

BEHAVIOUR AND ANTI-BULLYING POLICY

The Principles

On 2nd July 2020, the Department for Education published the updated guidance for the full re-opening of schools. You will therefore find some additions to our existing policy in line with this guidance. (Please see the highlighted yellow additions.)

The governing body at St Lucia's Primary School believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We aim to provide a safe and secure environment where all children can learn without anxiety and where measures are in place to promote positive relationships and reduce the likelihood of any bullying. We therefore do all we can to prevent this by developing a school ethos in where positive behaviour is promoted and where bullying is regarded as unacceptable.

We strive to work in partnership with parents to enable their children to fulfil their potential and to prepare them to face the challenge of the future.

We expect the children to behave, work well and take responsibility for themselves and others by creating a caring, learning environment in the school by:

Aims

1. Promoting good behaviour;
2. Promoting self-esteem, self-discipline, regard for authority and positive relationships based on mutual respect;
3. Ensuring fairness of treatment for all;
4. Encouraging consistency of response to both positive and negative behaviour;
5. Promoting early intervention;
6. Providing a safe environment free from disruption, violence, bullying and any form of harassment;
7. Encouraging a positive relationship with parents and carers to develop a shared approach and involving them in the implementation of the school's policy and associated procedures.

Purpose

- School and parents are responsible for teaching values as well as knowledge and skills.
- To set clear, acceptable and appropriate levels of behaviour as made explicit in our school mission statement.
- It is necessary that we all conduct ourselves in accordance with the values of the religious status of the school and those within the PSHE policy.
- We believe that this behaviour and anti-bullying policy will contribute to a caring and positive atmosphere within our school.

Expectations

- Codes of conduct: Rules which are reached in agreement with the classes at the beginning of each academic year and reviewed annually.
- Well cared for buildings and resources and general respect and ownership for our general school environment.
- Punctuality for the start of the day. Arriving to and departing from the school premises at the agreed, staggered times.
- Washing hands thoroughly before entering school and while in school, washing their hands for at least 20 seconds more often than usual with soap and water.
- Remain in their designated seating within the classroom during lesson time when instructed to do so.
- Keep a safe distance from other pupils outside of their class 'bubble'.
- Maintain healthy practise when coughing and sneezing applying 'Catch it, Bin it, Kill it' Cover any cough or sneeze with a tissue whenever possible and dispose in the lidded bins. Wash hands often with soap and water for at least 20 seconds and avoid touching the mouth, nose and eyes with hands.
- Adhere to rules in relation to toilet visits and pre-arranged playtime activities.
- Refrain from spitting or coughing at or towards any other person.

- Maintain responsibility for their own equipment e.g. water bottles, lunch boxes and coats and ensure no snacks or belongings are shared with other pupils.
- Tell a member of staff if they are unwell, or begin to feel unwell.
- Moving around the school in an orderly way.
- Showing respect and politeness to others
- A high recognition of pupil's positive achievement through verbal recognition, displays of children's work and photographs of positive achievement.
- Children are not allowed to affect/disrupt the teaching and learning of others, including bringing into school any mobile devices.
- Children wearing the correct uniform
- Participate in all curriculum related activities

Rewards

Our school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this through the motivational role they have in helping pupils to realise that good behaviour is valued. The emphasis on praise both formal and informal to individuals and groups is acknowledged and good behaviour is rewarded by a range of means depending on individual classes, teachers and the context.

Communication with parents

- home school books
- phone calls
- in person at the end of the school day
- by arranged appointment

Sanctions

Sanctions are needed to respond to inappropriate, or unsafe behaviour. A range of sanctions are applied for minor and major offences if a pupil does not amend their behaviour:

1. A reminder will be given
2. A first warning will follow

3. A final warning will then be given and the pupil will be asked to think and reflect on their behaviour.
4. The pupil will be moved to work/sit away from others for a short period of time.
5. Time out will be given (5 minutes) which may include writing lines, or a letter of apology (depending on the age of the child).
6. Once all appropriate behaviour management strategies have been exhausted, contact will be made with the child's parent/carer.
6. Repeated disruptive behaviour will be recorded.
7. Parents will be informed if disruptive behaviour occurs on several occasions
 - Where behaviour is disrupting a specific activity, the pupil may be asked to withdraw from this activity.
 - Where behaviour is of such a serious nature that a period of time is needed for both the pupil and school to reflect on the incident, or if the health and safety of other pupils and staff members are put at risk by pupils not adhering to the rules within this policy, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance. Any exclusion of a pupil, even for short periods of time will be formally recorded.

