

Farthinghoe Community Primary School



Policy for Behaviour including bullying

Everyone at Farthinghoe School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening.

What is bullying?

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally".

Bullying can mean many different things. These are some ways the children have described bullying:

PHYSICAL	Hitting, kicking, taking or hiding belongings including money
VERBAL	Name calling, teasing, insulting, writing unkind notes
EMOTIONAL	Being unfriendly, excluding, tormenting, spreading rumours, looks
EXCLUSION	A child can be bullied simply by being excluded from discussions/activities with those they believe to be their friends
CRIMINAL	Pupils may have their property damaged or stolen.
THREATENING	Threats may be used by the bully in order to get what they want
CYBER	Using ICT for any of the above (e-mail, mobile phone etc)

Bullying can take many forms including racial, religious, cultural, SEN or disabilities, appearance or health conditions, related to home circumstances, sexual orientation or sexist. Bullying can also be part of other forms of **abuse**, including **neglect**, **emotional**, **physical** and **sexual abuse**.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

Our definition and procedures for dealing with bullying includes the bullying of school staff whether by pupils parents or other staff. We take this very seriously and report all incidents to the governing body.

Behaviour and Attitudes

At Farthinghoe School we expect a high standard of behaviour based on adults and children respecting one another and recognising the need for us all to be safe at all times. We will reward good behaviour with praise for effort and achievement. This is done in our weekly Sharing Assemblies. Our code of behaviour is designed to make our life as pleasant as possible for everyone. Our school is a place in which to learn and we must allow all members of the school community to work quietly and without disturbance from others.

Our Code of Conduct

To achieve our expectations of everyone at Farthinghoe School we have agreed the Code of Conduct in consultation with children in assembly.

- We always try our best
- We look after our school and one another
- We are polite and well-mannered and helpful
- We do not hurt anybody in any way
- We follow instructions

Rewards

Praise

- * It is more effective to reward than punish. The most readily available reward is praise from the teacher.
- * Praise and encouragement form the basis of all rewards.
- * Praise from the teacher is most effective when directed to details of performance - a precise definition of what has been achieved.
- * Praise or reward should follow immediately whenever possible.

Verbal praise

This can be given by teachers, teaching assistants and lunchtime supervisors. It can be individual, group, class or year group.

Responsible Jobs

Each teacher can consult with their class to find out which jobs they would like to do and these can be used to reward good behaviour.

Achievement stickers

Teachers will award achievement stickers as appropriate.

Sharing the achievement with others.

Sharing Assembly will take place once a week. The Head Teacher will choose individuals or groups of children to receive acknowledgement of their good behaviour, work or attitude.

Should positive reinforcement be unsuccessful sanctions will be used.

In January 2014 we introduced the system **1, 2, 3 Behaviour Magic: Effective Discipline for Children 2 – 12'**. The discipline programme was developed by Dr Thomas Phelan, a clinical psychologist, during the early eighties. It is a programme which incorporates specific, gentle techniques to stop undesirable behaviour and encourage positive behaviour. Parents and teachers have used 1,2,3, magic very successfully since 1984. It is an evidence based programme that is easy to use and has been found to work very effectively.

Our number one priority during the school day is promoting learning. We want all our children to make as much progress as possible and find that having a discipline system like this, that is both caring and demanding, helps us all to put the majority of our energy into our learning, and not taking time away from this with too much discussion for low level disruptions.

There are 3 steps to 1, 2, 3 Magic:

Step One – involves managing undesirable behaviour by counting to 1 (a reminder), 2 (final reminder) or 3. On the count of 3, the pupil must take 5 minutes time out (usually in the classroom). This technique is remarkably helpful, but only if the adult using it follows the No talking / No emotion rule.

If the child alters the behaviour to that desired after a count of 1, things quickly resume and maximise learning opportunities. We all need a reminder every so often after all!

Step Two – involves encouraging good behaviour. There are several simple methods for encouraging constructive actions in children, such as praising others 'across the room' or those sitting next to them (usually the behaviours match those of the children praised at this point), giving merit marks, stickers (maybe as part of a behaviour chart) and rewards.

Step Three – involves using some valuable tools for maintaining healthy relationships with children, including active listening, circle time, class meetings, use of a golden book and achievement /sharing assemblies for example.

All of these steps work together and contribute to a positive climate where children will feel welcome and comfortable and where they will work and learn productively.

Reporting and responding to bullying

It is essential that problems are resolved as quickly as possible, before any serious damage is done to the personal development or education of the young person involved. Children are regularly made aware of the necessity to report incidents of bullying behaviour to a member of staff as soon as possible.

If children witness behaviour they believe to be bullying (as a bystander) they should tell an adult rather than intervene themselves. If a child is experiencing bullying behaviour they should tell someone e.g. their class teacher or a lunchtime supervisor in order to get the help and support they need.

It is the parent's responsibility to inform school if a child reports bullying behaviour at home. If the parent is unhappy with how the school addresses the problem they should report it to the Chair of Governors who will respond within 5 working days.

Before taking any action we will hear both sides and assess the nature of the problem, keep an open mind and not jump to any conclusions. If we believe bullying behaviour has taken place we will take action. Whatever the decision we will monitor the situation closely.

