

Evington Valley Primary School **Bullying and Positive Behaviour Policy**

1. Introduction

This policy was developed through a process of consultation between the staff, governors, parents and pupils of the school, with reference to Preventing and Tackling Bullying (DfE 2013).

Aims and Objectives –

- To help each child to develop courtesy, consideration, respect for and tolerance of all races, religions, cultures and lifestyles.
- To help each child to develop self-discipline and to behave as a responsible and thoughtful person.
- To help each child to behave well both as an individual, as part of a small group, as part of a class and as part of the school community. This includes their behaviour out of school when their actions may associate them with Evington Valley. The school will also deal with issues that come from outside but impact on a child/children e.g. cyber bullying
- To help ensure the safety (including E-safety) and well-being of all pupils.
- To have a wide agreement and understanding of expected and acceptable standards of behaviour and how these are achieved.
- To ensure that standards are consistently modelled and fairly applied throughout the school, taking into consideration the age and maturity of the individuals.
- To help the children to understand their rights and responsibilities as members of the school community
- to help children understand their rights and responsibilities as British citizens and the values of being British.
- To help the children to develop ‘protective behaviours’ to resist peer pressure, as taught within our PSHE scheme of work within every year group e.g. anger management/conflict resolution.
- To help the children to know where appropriate support for those troubled can be found, i.e. through student behaviour champions (peer mentors), and adults.

2. Definition of Bullying

Rationale –

At Evington Valley we emphasise the positive by promoting good work and behaviour since this makes effective learning and teaching possible. Thoughtless, bad or bullying behaviour can disrupt this process and will be dealt with fairly and consistently in applying the approach

outlined in this policy. The school will be proactive in tackling poor or inappropriate behaviour, and will, through the curriculum, help the children to learn the necessary social skills to participate fully in our school and society. We do not tolerate bullying in any form.

Bullying can be defined as:

‘ a physical, psychological or verbal attack against an individual or group of individuals by a person or persons, causing physical or psychological harm to the victim.’

It is usually conscious and wilful and commonly consists of repeated acts of aggression and or manipulation. It can take a number of forms – either physical, non-physical or both, either in combination or in isolation. Any bullying, whether physical or non-physical, may result in lasting psychological damage to the individual.

Bullying is the use of aggression with the intention of hurting another person.

Bullying results in pain and distress for the victim.

Issues of bullying ‘outside the school gates’, where the school may be associated will be dealt with in accordance of the policy.

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening etc.)
- Physical – pushing, kicking, hitting or any kind of violence
- Racist – racial comments, graffiti, gestures
- Sexual – unwanted physical contact, or unkind comments
- Homophobic – because of, or focused on sexuality
- Verbal – name calling, sarcasm, teasing, spreading rumours, social exclusion
- E-mail or text bullying, instant messaging, social network
- Material-damage to belongings, extortion
- Bullying through a third party
- Linked to religious belief
- Linked to a disability

3. Strategies for preventing Bullying

Within Evington Valley, we will help children recognise bullying by using **STOP (Several Times On Purpose)**.

We will encourage children to report bullying to a trusted adult by using the **STOP/Helping Hand strategy (Start Telling Other People)**.

These rules will be clearly displayed in each classroom, around the school, in the school prospectus and on the school’s website.

All staff (including teaching assistants and lunchtime supervisors) must accept responsibility for maintaining and modelling good behaviour throughout the school.

Staff will address concerns over behaviour through PSHE lessons, class circle time discussions, assemblies, the school council and the curriculum.

- Mobile phones are not allowed in school and children will be taught about mobile phone bullying in PSHE (KS2).
- Children are taught E- safety and this is part of PSHE and ICT.

Rewards –

- a. Good behaviour and work will be recognised, encouraged and rewarded by the use of **oral or written praise** or the presentation of team points (dependent on Year Group strategy, see appendix a).
- b. **Team points (e.g. marbles in a jar)** can be given by any member of staff for effort, achievement, courtesy, honesty or good behaviour generally. Once given team points can not be taken away.
- c. **Parents will be informed** of successful achievements and behaviours across the school (either verbal, written, newsletters and achievement assembly special mention)
- d. During lunchtimes good manners and behaviour will be recognised through **‘Lunchtime reward certificates’** which are handed out to children who show excellent manners and behaviour.
- e. Class Teachers **reward their whole class** once the required team points have been collected, i.e. extra break time, class party etc.

Our school rules are reviewed annually, discussed and promoted. Changes to the rules or policy will be as a result of consultation and the amendments advertised to the whole school community. We review and amend this policy, as appropriate, every 2 years.

We run Positive People sessions each term, aimed at helping children with seeing the positive aspects of others and at improving self esteem.