Our behaviour policy acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with SEND.

We acknowledge that children will have had a range of different experiences during the lockdown which may have an impact on their behavioural presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience. Others may have experienced bereavement or loss or another real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community may require some additional input and encouragement.

As a result of these varied experiences, children may present with behaviour that is not usual, this may include:

- Anxiety; lack of confidence

- Challenging behaviour: fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

School will work closely with parents of children with SEN to re-integrate them back into school as soon as reasonably possible to implement supportive strategies that will inform an appropriate response. If necessary, school will seek external support from other agencies such as Educational Psychologists or Early Help. There will be regard for the SEND Code of Practice and the Equality Act.

Involvement from outside agencies

St Lucia's school will work positively with external agencies to seek appropriate support to ensure the needs of all pupils are met. This support also links to the Keeping Children Safe in Education document (September 2019 and the revised 2020 version) and Working Together to Keep Children Safe (July 2019).

Definition of Bullying

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically or emotionally." (DCSF 'Safe to Learn' resource 2007).

In school, following input from the children, we have adopted the acronym S.T.O.P. to support our understanding of what bullying is: 'Several Times On Purpose.'

Bullying may be related to:

- Race, ethnicity, religion or culture
- Special educational needs or disability
- Appearance or health
- Circumstances e.g. young carers
- Sexual harassment or sexism

- Sexting

Bullying can take the form of:

- Physical (hitting, kicking, pinching, theft)
- Verbal (name calling, racist, sexist or homophobic remarks)
- Indirect (spreading rumours, exclusion from social groups, tormenting text messages/emails)

Bullying is behaviour which happens on a regular basis making it difficult for the person concerned to defend themselves. The school works hard to ensure that all pupils know the difference between bullying and simply 'falling out.'

Legal Framework

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying.

In particular, section 89 of the Education and Inspectors Act 2006.

Every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

Early signs of distress (N.B. some of these signs may be linked to the child's COVID experiences)

Things to look out for:

- Uncharacteristic changes in temperament
- Becoming uncharacteristically withdrawn
- Deterioration of work
- Spurious illness
- Isolation
- Desire to remain with adults
- Attention seeking
- Erratic attendance
- General unhappiness/anxiety/fear
- Uncharacteristic late arrival at school
- Uncharacteristic reluctance to attend school

Framework for promoting an anti-bullying ethos

We aim to ensure that pupils are aware that their bullying concerns will be dealt with sensitively and effectively.

We:

- Encourage the caring and nurturing side of children
- Work within a caring, co-operative ethos throughout the whole school

- Discuss friendships and bullying through 'Circle time' and PSED (Personal, Social and Emotional Development) opportunities across the curriculum and within class, key stage and whole school assembly
- Raise issues through class discussions/school council
- Discuss non-violent and assertive strategies
- Promote creative/enjoyable playground activities and ensure adequate supervision
- Positively encourage caring and discourage bullying
- Share policy and practice with parents and all within the school
- Work with outside agencies

The Role of the Teaching and Support Staff

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They aim to help pupils understand the precise definition of bullying, to consider the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour.

All the staff in our school have a zero tolerance approach to all forms of bullying, and seek to prevent it from taking place. Adults make records of any serious incidents which may happen during the school day using the school proforma (See Appendix 1).

If a teacher witnesses an act of bullying, they will investigate this first and if required refer it to the head teacher. Teachers and support staff do all they can to support the child who is being bullied.

