

*Believe and Achieve*

## **Prees C.E Primary School**

### **Behaviour & Anti-Bullying Policy**

***Including PIPS***

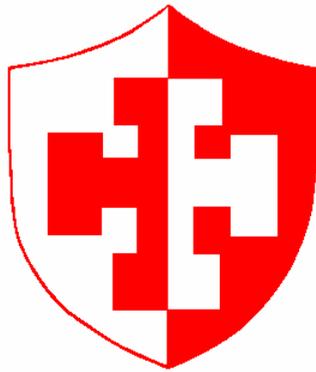


**Mission Statement:**

‘Christian values are the foundation upon which Prees C. E. School is built.

St Chad’s church is at the heart of our school and the wider community.  
The cross of St Chad symbolises our link through the ages to the Cathedral of our  
Lichfield Diocese.

We are committed to promoting Christian values such as love, peace, forgiveness and  
self-control, to enable our children to develop into the people they are meant to be.’



*Believe and Achieve*

## **Our Christian Ethos: 'Believe and Achieve'**

As a Church of England School our attitudes and responses to behaviour are based on Christian values. The life and teachings of Jesus inform the way that we behave as a community towards each other:

- **We aim to treat each other as unique and precious individuals made in the image of God.**

*Therefore,*

We respect the rights and feelings of everyone regardless of race, gender, religion, disability, social position, intelligence etc.

We deal with each other's misbehaviour as individuals.

*'Fairness is not always treating everyone the same'*

We believe the best in each other and refer to naughty/ disappointing etc *behaviour* not naughty/ disappointing children.

- **We seek to forgive each other; learning from our mistakes and starting afresh.**

*Therefore,*

We try not to bear grudges and release people to change their behaviours.

We have a positive attitude to failure and wrong, this is the point at which we can learn.

We allow time for personal reflection and choice about giving a genuine apology.

- **We aim to care especially for the vulnerable, lonely, sad and those who find loving difficult.**

*Therefore,*

We are committed to including everyone.

We prepare children to live harmoniously in a world of diversity and difference.

- **We seek justice and fairness for all.**

*Therefore,*

We do not make prejudiced and quick judgements.

We listen and expect the truth from all parties involved.

- **Love can be tough.**

*Therefore,*

We face up to the reality of how difficult it can be getting along with some people and nurture skills of tolerance, independence, patience and respect.

We need to make clear that certain behaviour is unacceptable and, depending on the situation, sanctions may have to be put in place.

## **Linking with our Ethos**

### **Policy**

These attitudes and values are at the heart of all our school policies eg. Equality Issues, Anti-Bullying, Collective Worship, Special Educational Needs, Safeguarding.

### **Practice: Curriculum**

These attitudes and values are reinforced throughout our school curriculum eg Worship, Circle Times, RE, PSHE.

### **Values**

We have a well embedded values programme through our assemblies based on 'Values for Life'. These shared and understood values are key for discussing individual behaviour with pupils.

Good behaviour is essential in providing an environment for learning:

Children must feel safe and secure to learn most effectively.

Behaviour is unacceptable when it affects the learning opportunities of others

## **Positive Affirmation**

Acknowledging and praising good behaviour is far more effective than focusing on bad behaviour.

We recognise that people, generally as they grow older, should require less praise for doing what is right as their motivation should not be for reward. However, we all need some affirmation that we are on the right tracks !

We praise and reward children for good behaviour in a variety of ways:

- Teachers, Teaching Assistants, Administrative Staff and Lunchtime Supervisors delight in spotting a child doing something wonderful.
- House Points
- Values Certificates
- Headteacher rewards are given for good behaviour as well as other efforts' and achievements;
- Individual's work/behaviour/attitude etc. is celebrated weekly and certificates are presented in our Celebration Assembly. Children can be involved in the selection process.
- Values for Life reward certificates are given for children who have been observed putting our Christian values into practice.
- Parents' evenings, open afternoons and annual School Reports are an opportunity to celebrate good and outstanding behaviour.

