BEXTON PRIMARY SCHOOL
BEHAVIOUR AND ANTI-BULLYING POLICY

Name of school: Bexton Primary School
Date of review: Spring 2018
New review date: Spring 2020

Introduction

For our school to be safe, happy and successful it is essential that everyone has high expectations and that all work hard at maintaining a consistent and positive approach to behaviour. The ultimate aim with all our children is to develop self-confidence, self-discipline and a sense of responsibility. Good behaviour is to be expected at all times and a range of strategies are in place to encourage it.
We operate a positive reward system in our school, which we celebrate in both Key Stage and Whole School assemblies.
Our Behaviour Policy sets out clear rules and standards of acceptable behaviour, a system of rewards for individuals if the rules are followed, and a system of consequences if inappropriate and unacceptable behaviour continues.

Aims

- Establish procedures and approaches that celebrate and promote positive behaviour
- Promote the right of all children and adults to feel valued and respected
- Acknowledge the right of all to feel safe and secure
- Treat everyone fairly, politely and consistently
- Encourage positive self-esteem
- Involve all staff and children in drawing up and regularly reviewing clear, agreed rules for positive behaviour within classes, and throughout the school.
- Encourage children to take responsibility for their actions and to consider the consequences of their actions
- Support those with behavioural difficulties
- Follow recognised procedures for dealing with persistently inappropriate and unacceptable behaviour
- Ensure that staff, governors, children and parents are kept informed of the procedures
- Where necessary, liaise with parents and other outside agencies

Philosophy

Good behaviour and discipline are essential to successful teaching and learning.

Good behaviour goes beyond simply maintaining order. It also involves helping children to grow up with a clear view of what is right and wrong and enabling them to appreciate the needs of others and of the society around them.

It is our aim to encourage the children to recognise that they must accept responsibility for their own actions. Our curriculum, based around the Ethical Enterprise charity initiative, effectively promotes the spiritual, cultural, social and physical development of the children and raises awareness of the impact we can have on others through our own behaviours.

We believe that all staff and children need to be involved in drawing up and regularly reviewing agreed rules aimed to promote positive behaviour and a child's entitlement to be taught in a safe, calm and ordered environment- an environment in which children are ready to, and are able to learn.

We believe that the children need to know and understand the boundaries of acceptable behaviour. We therefore aim to present our behaviour procedures as a short set of simple rules driven from our Bexton Values. We also believe that children learn by example as well as rule. Teachers and parents have a substantial responsibility in the setting of a good example to children and our expectation is that this will always be the case. Every effort is made to praise good behaviour in school and to emphasise the positive in order to promote self-esteem.

Values

At Bexton, values are at the heart of our ethos and practice. We promote the four key Bexton values through assemblies and the curriculum. The Bexton Values were chosen by our pupils and staff to epitomise the behaviours of an ideal Bexton pupil:

Children at Bexton all pledge to:

• **Be positive**
• **Be hardworking**
• **Be respectful**
• **Be kind**

We also promote the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We actively promote these values and challenge opinions or behaviours in school that are contrary to the British or Bexton key values.
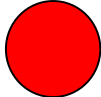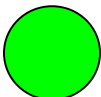
Implementing the policy

Individual rewards:

a. Praise.
b. Instant stickers
c. House points (guide – max 4 per week per individual)
d. Certificates presented in Key Stage assemblies for outstanding performance/effort/contribution/demonstrating values
e. Star of the week – awarded each Friday in Whole School assembly
f. Headteacher awards

Sanctions:

In order to promote positive behaviour and discourage negative behaviour we have introduced a traffic light system - identified in the chart below:
All of the children begin the day in the 'green zone' and if problems then occur, the consequences are progressive.
For exceptionally well behaved children there is an opportunity to progress onto the "golden star" which is rewarded with a Headteacher's award.

STAGE 3 ↑	🔴	**RED**	Children would move into the 'red' zone for the day if they failed to respond to the advice they had been given. The consequences are that they lose 20 minutes of their lunch time during which they will be expected to write (or explain verbally where appropriate) the rule that they have broken into their homework diaries and how they intend to learn from the mistakes made.
STAGE 2 ↑	🟠	**AMBER**	Children will move into the 'amber' zone for the day if, after the warning, they then continue with negative actions and have to be asked to change their behaviour again. The immediate consequence of this is losing 5 minutes of the next playtime.
STAGE 1 ↑	🟢	**GREEN**	All children start each day at this point. Individuals will move from the 'green' zone if, after an initial reminder, they have not changed their behaviour.

