A Small School with a BIG Heart

Ellingham C of E Primary School

Behaviour Policy

(incl. Anti-Bullying)

This policy was adopted by Governors at the meeting held on :	14th February 2019
Signed (Chair of Governors):	Eileen Duncan
Governing Body minute ref:	12
Date of Review:	Spring 2020

Vision

'A small school with a big heart!' **- a Christ centred community where each person can become who God intended them to be.**

This is founded in the commandments:

Luke 10:27

'Love the Lord your God with all your heart and all your soul and all your strength and all your mind;' and 'Love your neighbour as yourself.'

'Love your neighbour as yourself'- Matthew 22 v39
'This is my commandment love one another' – John15 v17
The Parable of the Lost Son- Luke 15 v11-32

Mission

* We endeavour to develop the potential of each and every child to achieve life in all its fullness, through an engaging, enquiry based curriculum of the highest quality.
* To live well together with community and church, so that all can flourish.
* To foster curiosity and delight in learning; developing confidence, resilience and wisdom.
* As a small school, to know, value and support each person as a unique individual of inherent worth.
* To develop and nurture the spirituality of each person and to encourage, in all a desire to serve others.
* To open our hearts to others so each may grow in their knowledge of themselves, and their value as a global citizen.

Aims and Expectations

At Ellingham Church of England Primary School we seek to create a safe friendly environment, which recognises the value of each person and the importance of respecting the differences and needs in each person. We promote Christian values of love and forgiveness. We aim to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and community.

We want everyone in the school to feel valued and respected, and to be treated fairly and well. We recognise that children learn respect by receiving it. We are a caring Christian community, whose values are built on mutual trust and respect with an understanding of right and wrong; the confidence to acknowledge wrongdoing; the ability to forgive one another and the knowledge that it is possible to begin again. The school behaviour policy is designed to support all members of the school to live and work together. The school has a number of school rules, but the primary aim of this policy is to encourage good behaviour, prevent bullying and ensure everyone's safety. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn, in an effective and considerate way.
Bullying should always be taken seriously. All bullying is unacceptable, whatever form it takes.

- We aim to tackle bullying by trying to prevent it from happening in the first place and by dealing with it consistently, fairly and effectively when it does. The school tries to ensure that all pupils understand the difference between bullying and simply "falling out."
- We treat all children fairly and apply the guidance in this policy in a consistent way.
- We encourage good behaviour in our school in order to develop strong self esteem, a healthy respect for others and a well ordered environment with a working atmosphere that is conducive to high quality, successful learning.
- We aim, in each of our pupils, to develop self- control and nurture and encourage the ability to make wise decisions.
- We regularly remind pupils that if things go wrong because of disagreements, misunderstandings or lack of self- control any of the staff in school are able and willing to listen and provide support and we frequently encourage this.
- We encourage positive self- esteem, success and good behaviour through a rewards system. This is used to congratulate and celebrate good behaviour and positive attitudes throughout the school. Celebration of achievements takes place in Collective Worship on a Friday with the whole school.

Strategies for encouraging good behaviour

Tutorials

All pupils have twice termly, one to one or small-group tutorials with their teacher. These are opportunities to discuss all aspects of school life including any ambitions or concerns they may have. During their tutorials pupils are able to plan the next steps in their learning and identify the progress they have already made. The targets generated from these discussions are sent home to enable parents to share in their achievements and to know what they need to do next.

The Golden Rules

Do be gentle	*Do not hurt anybody*
Do be kind and helpful	*Do not hurt people's feelings*
Do work hard	*Do not waste your or any other people's time*
Do look after property	*Do not waste or damage things*
Do listen to people	*Do not interrupt*
Do be honest	*Do not cover up the truth*

We expect everyone to follow the Golden Rules.
These are followed throughout the school both inside and out in the school grounds. These are regularly discussed and reinforced throughout the school. In this way everyone in school knows the standard of behaviour we expect.

Rewards
We praise and reward children for effort, success and good behaviour in a variety of ways, relevant to the age and development of the pupils:

- Adults praise and congratulate children;
- House Points can be awarded electronically through 'School360' system;
- Class rewards can be given with the aim of achieving a given target to gain 100% Golden Time;
- Each week children who have had a significant success in learning are chosen for the 'Star of the Week' award and receive a small gift in Collective Worship;
- Adults give children reward stickers and certificates either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;

The school acknowledges all the efforts and achievements of children, both in and out of School, e.g., showing certificates etc. in Collective Worship.