## **Expectations in Class**

- We expect children to listen carefully.
- We expect children to respect their teachers.
- We expect children to try their best in all activities.
- We expect a child not to disrupt the learning of others.
- We expect a child to behave in a way that is safe for themselves and others.
- Poor behaviour should not distract the teacher for an unreasonable amount of time from the teaching and learning of the majority.

The class teacher will develop strategies to ensure that positive behaviours are encouraged and learned in their classroom.

It may mean that certain children will be moved temporarily to another place in the classroom, that work has to be repeated, that apologies have to be made, that conversations have to take place, that a child needs space and time to feel calm and in control etc.

It may be decided that the child needs time to reflect on their behaviour and on occasions this may mean missing a playtime.

If such actions are not improving behaviour, another colleague, Deputy Headteacher or Headteacher may be asked to reinforce expectations.

## **Whole School Expectations**

- We expect that pupils will show respect for their environment, their own belongings and those of other people.
- For safety and to reduce erratic behaviour pupils should not run or speak loudly in shared areas of the school.
- Courtesy and good manners should be shown in all areas of the school.

## **Playtimes and Lunchtimes**

There are agreed expectations for outdoor playtimes

Lunchtime supervisors are trained in reinforcing positive behaviours and give reward stickers.

## **Procedures for Severe Cases of Unacceptable Behaviour**

A process for modifying repeated or severe cases of unacceptable behaviour will be personalised for that child and that behaviour. The following options may come into play:

- Discussions with other colleagues that can produce ideas and strategies or shared working with a child.
- Discussions with parents can help to understand a 'bigger picture'.  
Shared strategies and working together can be very effective. A Home/School diary may be useful.

- SENCo support and advice This may lead to further external advice being sought e.g. from Behavioural Support, Educational Psychologist etc.
- Peer support can be very powerful and initiated through social games, circle times, etc
- The Headteacher or Deputy Headteacher may become involved as appropriate in discussion with parents/ outside agencies.
- Sanctions may be put in place that will help to reinforce the seriousness of the behaviour.
- In very serious cases the Headteacher/ Deputy Headteacher may decide that the child cannot safely remain in school and will undertake procedures for a short –term exclusion.

## **Bullying**

We define bullying as a repeated act of conscious verbal or physical hurt caused by an individual or group. It is not the occasional hurtful comment or action of another; we understand that children have to grow up in a world that is far from perfect and in which not everyone will behave towards us as we like. Resilience and appropriate responses are important.

However, 'bullying' is serious and the school does everything that it can to ensure that it stops. We encourage children to tell us how they are feeling and endeavour to build a community of trust in which individuals are able to talk to their class teacher or another adult. We want parents to know that they can discuss any concerns about bullying at any time.

## **Racism**

Derogatory racist comments are totally unacceptable. They are dealt with in school and reported to the Local Authority.

## **Serious Incidents**

Serious incidents of poor behaviour are recorded by the Headteacher. Staff and pupils are encouraged to relate the events objectively and in detail as close to the incident as possible. These are evaluated usually by the Class Teacher, Learning Mentor (SEN) and Headteacher.

## **Cyber Bullying**

Cyberbullying is bullying that takes place using electronic technology. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles. Children are not permitted to bring mobile telephones or tablets

to school. They are also not to access social media outside of the curriculum in school. Where the use of technologies for the curriculum requires communication (e.g. blogging) then these are strictly monitored. School will provide support to pupils if they become a victim of cyberbullying and, through the curriculum, teaches children ways to avoid becoming a victim and appropriate ways to deal with it should it happen.

## **Positive Handling**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff only intervene physically if a child is at risk of severely hurting themselves or others. Staff receive training in, and follow the school's Positive Handling, Support and Intervention policy.