Children moving twice to Red in one week must meet with the relevant Key Stage Leader to discuss next steps for improving their behaviour.

Early Years Foundation Stage (EYFS)

For transition purposes, the sanctions for children in the EYFS are slightly different:
In the first half term, EYFS staff spend time introducing the children to the routines and structures of the school. They are not required to participate in whole school assemblies initially and will therefore only start receiving whole school rewards when they are fully settled in their school environment. Class rewards are therefore used much more effectively in this transition period.

Instead of the traffic light system, children are asked to 'put their name on a cloud' if they ignore an initial reminder to change their behaviour. Due to continuous provision in the EYFS, the consequences are generally dealt with in the classroom, unless the behaviour is severe, at which point the following may be applied:

Severe Behaviour

If a child's behaviour is deemed as 'severe' they will be moved immediately to 'Red' and, as stated above, lose 20 minutes of their lunchtime to record concerns in their homework diaries. 'Severe' will include some of the following: verbal abuse, damage to equipment, fighting, bullying etc.

Further sanctions available to the Head Teacher, Deputy, Key Stage Leaders or other teachers for 'severe' behaviour include:
- The child may be withdrawn from the class and/or playground
- A phone call should be made or a letter should be sent to the parents
- A meeting should be arranged with all concerned

It is important to support members of staff who have a continually disruptive child. To this end, the following escalation of seriousness should be implemented:

Initial discipline – Class teacher
Further discipline – Key Stage Leaders
Highest Level – Deputy / Head Teacher

Reasonable adjustments

For a small number of identified children adjustments may need to be made to the procedures outlined above. Where children are unable to follow this policy then the class teacher in consultation with the SENCO or team leader will initiate a separate positive behaviour system eg, home-school book / behaviour contract etc
Bexton works hard at being fully inclusive and is happy to work with parents/carers and outside agencies to support behaviour. It is our intention that no child's learning should be adversely affected by the behaviour of one of its peers. We recognise that all the children are unique and that 'reasonable adjustments' may have to be made to reward and sanction certain individuals.

Anti-Bullying

Bullying is "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)

Bullying can take many forms:
- Name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.
  Forms of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying including:
- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances

- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or cyberbullying

At Bexton, we recognise that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our school can help to create a safe, disciplined environment, where pupils are able to learn and fulfil their potential.

We focus on the prevention of bullying by:
- School Council Senior Leadership representatives focusing on behaviour and safety throughout the school and writing an action plan each year to support anti-bullying and keeping children safe
- Annual theme days / week (supported by SCSLT), followed up with regular assemblies during school year on the theme of anti-bullying / cyber bullying / e-safety
- Promotion of the STOP message in school, to ensure everyone understands what bullying is and that it will not be tolerated (STOP: Several Times On Purpose)
- Teaching assertiveness and other social skills
- Providing peer mentoring / buddy systems where appropriate
- Acting on the outcomes of our annual pupil survey

The school community will:
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying through daily teaching including PSHE sessions, assemblies and our Ethical Enterprise curriculum that celebrates equality and diversity
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination equality and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Celebrate success and achievements to promote and build the positive school ethos.

The following steps may be taken when dealing with any reported incidents of bullying:
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Headteacher or another member of Senior Leadership will interview all parties involved.
- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/ carers, where appropriate.
- Sanctions (as identified within the behaviour policy) and support for individuals will be implemented where appropriate, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken on our online reporting software CPOMs.

Cyberbullying

When responding to cyberbullying concerns, the school will:
- Ensure the Headteacher or other Senior Leader are made aware of the concerns
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.

- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the school systems;
  - identifying and interviewing possible witnesses;
  - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school searching and confiscation policy. (Note: Schools should ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet Cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully)
  - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
  - Ensure that sanctions are applied to the person responsible for the cyberbullying in accordance with the school behaviour policy; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
  - Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain.
  - Supporting pupils pastorally

Pupils who have been bullied will be supported by:
- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, our pastoral care lead or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

Pupils who have perpetrated the bullying will be helped by:
- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, loss of playtime, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions in line with the school's exclusion policy.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

It is the responsibility of:
- The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably in accordance with the school's behaviour policy.
- School Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.

- Pupils to abide by the policy.

Monitoring and review

This policy will be reviewed every other year. It will be monitored by the curriculum committee.