4. Reporting and Responding to Bullying

Monitoring –

Each class teacher logs incidents of inappropriate behaviour, which is collated on a termly basis. Information collected regards any incident of violence, bad language, name calling, racist or homophobic comments, not following instructions and bullying others. Information about the behaviour of the children will be sought informally from the whole school community.

Our efforts will be measured against how successfully:

- The school recognises and encourages good behaviour
- The school promotes a happy and positive atmosphere
- The school tackles incidents of bullying or un acceptable, inappropriate behaviour
- Lunchtime staff and KS2 Peer Mentors provide and encourage activities aimed at inclusiveness, cooperation and sharing

In addition the number of recorded incidents each term are analysed by the Anti Bullying Champion and Senior Management to identify areas which require improvement, or to identify patterns.

Where Bullying becomes an issue we aim to apply the following principles:

- Bullying is the concern of the whole school community, and all staff are required to immediately investigate allegations and to be alert to potential further episodes. Children's concerns/problems are listened to and the nature of their troubles explored and acted upon.
- Children, whether victims or bystanders are taught to report any incidents of bullying to a trusted adult. The adult will listen carefully to the report and investigate fully. Issues identified as being of a persistent nature will be reported to the Deputy Head Teacher or Head Teacher.
- All incidents of bullying are recorded within the electronic class behaviour log and reported to the Anti Bullying Champion, who monitors the effectiveness of the strategies used.
- The Anti Bullying Champion will coordinate proactive strategies to reduce opportunities for bullying within our school, i.e. SEAL, displays, anti bullying week, peer support, curriculum, (including cross curricular links to drama, art and PSHE), and whole school policies.
- Staff follow procedures identified in this policy to help victims and perpetrators, in order to help them change their behaviour (anger management, PSHE sessions (self esteem, self confidence, empathetic skills), through 1-1 sessions, the use of strategies (positive people initiative, Peer support, and action planning where necessary
- We involve/consult with the School Council on bullying issues including: planning, discussion and dissemination of any work relating to anti-bullying; discussing ideas to prevent bullying from occurring; current bullying issues in the school environment; in order for the pupils to feel involved in the process and to add their support where appropriate, e.g. recruiting student Peer Mentors.
- The school help those who display bullying behaviour will be helped to recognise why their actions are unacceptable, to face up to the hurt these actions cause to others, and how they can modify their behaviour to prevent future incidents.
- Each case of bullying is dealt with using school procedures identified within this policy
- The school recognises that perpetrators may need help as well as facing appropriate sanctions and behaviour management as identified in this policy, e.g.: Behaviour management plans drawn up in consultation with the child, class teacher and the parents/carer; internal exclusion or a fixed term exclusion; individual safety plan; use of outside agencies, such as the Behaviour Support Team (within the Local Authority), Educational Psychology, Police etc.
- Incidents of bullying are monitored and shared with Governors in a Head Teachers report, on a termly basis.
- Information is gathered to help us measure the effectiveness of our policy, i.e. we will consult a sample of students annually, either verbally or via a questionnaire. The School Council and Student Anti Bullying Champions (Peer Mentors) will be involved in information gathering, which will help us identify if our children feel safe and happy.
- We communicate with our parents about our policy via: the school website; school prospectus; school newsletters; a paper copy of our policy is available on request from the school.
- Complaints are dealt with using the school's complaints procedure policy.

Sanctions –

- a. Misbehaviour is dealt with in a fair and consistent way, though due regard will be given to the age, maturity and specific circumstances of the individuals involved.
- b. Children must never be intentionally insulted or humiliated.
- c. Bullying behaviour is not tolerated and is dealt with promptly and firmly (See appendix C)
- d. Children who show inappropriate behaviour and who break the School Rules will receive sanctions as outlined in Appendix B
- e. To assist our lunchtime supervisors, an ‘**indoor games**’ space is in place. Children who wish to, or children whom a teacher has specified, will be supervised in this area, and have access to board games, where they can develop their social skills in a safe environment.
- f. Children who show consistently inappropriate behaviour may be given a **Home/School Link Book** containing targets to help the child to improve his/her behaviour. These targets will be arrived at following a consultation with the child, the parent/carer and the class teacher. They will be monitored over an agreed period and adjusted as necessary. The aim of the Home/School Link Book is to help the child to address the pattern of poor behaviour by the school and home working in partnership to set targets, establish appropriate strategies, monitor progress and to reinforce desirable outcomes.
- g. In cases where a child shows regular inappropriate behaviour, the SENCO, class teacher and parent/carer of the child will work together to produce an **Individual Behaviour Plan** or an **Individual Safety Plan**. The expertise of outside agencies may be called in such circumstances.
- h. If children are harming themselves or others; staff who have the ‘Team Teach Accreditation’ will intervene as a last resort. Positive handling techniques may be used in accordance with the accredited course and as laid out by our school policy.
- i. If a child leaves school during school hours, the responsible adult will ‘track’ the child in order to keep the child safe, and in order to be able to inform the police, who will then be responsible for safely collecting the child.
- j. If the child’s behaviour continues to be unacceptable then there will be an **exclusion warning**, and in the last resort, a **fixed-term or permanent exclusion** may result. (Please refer to “Improving Behaviour and Attendance” – Guidance on exclusion from schools and pupil referral units) DfE website.
- k. Children should be aware that the sanctions apply to their behaviour **out of school**, when it may associate them with the school community.
- l. Where children make accusations against an adult within school, which are proven to be false, it may be seen as harassment, which is a criminal offence, and as a result, the police may have to be informed.