## **Staff Responsibilities**

All staff are expected to:

- act as role models for our Christian values; positive, caring relationships are at the heart of a good school and we are responsible for creating an atmosphere of love and respect demonstrating care and forgiveness
- deal with poor behaviour calmly and rationally.
- ensure that there are clearly understood and fairly applied boundaries of acceptable behaviour
- work in positive communication with parents, sharing strategies etc.
- attend our daily Collective Worship; it is a practical way of demonstrating that we are *learning to love* together.
- reinforce good behaviours throughout the school, not just within their own classroom; this is a vital way of children hearing the same message and supporting colleagues.
- supervise any children who may be reflecting on their behaviour during playtime or outside of the classroom.
- fulfil their role in implementing the Home-School Agreement in the classroom
- responsible, as timetabled, for ensuring playtime is fun for everyone and that school values and expected behaviours are evident

- **Lunchtime Supervisors:**
  - have clear guidance about school expectations of behaviour and rules
  - manage small incidents of inappropriate behaviour
  - report significant incidents to the duty teacher or member of staff
  - refer serious cases of poor behaviour to the Headteacher or Deputy Headteacher immediately

## **The Role of the 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 keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude, entering into discussion with the Local Authority about the future schooling of that child. Both these actions are only taken after the School Governors have been notified.

## **The Role of Pupils**

The views of pupils concerning Behaviour are sought and acted on through the School Council, and Pupil Questionnaire.

Pupils have contributed to this policy offering their thoughts, feelings and suggestions via the School Council.

## **The Role of Parents**

Prees CE Primary School works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school's values and expected behaviours 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 co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have significant concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to correct a child, we believe parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the Class Teacher. If the concern remains, then an appointment can be made with the Headteacher or Deputy Headteacher. If parents are still not satisfied with the outcome of these meetings, they should contact a member of Prees Primary School's Governing Body.

(See also our School Complaints Procedure Policy.)

## **The Role of Governors**

The Governing Body at Prees has the responsibility of setting down these general guidelines on standards of behaviour, and of evaluating their effectiveness. The Governors support the Headteacher in implementing this policy.

During governor visits to school they may wish to comment on the standards of behaviour that are evident.

## **Evaluation**

The Headteacher evaluates the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The views of Parents and Pupils on Behaviour in our school are sought annually in questionnaires.

It is the responsibility of the Governing Body to ensure that the school policy is administered fairly and consistently.

Behaviour in school is evaluated annually in the SEF according to Ofsted criteria and judgements by the staff and governors.

## **Review**

The Governing Body will review this policy every three years. They Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved. The policy also reflects the school Safeguarding Policy and will be regularly reviewed to ensure compatibility with safeguarding provisions.

## **Appendix 1 – Playgroup in Prees School (PIPS)**

### **Behaviour Management Policy**

- The Playleader has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.
- The appointed behaviour management officer is Tracy Williams.
- We require the designated behaviour management officer to;
  - Keep her/himself up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
  - Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.
  - Check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- We must not give corporal punishment to a child. We must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child working on the premises.
- We praise children for their efforts and achievements in resolving a dispute or learning a social skill, such as waiting for their turn.
- In the Early Years department, children may take a short, supervised 'time out' for a small period of time to reflect on their inconsiderate behavior.
- Acceptable physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property. See Positive Handling, Support and Intervention Policy.
- We must keep a record of any occasion where physical intervention is used, and parents/carers must be informed on the same day, or as soon as reasonably practicable.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with our behaviour and anti-bullying policy.

- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

We aim to use positive pro-active strategies to promote positive behaviour in children, and set these strategies within our programme for personal, social and emotional development. These include:

- supporting each child in developing self-esteem, confidence and feelings of competence;
- supporting each child in developing a sense of belonging in our group, so that they feel valued and welcome;
- acknowledging considerate behaviour such as kindness and willingness to share;
- acknowledging children's considerate behaviour towards another who is hurt or upset;
- helping older children set the group's guidelines for considerate behaviour;
- providing activities and games that encourage co-operation and working together;
- ensuring that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns;
- avoiding creating situations in which children receive adult attention only in return for inconsiderate behaviour.

