them to make positive choices and be responsible for their own actions.

3.0 Responsibilities

It is the class teacher's pastoral responsibility to ensure that all children are able to work in a safe, orderly and disciplined environment in order to give them the opportunity to make the most of their abilities.

Outside the classroom it is the responsibility of all staff to uphold standards and take appropriate action in accordance with our behaviour management strategies. Staff must also ensure that information is shared with the relevant people.

Parents, carers and other family members can support this policy by working with the school and their child to promote and praise positive behaviour and address any concerns about unacceptable behaviour.

Every child has the right to a safe, happy and productive time at school that is free from interference. Equally every child must take responsibility for their own behaviour.

PART A – BEHAVIOUR POLICY

4.0 Promoting Acceptable Behaviour

Self-discipline and mutual respect are fostered through the example set by all who are in the school and through praise and encouragement rather than by relying heavily on the exercising of sanctions.

Attitudes and relationships between staff play a major part in setting the context for good behaviour. The positive, encouraging and caring way in which staff relate to others in the school and wider community helps to develop these attitudes in the children. Everyone who comes into the school has responsibility for promoting good behaviour by example, showing courtesy, politeness and respect for others, and staff will seek to promote the child's qualities and strengths and not to dwell on any negative behaviour. Older children are encouraged to promote good behaviour as an example to younger pupils within the school

To promote a caring, well-disciplined school ethos:-

- School expectations of behaviour will be clear and unambiguous
- Achievement Collective Worship will provide an opportunity to celebrate good work and good behaviour
- School values are promoted
- The Home School Partnership will be promoted

We recognise that praise is always more effective in securing good standards of behaviour than sanctions. Rewards recognise achievements and celebrate success. They are important in creating a positive ethos and in motivating pupils. Rewards can be given for high achievement, effort or particular progress in academic work or enrichment activities. The public valuing of helpfulness, hard work, care and consideration for others is an important aspect of our schools' ethos.

Examples of rewards include:-

- Verbal praise
- Referral to the Headteacher for further praise
- Stamps and stickers
- Achievement certificates.

5.0 Managing Unacceptable Behaviour

This school policy defines unacceptable behaviour as any behaviour which threatens the well-being of another pupil or member of staff. Unacceptable behaviour falls into the following main categories:

- Unwanted physical contact - This includes aggressive play fighting, kicking, punching, pushing, biting, throwing stones, karate kicks and other martial arts
- Invading personal space e.g. shouting in someone's face
- Using bad language - This includes swearing and using physical and verbal insults.
- Lack of respect - This includes being rude, answering back, disrupting lessons, taking from another child, damaging property and failing to respect another member of school
- Bullying - This includes persistent name calling, ganging up, ostracising an individual and prejudice (see Part B of this policy)

Staff will respond swiftly and directly to endeavour to prevent all forms of unacceptable behaviour. Pupils are encouraged to report any such incidents which will be dealt with in accordance with this policy.

Staff will respond to unacceptable behaviour in the following ways:

- Reminding children of shared school behaviour expectations
- Giving a sanction appropriate to the behaviour, age and needs of the child e.g. missing part of a playtime
- Using emotional coaching or a restorative justice approach, staff will support children to recognise their emotions. Children are encouraged to share/discuss how they are feeling. See Appendix A.

Following an incident of unacceptable behaviour the parents of all children involved will be informed.

Behaviour log folders will be in every classroom to enable staff to record incidents and actions. These will be monitored by SLT and action taken in cases of repeated unacceptable behaviour.

6.0 Positive Handling

Please see the school's Positive Handling Policy

7.0 Exclusions

Please see the school's Exclusion Policy.

Prejudiced Incident Report Form.

PART B - ANTI-BULLYING POLICY

1.0 Definition of bullying

Bullying is repeated behaviour which makes other people feel uncomfortable or threatened whether this is intended or not. We recognise that children may be affected even if there are extended intervals between incidents.

There are different sorts of bullying, but the main types are:

- Physical - hitting, kicking, taking or hiding belongings including money
- Verbal - name calling, teasing, insulting, writing unkind notes
- Emotional - being unfriendly, excluding, tormenting, spreading rumours, unpleasant looks
- Exclusion - a child can be bullied simply by being excluded from discussions/activities with those they believe to be their friends
- Cyber bullying (see our Online Safety Policy)

2.0 Aim

The aim of our anti-bullying policy is to clarify for children and staff that bullying is always unacceptable. As reflected in our Christian vision, we wish to encourage an environment where independence is celebrated and individuals can flourish without fear. Every child has the right to be safe and happy, and to be protected when feeling vulnerable.

3.0 Possible signs

- belongings getting "lost" or damaged
- physical injuries such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning
- not doing as well at school

- asking for, or stealing, money (to give to a bully)
- being nervous, losing confidence, or becoming distressed and withdrawn
- problems with eating or sleeping
- bullying others.

4.0 Process/Procedure

- SLT monitoring of the Behaviour Log will identify patterns of behaviour that indicate that bullying is taking place including those with extended intervals between incidents.
- Incidents of bullying will be discussed with the children involved fairly.
- Children will be listened to sympathetically and impartially. The member of staff will not make premature judgments.
- Those concerned will be encouraged to resolve the situation amicably.
- All parties will be led to consider other people's perceptions and feelings and explore the factors which contributed to the situation.
- All parties will consider alternative strategies which could be used and how they might change their behaviour.
- Parents of all children involved will be informed.
- Agreed sanctions will be implemented and a way forward will be outlined.
- If a parent makes an allegation of bullying they will be listened to and the matter investigated. The complaints procedure will be put into action.
- The school behaviour policy will be adhered to and practices followed.

APPENDIX A

Emotional Coaching

Staff will respond calmly and use the language/strategies of emotional coaching where needed to diffuse a situation:

- ❖ “I can see you are upset/angry” (name emotion the child may be experiencing)
- ❖ If necessary allow the child time and space to calm down and self-regulate
- ❖ “You need to come with me now and we’ll reflect on what has happened”

Restorative Justice

Find a suitable time to reflect with the child about their behaviour. This will usually be during playtimes / lunchtimes.

Together they will explore:

- ❖ Why it happened?
- ❖ Who did it affect?
- ❖ How can they make it right?
- ❖ What can they do to make sure it doesn’t happen again?
- ❖ What happens now?

Give children the opportunity to complete the restorative process. This may include saying sorry, writing a note, drawing a picture etc . Restorative proformas can be used to work through this process.