5. Recording Bullying and Evaluating the policy

Staff Development –

Staff will be provided with suitable training to ensure that the school continues to provide an orderly, learning environment where children feel valued and are motivated to learn, and where all those who work with the children are aware of their roles in encouraging good

behaviour whilst confidently tackling poor behaviour and bullying.

Incidents of bullying are monitored regularly by the Behaviour Champion who submits data to the Head Teacher.

We encourage Parents and Carers to:

- Support the school in helping the school to achieve its aims;
- Feel informed about the strategies which will be used if necessary;
- Share any relevant information with the school;
- Speak to the class teacher if any concerns arise about bullying;
- Report any bullying incidents.

If you are worried about your child's behaviour, you may find the following website useful:

<http://kidshealth.org/parent/positive/index.html>

We expect that Governors will:

- Support the Headteacher and the staff in the implementation of this policy;
- Be fully informed on matters arising from this policy;
- Regularly monitor incidents reported and actions taken to ensure the effectiveness of the policy.

Appendix a

Class Rewards

Foundation stage

Children are rewarded instantly and individually as this is deemed appropriate for this age group. **Individual rewards**-the child's name is moved to the Gold Star on the behaviour display, stickers, verbal feedback to both child and parent and written feedback.

KS1

Individual rewards-stickers, Dojo points and prizes, verbal feedback, written feedback, certificates and Head Teacher awards

Whole Class Rewards-Whole class rewards when targets met, such as class treats or a special activity.

LKS2

Individual rewards –stickers, verbal feedback, written feedback, certificates and Head teacher awards

Group Rewards-team points, verbal feedback

Whole Class Rewards-marbles in a jar. Extra class treat or activity

UKS2

Individual rewards- stickers, verbal feedback, written feedback, certificates home and Head Teacher awards. 'Jar of strength' comments for notable positive behaviour, outside of the classroom.

Group Rewards- Class points in multiples of 10, verbal feedback.

Whole Class Rewards-Class points. Class rewards/treats, e.g. trip to Goals

Appendix b

Year Group Sanctions

Foundation FS1, FS2

The teachers within Foundation Classes manage behaviour issues within the classroom using visual and verbal reminders followed by immediate sanctions, such as 'time out', as these are the most appropriate for this age group. In some cases a Behaviour Chart is used to encourage positive choices.

KS1 and 2

Years 1-6 follow the same procedure to ensure consistency for the children as they progress through the school.

Step 1: Visual reminders of expectations

Step2: Child's initials are placed on the board/peg

Step 3: A line is placed through the initials to denote 5 minutes of the closest break or lunchtime to be missed.

Step 4: A further line is placed through the initials to denote a further sanction of 5 minutes off the closest break or lunchtime.

Lunchtime and Break time Rules.

Dining hall rules include:

- *we walk quietly/ no running
- *we use table voices
- *we put up our hands if we need help
- *we use good table manners i.e. the use of cutlery
- *we put our hands up once we have finished our lunch

Children acting as positive role models will be given slips and their names entered into a draw for prizes. Children who do not follow the lunchtime rules after a warning will be moved to sit separately.

A number of adults will be on hand each lunchtime to support the children in making the correct choices.

Playground rules

- *always be polite to all adults
- *we keep hands, feet and unkind words to ourselves
- *we play sensibly
- *follow instructions first time
- *children with permission cards are allowed in school
- *line up quickly and quietly when the whistle blows
- *keep equipment in designated areas
- *throw equipment at waist level

Appendix c

Bullying definitions

What is bullying?

Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

What happens if there is an incident of bullying?

Reported Bullying incident to an adult



Incident logged within Class



Sanction given
Parents informed
Appropriate support provided for victim
and perpetrator
Appropriate Peer support provided for
victim/perpetrator



Situation monitored by adults