**We do not:**

- Send children out of the room by themselves
- Use or threaten to use physical punishment, such as smacking or shaking.
- Use techniques intended to single out and humiliate individual children, such as ridicule or sarcasm.
- Remove toys or activities that are the focus of a conflict as a 'punishment' or means of 'teaching children to share'.
- Use physical restraint, such as holding, unless to prevent physical injury to children or adults and/or serious damage to property.
- Shout or raise our voices in a threatening way to children.

Kinds of behaviours that require positive intervention:

We make a distinction between three kinds of behaviours that require support or intervention in order to achieve the considerate and socially acceptable behaviour that we expect of children according to their age and developmental

maturity or whether they have any special educational need. These behaviours are:

- *Inconsiderate behaviour* – This includes behaviours such as taking toys from another child, not waiting for a turn, pushing, being uncooperative, disrupting a game, hitting out against another. They are characterised by developmental immaturity whereby children are not at the stage where they can manage frustration or anger themselves, they may not have the language to express themselves, or may not understand and be able to keep to social rules. These behaviours are seen as mistakes that the child is making on the way to developing socially acceptable ways, particularly of dealing with conflict. We regard the child to be a learner of what is acceptable and in need of support, explanation, encouragement, positive modelling and guidance – just as in learning any other skill.
- *Hurtful behaviour* – We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying' even if the behaviour is worryingly aggressive. For most children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt. Some children may engage in hurtful behaviour because they are deeply unhappy and they require support and care. However, hurtful behaviour has an impact for the child at the receiving end which is significant and this is also taken into consideration when responding to incidents of hurtful behaviour.
- *Bullying* - We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. This is rarely the case for children under five. Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

#### **Children under three years:**

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them learn to do this. Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting.
- Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

#### **Strategies with children who engage in inconsiderate behaviour:**

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development.
- Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- Staff offer comfort to both children in a dispute and encourage them to find a solution to their problem.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We praise children for their efforts and achievements in resolving a dispute or learning a social skill such as waiting for their turn.

### **Hurtful behaviour:**

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as the biological and cognitive means to do this for themselves is still underdeveloped in very young children.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when 'triggers' activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. 'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him'.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'When you hit Adam, it hurt him and he didn't like that and it made him cry'.

- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.'
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
  - they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting;
  - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
  - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
  - the child has a developmental condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to the area SENCo where necessary.
- In cases of hurtful behaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- Details (what happened, what action was taken and by whom, and the names of witnesses), of hurtful behaviour incidents that give cause for concern are brought to the attention of our setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.

## **Bullying**

If a child bullies another child or children, we:

- Show the children who have been bullied that we are able to listen to their concerns and act upon them.
- Intervene to stop the child who is bullying from harming the other child or children.

- Explain to the child doing the bullying why her/his behaviour is not acceptable.
- Give reassurance to the child or children who have been bullied.
- Help the child who has done the bullying to recognise the impact of their actions.
- Make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practice and reflect on considerate behaviour.
- Do not label children who bully as 'bullies'.
- Recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others.
- Recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour.
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour.
- Share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.
- Use the Code of Practice in cases where the above does not work to support the child and family, making the appropriate referrals to the area SENCo where necessary.
- In cases of bullying behaviour, that is racially motivated or focused towards a child's disability, or gender, the equality plan will be followed and we will make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- Details (what happened, what action was taken and by whom, and the names of witnesses) of bullying behaviour incidents that give cause for concern are brought to the attention of our setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.

### **Rough and tumble play and fantasy aggression**

Young children often engage in play that has aggressive themes - such as superhero and weapon play. Some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to bullying, although it may be inconsiderate, or even hurtful at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

- We recognise that fantasy play also contains many violently dramatic strategies - blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong and alternatives to blowing up or shooting.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

*This policy was adopted by Governors Curriculum and Standards Committee  
3<sup>rd</sup> February 2014.*

Chair: S Bowers

3<sup>rd</sup> February 2014.  
*Updated May 2015*

Review date: February 2017

Bullying Reporting form

Incident	Category	Action	Monitoring