If bullying behaviour is reported to any member of staff they should:

1. Listen to what the child says so this reassures the child they have done the right thing by speaking up.
2. Encourage problem solving strategies
3. Record the incident on a School Bullying behaviour incident form
4. Inform the class teacher who will then set in motion a support package for the child
5. The teacher or Headteacher should inform parents or carers so we can work in partnership
6. In serious cases involve Headteacher.
7. The class teacher should inform other adults who work with the child (with child's consent)
8. The class teacher, Headteacher and members of staff who are aware of the situation should monitor the situation on a regular basis.

In the event of a racist incident the school will complete a Racist Incident Reporting form and send it to the authority.

The member of staff who reported the incident or the class teacher or Headteacher, as appropriate, will:

- Talk to the pupil who undertook the bullying behaviour and talk about how to move forward with the correct behaviour.
- Look for the motivation of the 'bully'.
- Make them aware that their behaviour is causing distress.
- Monitor future behaviour and share this with the child.
- Involve the child's parent or carer.
- Follow sanctions in the Behaviour Policy as necessary

We believe that this is fair, proportionate, consistent and reasonable – that pupils need to be accountable for their actions and the impact their behaviour has on other emotional health and well-being of others.

Sanctions

Reprimands should be given with the emphasis on unacceptable behaviour, not the child. It should be made quite clear to the child that the rebuke or criticism is due to their chosen behaviour.

When applying sanctions we try to:-

- * avoid confrontation
- * listen
- * establish facts
- * judge only when certain

We must always be ready to praise good behaviour/achievements to avoid the situation when only bad behaviour receives attention.

If a child is behaving inappropriately they will be given the chance to come back on task by using a variety of methods already in use within the classroom. These may include:-

- * The count '1..2....or 3 which leads to time out'
- * the look which says "I am aware of and disapprove of your behaviour."
- * physical proximity to the child.
- * mentioning the child's name while teaching.
- * focus on the appropriate behaviour of others and commenting on their behaviour.
- * talking to the child,

Every child must be made aware of our expectations and the rules that will be enforced to achieve them. If a child chooses to break a rule then they will know that an unavoidable consequence will follow. We must be consistent in our use of these consequences.

The sanctions that we have chosen for inappropriate behaviour are progressive and start with a warning.

1. Warning (counts of 1 or 2)
This is an important first consequence because it gives the child an opportunity to choose more appropriate behaviour. It is important that the child is aware that the warning has been recorded on a tracking sheet.
2. Time Out (count of 3)
Should a child gain 2 warnings in quick succession, or gain a warning for act from which they need time to cool down, then they will be given time out of the task, activity or of their class. In more extreme cases they may be asked to continue with their class work but will be supervised by another teacher or the Head Teacher. This will give the child time to reflect and discuss their behaviour without falling behind with their work. Once the adult confirms that the time out is over the child will be returned to his/her class.
3. Break detention
If a child's behaviour is consistently unacceptable and many 'time outs' are required, missing break may ensue. This may be for part or all of break dependent on the severity of the behaviours. At the end of the detention the child's behaviour will again be discussed.
4. Parents meeting
Should the warnings system not have the desired effect then the Head Teacher will call the child's parents/carers in order to discuss the next possible steps to improve behaviour. A behaviour plan will be implemented and reviewed on a weekly basis with parents/carers

5. Exclusion

Should a child perform an act which endangers themselves or others, a deliberate act of vandalism or goes deliberately and significantly against the school rules then he/she can be excluded. The length of the exclusion will depend upon the individual's actions and will be decided on a case to case basis. All decisions on exclusions will be taken in discussion with the Chair of Governors.

It is important to have these measures in place. However the behaviour at Farthinghoe School has always been exemplary and as such it is hoped that they will rarely be needed.

NOTE

On occasion it will be necessary to miss out some of the sanctions going straight to any of the steps without having gone through each step in order. Such cases could include situations where a child is a danger to themselves or others and as such is unsafe to be on school premises. In such situations we would go straight to the exclusion step.

In certain cases we may also choose to use a different sanction to those stated above – for instance if a child is misbehaving in PE then they may miss the next sports tournament. This will allow children to see that their actions in specific areas can have subject related consequences.

The use of break in order for children to complete work that should have been completed during class time will continue. This will not be classed as a warning unless the child is a persistent offender. It will simply be used to ensure that children understand that they must complete their work within the reasonable time limits given.

Recording incidents of bullying

Incidents will be recorded using School Incident Form (see Appendix 1)

These will be reviewed as necessary including analysing patterns. Information will be shared at Staff Meetings and appropriate action plans drawn up and implemented. If there is a prevalence of a particular type of bullying all staff will be informed.

The policy will be put on the website so that parents have easy access to it.

Children will be consulted during Circle times. All staff will be made aware of the Guidance for Staff.

Actions to Tackle Bullying

Prevention is better than cure so at Farthinghoe we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

The school uses the PSHE 3D including the Unit 'Say no to bullying'. The PSHE units are used in FS, Y1/2, Y3/4, Y5/6. The 'Say no to bullying' is either incorporated around the time of Anti-bullying Week or if the behaviour of a child, or children indicate that this would be appropriate and useful. The school usually takes part in Anti-bullying activities including assemblies.

A wide range of play equipment is available and lunchtime supervisors are encouraged to play with the children.

We use circles times and there is a worry box for children to raise concerns or problems.

Appendix:

1 – Incident record sheet (behaviour, racism and parent)

Monitoring and review

This policy was considered and approved by the Full Governing Body in their meeting on the 20th November 2019.

Due for review; November 2021