The Thrive Approach
The Headteacher, Diane Lakey, is an accredited Thrive Practitioner. The Thrive Approach is used across school as an approach to develop positive relationships and behaviour regulation, as well as to support pupils who have emotional development needs.

Incidents

- We expect children to listen carefully to instructions in lessons. If they persistently do not, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best. If they do not try, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident in the school log and/or Sims system, talks to the Headteacher and she

decides what action to take. If a child repeatedly acts in a way that disrupts or upsets others, the Headteacher contacts the parents/carers of all the children involved in order to discuss the situation and agree a way forward.

Pupils who behave inappropriately either physically or verbally to one another or to a member of staff will leave the situation to discuss the incident with a member of staff, following the Thrive Approach's 'Vital Relational Functions': attune; validate; contain; and regulate.
All involved have the opportunity to explain the events, recognise that they are responsible for their own behaviour and consider how best to put things right. An apology, with the understanding that this requires determination to avoid repetition of the incident, is usually exchanged. This may be verbally or in writing. Once this has happened the incident is closed.
If the incident is more serious it will be logged in the Sims computer behaviour log and the teacher responsible for the children will speak to the parents/ carers of all those concerned.
Behaviour that causes distress or disrupts other children's learning will not be tolerated.
If a pattern of disruptive behaviour occurs the school will consult outside agencies e.g., SEND Support Services. Further support for the pupil, parents and staff will be put in place. If a pupil becomes a danger to him or herself, to pupils, staff or visitors or to property, a short fixed term exclusion from the school will be considered and undertaken if considered the best course of action, in consultation with the Chair of Governors and appropriate outside agencies.

Bullying
Bullying may be defined as the abuse of power by an individual or group with the intent to cause distress to another individual or group. It is deliberatively hurtful behaviour that is repeated over time on those who feel powerless to resist, with the intention of causing distress. The people involved are: those who are bullied; any witnesses; those who carry out the bullying behaviour.
Bullying does not only occur between children. The above definition can also be seen to characterise some relationships between adults, or between adults and children.
Bullying typically has seven elements:

- an initial desire to hurt;
- the desire is expressed in action;
- someone is hurt either physically or emotionally;
- there is an imbalance of power;
- it is without justification;
- it is typically repeated;
- there is evidence of enjoyment by those who bully.

Bullying can take the following forms:

- **Physical** – hitting, kicking, nipping, tripping, shoving, taking belongings, damaging property.
- **Verbal** – name calling, insulting, intimidating, teasing, making offensive remarks.
- **Cyber** – using digital technology to: send abusive or hurtful texts/emails/posts/images or videos; deliberately excluding others online; spreading nasty gossip or rumours; imitating others online or using their log-in.
- **Covert**- ignoring people, leaving them out of groups, lying, spreading rumours, playing nasty jokes to embarrass and humiliate, negative facial or physical gestures, menacing

or contemptuous looks, mimicking unkindly, encouraging others to socially exclude someone, damaging someone's social reputation or social acceptance.
- **Prejudicial** – this can include all of the other types of bullying but is based on targeting those who are different in terms of race, religion, disability, sexual orientation or appearance.

Recognising Bullying

Anyone can bully or experience bullying. Bullying is not a natural part of growing up and should never be accepted as such. All bullying is unacceptable.
Those being bullied may show some of the following signs:
- becoming withdrawn or disruptive;
- a marked change in behaviour;
- unwillingness to take part in activities;
- unwillingness to venture into some areas of a building;
- possessions go missing;
- property is damaged;
- signs of distress, such as crying easily;
- physical symptoms such as bruising, stomach upsets, headaches, bedwetting, sleep disruption;
- stealing things to give to the bully or replace taken items.

Those who are bullied are often reluctant to say what is wrong or ask for help.