When any bullying is taking place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, so that the child is encouraged to change his/her behaviour in future and the Head teacher is informed. In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher may contact external support agencies. At this stage, we will also invite the child's parents into school to discuss the situation.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc. within the curriculum to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. The SEAL (Social and Emotional Aspects of Learning) and Respect Yourself resources are used each year across the whole school and during Anti-Bullying week. The weekly

Celebration assembly is used to praise, reward and celebrate the success of all children to help create a positive atmosphere.

The Role of the Head Teacher

It is the responsibility of the Head teacher to implement the school anti-bullying policy strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. All copies of records where incidents have not been resolved by the class teacher will be held centrally by the Head teacher to be monitored.

A Bullying Log (see Appendix B) will have been completed at this stage so that patterns of behaviour can be identified. The Head teacher will report to the governing body under 'Risk' items at Governors' meetings when appropriate.

The Head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in our school. The Head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head teacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour is wrong.

The Head teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Head teacher sets the school climate of mutual support and praise for success, so make bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to occur.

The Role of the Governors

The governing body supports the Head teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in school, and any incidents of bullying that do occur will be taken seriously, and dealt with appropriately.

The governing body monitors incidents of bullying if they do occur. The governors require the school to keep accurate records of any incidents of bullying and for the Head teacher to report to the governors on the effectiveness of school anti-bullying strategies.

A parent who has concerns with the way the school has dealt with a bullying incident after they have spoken to the school staff and Head teacher can ask the Chair of Governors to look into the matter further. The governing body will acknowledge any concern immediately and respond formally to a parent within ten

working days to investigate incidents of bullying. In all cases, the governing body will notify the Head teacher and will ask them to conduct an investigation into the case and to report back to a representative of the governing body within an agreed time frame.

The Role of Pupils

It is recognised how hard it is for a child who is being bullied to tell anyone about it. However, children are encouraged to stand up and speak out against bullying to an adult in confidence if they themselves or they believe another child is being bullied.

Pupils are involved in telling us their views and helping us deal with a range of school issues, including bullying and cyber-bullying through class discussions and via the school council (although no specific individuals will be discussed.)

Advice for parents from the Department of Education's published document on Cyberbullying is also shared with parents via the school website to offer advice.

Involvement from outside agencies

St Lucia's school will work positively with external agencies to seek appropriate support to ensure the needs of all pupils are met.

Resources for Children and Parents

NSPCC: Provides information on Keeping Children Safe and guidance for parents.

Anti-Bullying Alliance: Provides advice for parents

Young Minds: Provides advice for parents to improve the emotional health of children

DCSF: Safe to Learn document 2007 was replaced with the DfE advice in 2011, although this is still a useful resource

DfE: Keeping Children Safe in Education (September 2019 and 2020)

Working Together to Safeguard Children (July 2019)

Mental health and behaviour in schools (November 2018)

Success Criteria

- ✓ Staff, children and governors know and understand the policy
- ✓ Parents have been informed of the policy

Monitoring and Review

This behaviour and anti-bullying policy is the governors' responsibility. The Head teacher will analyse information shared for any patterns of people, places or groups if any incidents arise.

This policy has been created following discussions and involvement with staff, children, parents and governors. It will be monitored and reviewed annually to ensure its operation is effective, fair and consistent.

Reviewed by Governors: October 2019

Latest Review (in line with COVID-19 guidance): July 2020



St. Lucia's C.E. Primary School and Nursery



Bullying Log

APPENDIX B

Child's name:	Class:
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Date Reported				
Accused and Year group				
<u>Type of Bullying (✓)</u> <ul style="list-style-type: none"> ➤ Name calling ➤ Teasing ➤ Being left out ➤ Belongings taken ➤ Money taken ➤ Forced into something ➤ Physical violence ➤ Other 				
<u>Motivation (✓)</u> <ul style="list-style-type: none"> ➤ Appearance ➤ Gender ➤ Disability ➤ Race/ethnicity ➤ Religion ➤ Homophobia 				
<u>Location (✓)</u> <ul style="list-style-type: none"> ➤ Playground/field ➤ Dining Hall ➤ Classroom ➤ Cloakroom ➤ Toilets ➤ On way to/from School (bus) 				
Action Taken				
Outcome				
Log completed by & date:				

