



## **Behaviour and Anti-bullying Policy**

### **Aims**

- To ensure a safe, happy, caring school where every member of the school community feels valued and respected
- To be considerate of others and develop a sense of responsibility for one's own actions
- To recognise good behaviour through positive reinforcement
- To respect and value other's property
- To ensure a whole school consistent approach to behaviour and anti-bullying
- To ensure each person is treated fairly
- To allow everyone to work together in an effective, considerate way
- To help children become positive, responsible and increasingly independent members of the school community
- To prevent incidents of bullying by developing a school ethos in which bullying is regarded as unacceptable
- To protect pupils and the wider community during the period of pandemic ( Covid 19 variations 1.9.2020)

The school expects every member of the school community to behave in a caring and considerate way towards others. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. We treat all children fairly and apply this behaviour policy in a positive and consistent way.

### **School Rules**

At Witley we:

- listen to others
- are friendly and polite
- are kind in all we say and do
- share and work together
- keep each other safe
- look after and respect our school
- we wash or sanitise our hands on entering school and when asked
- we "catch it bin it kill it" to look after each other when we sneeze or cough

### **School Values**

We have 6 values:

Love  
Respect  
Friendship  
Resilience  
Trust  
Confidence

## Rewards

The school acknowledges the efforts and achievements of all children, both in and out of school. Staff praise and reward children for good behaviour in a variety of ways:

- Congratulating and praising children
- Giving children stickers for working hard and for setting a good example to others of how to behave
- Positive marking using the 'tickled pink' pen to build on success and encourage children
- Each class offers jobs or privileges to develop children's self-esteem and sense of responsibility
- Sharing their success with others, e.g. the class, their previous teacher, the Headteacher, parents
- Signing their name in the Gold book at Friday's assembly to acknowledge a particular task or behaviour
- Presenting work in such a way that it will be obvious to any visitor that we are proud of our pupil's success
- Token Towers – children are given tokens by any adult in the school to place in their class tower, eg. for good manners, kindness, being helpful, modelling good behaviour. Each half term the class with the most tokens will receive a small prize.

## Sanctions

The school employs a number of sanctions to enforce the school rules, establish clear boundaries and ensure a safe and positive learning environment. Each sanction is given appropriately to the individual situation and we remember at all times to criticise the behaviour and not the child. Adults use positive role models to highlight good behaviours, eg praise a child who is doing the right thing, which gives other children the chance to change their behaviour before being spoken to.

- If a child is disruptive in class, they will be reminded of the expectations and rules by a member of staff. If a child misbehaves repeatedly, we may move the child nearer an adult or isolate them from the rest of the class until he or she is ready to work again.
- The safety of children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher intervenes and prevents the child from taking part for an allocated amount of time. After this time, the teacher will discuss the behaviour with the child to ensure they understand why it is unacceptable.
- If a child threatens, hurts or bullies another pupil or member of staff in the playground or classroom, the child is spoken to and reprimanded. A possible sanction may involve missing some playtime.
- If a child displays unsafe behaviour or continued unacceptable behaviour in the playground, eg fighting, they will be given 'time out'.
- If a child repeatedly acts in a way that disrupts or upsets others, the matter is referred first to the class teacher, then to the Senior Teacher and ultimately to the Headteacher. If necessary, the school will contact the child's parents and seek an appointment in order to discuss the situation, with a view to working together to improve the behaviour of the child.
- Any inappropriate behaviour will be discussed with the child in a calm manner, listening and explaining why the behaviour was considered inappropriate.
- School rules will be displayed around the school and staff will refer to them when discussing unacceptable behaviour.
- Possible sanctions may include: moving seats, sitting next to an adult, missing some playtime, being given 'time out', writing an apology letter, discussing the incident with a member of staff.

## **The role of staff**

It is the responsibility of all staff to ensure that the school rules are enforced and that children behave in a responsible manner. All staff in our school have high expectations of children with regards to behaviour and strive to ensure that all children work to the best of their ability. Each child is treated fairly, with respect and understanding through consistent enforcement of the school rules.

If a child misbehaves repeatedly in class, the class teacher keeps a log of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher. The class teacher liaises with external agencies, as necessary, to support and guide the behaviour of each child. The class teacher may, for example, discuss the needs of a child with the Special Educational Needs Coordinator, Home School Link Worker or Local Authority behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. If any information could affect the emotional behaviour of the child, all staff concerned will be informed, but made aware the information is of a confidential nature, via the 'Need To Know' book.

Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class. Both the head and the teachers promote a school climate of mutual support and praise for success so making bullying less likely. When children feel important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. Everybody has the right to be treated with respect.

If adults become aware of any bullying taking place between members of a class, they deal with the issue immediately. They spend time talking to the child who has bullied: they explain why their action was wrong, and they endeavour to help the child change their behaviour in the future. They also inform the Headteacher [HOTL] of any bullying situation, which will then be logged in the anti-bullying register. If a child is consistently involved in bullying other children, we then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher [HOTL] may contact external support agencies.

## **The role of the Headteacher**

It is the responsibility of the Headteacher to implement the school behaviour and anti-bullying policy consistently throughout the school, and to report to governors on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children and staff in the school.

The Headteacher supports staff by implementing this policy, setting the standards of behaviour, and ensuring necessary training and support. The Headteacher keeps records of all reported serious incidents of misbehaviour and bullying.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school Governors have been notified.

## **Working with parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We believe parents have an important responsibility to support the school's behaviour and anti-bullying policy and to actively encourage their child to be a positive member of the school community.

We display the School Rules in all classes and share these with the parents so they are clear of the rules and can reinforce and support them. We expect parents to support their child's learning and to co-operate with the school, as set out in the Home–School Agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal complaint can be made to the Chair of Governors.

We expect that parents should be a good role model to their own child and the children of others, in terms of their language and behaviour when speaking to others, including staff, on the way to and from school, in the playground and whilst parking.

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. Parents should be assured that they will be supported when bullying is reported.

## **SEN**

Children whose Special Education Needs involve behaviour difficulties may require individual Smart Targets or behaviour modification programme that may be significantly different from that of the other children. Sanctions will be firm and consistent and appropriate for the individual child's needs.

## **Physical intervention**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Physical intervention must only be used in exceptional circumstances and should be for the shortest possible time. All staff are trained in MAPA restrictive holding techniques.

## **Fixed-term and permanent exclusions**

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal. The Headteacher informs the LA and the Governing Body about any fixed term or permanent exclusions.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. If necessary, the Governing Body will form a discipline committee, of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

## **ANTI BULLYING**

This school believes that bullying is unacceptable behaviour, whether it is at school, at home or in the work place. We aim to provide a safe and happy place for children to learn and adults to be able to teach.

### **What is bullying?**

Bullying is repeated behaviour taken by one or more individuals with the deliberate intention of hurting another. Bullying comes in many forms such as spoken, physical and emotional. It can be done face to face or use technology such as social network and texts.

Bullying is wrong and damages individual children. The school does not tolerate bullying of any kind. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We encourage children to tell an adult if they feel they are being bullied.

If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Any on-going bullying is monitored in a bullying log which is reviewed termly by the Governing Body.

### **Anti-Bullying Procedures:**

- A child or parent reports bullying incidents to staff
- The incidents will be recorded by staff
- Headteacher or teacher talks informally to the children involved
- Unobtrusive observations are then made over the coming days and information is gathered
- Headteacher or teacher may use assembly or circle time to discuss with children
- In serious cases parents should be informed and will be invited in to discuss the problem

### **Possible outcomes:**

- The victim is offered support and opportunity for discussion
- The bully will be offered opportunity to discuss the victim's feeling and possible background causes
- Appropriate sanction or support may be set
- A review date is set

- If bullying continues, external agency support and sanctions may be required
- A behaviour support programme may be adopted and the outcomes monitored
- In extreme cases exclusion will be considered

### **Monitoring of this policy**

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records serious incidents where a child is sent to him/her on account of bad behaviour. The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. This policy is monitored on a day-to-day basis by the Headteacher, who reports to Governors about the effectiveness of the policy.

### **The role of Governors**

The Governing Body has the responsibility of monitoring the behaviour and anti-bullying policy and of reviewing its effectiveness. The Governors support the Headteacher in carrying out this policy.

The Governing Body supports the Headteacher in all attempts to eliminate any bullying that may occur in our school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately. The governors require the Headteacher 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. 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 Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the Governing Body.

The behaviour and anti-bullying policy is the Governors' responsibility and they review its effectiveness every two years. They do this by examining the school's behaviour and anti-bullying logbook, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations.

### **Application**

This Behaviour and Anti-bullying Policy is for all the school community. If it is to be effective everyone in school should have the same expectations of behaviour and use the policy with confidence and consistency.

### **Reviewed: N Payne**

**Date: December 2019**

**Next Review: December 2020**