Preventative Measures
- Training staff in positive techniques, e.g., -Thrive Approach
- Training pupils as 'Breaktime Buddies' (older children who volunteer to care for and play with others) and peer mediators.
- Use of the friendship bench.
- Every term teaching units of the Social and Emotional Aspects of Learning (SEAL) curriculum throughout the school year from Reception to Year 4, such as learning 'assertiveness';
- Activities during Anti-bullying Week (more information available)
- Acts of Collective Worship which focus on bullying, feelings, friendships.
- Circle Time and Philosophy discussions.
- PSHE lessons on bullying, feelings, friendships, responsibilities.
- A peace table where reflection and/or peace talks can take place to enable peaceful resolutions to take place.

Actions to tackle bullying
In this school we aim to tackle bullying by trying to prevent it from happening in the first place, and by tackling it consistently, fairly and effectively when it does. There are regular activities that are part of preventative work, and will help all the children in the school to understand what bullying is, how it feels and what to do if it happens to them or they see it happening.

Pupils focus on celebrating similarities and differences. Differences are often used as a reason for bullying – something that we make clear is unacceptable in our school.

What to do if there is a bullying incident in school

Pupils:
If pupils have been involved in an incident either receiving bullying, giving it, or as witnesses, they should be clear that they should share it with a member of staff immediately and that sharing is not 'telling tales,' but a way to put a stop to the distress caused to themselves or to another child.
The member of staff will hear all sides of the story listening to each child involved individually away from other children. This helps the child to take responsibility for their actions and build a greater sense of responsibility and, therefore, reduce the likelihood of recurrence of similar acts in the future.

Parents:
We expect parents to share any concerns they may have about their child's well being. This includes any indication that their child may be having difficulties with relationships or any indication of any bullying incidents.
If there is a case of bullying (by the definitions outlined in this policy) parents will be informed and asked to come in to discuss the problem. The school works with parents, so children receive consistent messages about how to behave at home and at school.
We explain the school rules in the school prospectus, and we expect parents to read these and support them.
We expect parents to support their child's learning, and to work with the school, as set out in the home–school agreement. We inform parents 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 their child has been treated, they should initially contact the class teacher.
If the concern remains, they should contact the Headteacher and finally the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Staff:
The member of staff will report the incident to the Headteacher. The details will be recorded in the school's log.
Staff will encourage a culture in which it is safe to share feelings and concerns.
Additional circle time and other activities to reinforce positive, supportive behaviour will take place when appropriate, either in small groups or with the class or whole school.
The pupil who has bullied will need to develop empathy and respect for others and learn to recognise that actions have consequences and that they are responsible for them.
The pupil who has been bullied may need a period of time away from the perpetrator, e.g., in a classroom with a friend instead of in the play ground.
Staff will be given regular opportunities for training in behaviour support and anti bullying strategies.

Class teacher:
It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
The class teachers in our school have high expectations of children's behaviour, and they strive to ensure that all children work to the best of their ability.
The class teacher treats each child fairly and enforces the classroom code of behaviour consistently. The teacher treats all children in their class with respect and understanding.
If a child misbehaves repeatedly in class, the class teacher keeps a record 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.
If necessary, the class teacher will liaise with external agencies, to support and guide the progress of the child. The class teacher may, for example, discuss the needs of a child with behaviour support services.
The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Headteacher:
It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
The Headteacher keeps records of all reported serious incidents of misbehaviour.

Pupil behaviour or bullying outside of the school
Teachers can discipline pupils for misbehaviour outside of school if:

- a pupil is taking part in a school organised or school-related activity;
- they are travelling to or from school;
- they are wearing their school uniform or are identifiable as a pupil of ours;
- their behaviour could have repercussions for the orderly running of the school;
- their behaviour poses a threat to another pupil or member of the public;
- their behaviour could adversely affect the reputation of the school.

A Headteacher's duty of care to prevent bullying is applied only within the precincts of the school. However, where a pupil reports bullying off the school premises, it may be appropriate to:

- talk to school transport providers if bullying happens on school minibuses or taxis;
- talk to the Headteachers of other local schools where pupils from these schools are involved;
- talk to pupils about how to handle bullying outside school premises;
- Discuss specific problem areas with our local community police officer.

Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy.

Our named Governor with responsibility for behaviour and anti – bullying is Andrea Thomas.

Monitoring, evaluation and review

The school will review this policy annually in consultation with the pupils, parents/carers, staff and Governors and assess its implementation and effectiveness. The policy will continue to be positively promoted and implemented throughout the school.