



Behaviour and Anti-Bullying Policy Wincle CE Primary School

Version APPROVED

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Wincle CE Primary School
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Wincle School's Behaviour and Anti-Bullying Policy

Our school's vision:

Wincle School creates an enriching and outstanding rural education, nurturing the whole individual: body, mind and soul, inspiring rounded, happy, courageous children who exhibit a passion for learning, a confident faith, a loving concern for community and an inclusive respect for all.

Our school vision encompasses the responsibility for all staff to promote pupils' positive behaviour, **and** encourage **an inclusive respect for all**. Engaging all pupils in their behaviour and conduct is recognised as a crucial part of this holistic approach to **inspiring happy, courageous** children who display a **loving concern for the community** around them.

We encourage our pupils to 'Shine like Stars' (Philippians 2:15) and to do this run with the following acronym:

S	Service	<p>★ No act of kindness, no matter how small, is ever wasted." Aesop</p> <p>★ We would like our pupils to have the confidence to know that they can make a difference: have hope for the future.</p> <p>★ We encourage our pupils to challenge injustice and inequality</p>
T	Theology	<p>★ Our principles are founded on the truth that we are loved by the Father, Saved by the Son and Sanctified by the Holy Spirit.</p> <p>★ We want to ignite passion and curiosity for learning, providing an exciting curriculum to inspire all learners to be the best they can be.</p>
A	Attitude	<p>★ We encourage our pupils to show integrity</p> <p>★ We would like our pupils to have the courage to fight for what is important</p> <p>★ When things are challenging, we would like our pupils to display perseverance and not give up.</p> <p>★ Learn from yesterday, live for today, hope for tomorrow" Albert Einstein</p>
R	Relationships	<p>★ We nurture the whole individual: body, mind and soul</p> <p>★ We encourage the pupils to respect every living creature and show compassion.</p> <p>★ We would like our children to treat other people as they would like to be treated following Jesus' example.</p> <p>We are all unique</p> <p>We help all children build trusting relationships</p> <p>★ Clothe yourselves with compassion, kindness, humility, gentleness and patience.' (Colossians 3:12)</p>
S	Shine like stars	<p>★ "I am the Light of the world; he who follows Me will not walk in the darkness, but will have the Light of life." (John 8:12)</p> <p>★ We would like our pupils to shine in their behaviour, attitudes, relationships and learning.</p>

Introduction

The governing body of Wincle CE Primary School acknowledges that it has the ultimate responsibility for the conduct of pupils and the standards of discipline employed at the school, and that it determines the general principles of behaviour and pupil conduct which are administered by the head teacher. Such principles include promoting self-discipline, having regard for authority, having regard for person and property, and expecting proper and courteous behaviour at all times.

It is recognised that achieving high standards and expectations with regard to pupil behaviour and conduct is a collective responsibility which governors, the head teacher, teachers, support staff and the children themselves must identify, provide and maintain.

This policy has been constructed following consultation with the above groups. It identifies the principles which we agree to promote.

Code of Conduct

Wincle CE Primary School is a caring school.

People: As part of God's family we care for each other.

- Our school is a place where we endeavour to make one another feel safe, secure and happy.
- Our school is a place where everybody has feelings of worth and is respected for their individual opinions, skills and abilities.
- Our school is a place where we endeavour to promote fairness and high social and moral values.

- Our school is a place which encourages calm and order. We believe this helps the children to develop a personal discipline and inner peace. It gives them better opportunities to achieve satisfaction and quality in their endeavours.

Property: As part of God's family we care for property.

- Our school is a place where every individual is expected to show respect for property whether it belongs to school, others or self.

Environment: As part of God's family we care for our environment.

- Our school expects every individual to show concern for keeping the premises and the environment around it safe and attractive.
- Our school promotes a positive attitude towards behaviour and discipline through a well-ordered environment that is rich and rewarding, and in which each child is helped to develop his or her all-round potential.

Education: As part of God's family we care about what and how we learn.

- Our school is a place where we encourage children, staff, governors, parents and carers to work together in partnership, and where there is a common bond to provide the very best for all the children who attend.
- Our school, above all, emphasises those values as depicted by Our Lord Jesus Christ who spent his life working for the welfare of others, and who provided us with the rules by which we all may live.

Aims

- To promote good behaviour throughout the school.
- To encourage a whole-school approach to rewards and sanctions.
- To involve parents and carers in promoting good behaviour.
- To be consistent and fair.
- To have a positive approach to behaviour. (Praise the child who is doing right rather than speak to the one that is misbehaving, where possible.)
- To ensure all children are safe, secure and happy, making a positive contribution.
- To provide a warm, caring environment in which the children 1) have a positive value of self and others 2) know that bullying will not be tolerated (* see appendix for definition of bullying) 3) are not afraid to talk to adults if they feel bullied

Behaviour expectations

Each class discusses and create a home school agreement, the class rules and school vision statement at the beginning of each academic year to make their classroom a safe and happy place. These are displayed in the classroom and signed by the children. Teachers regularly discuss the meaning of the rules, agreement and vision statement with their class.

In order to encourage a positive attitude towards good behaviour and conduct, as well as enforce sanctions, all staff have a responsibility and requirement to adhere to the following procedures:

Rewards

We will always try to acknowledge good behaviour and manners, and reward these with:

- Smiles and gestures
- Positive remarks
- Consistent praise for good behaviour and attitude to learning
- Team points
- Merits/minutes of Golden Time
- Certificates
- Stickers

Sanctions

The behaviour, attitude and welfare of children around the school are closely monitored. Children who fall short of the required standard will incur one or more of the agreed sanctions in the order listed below. It must be remembered that our aim is to increase every child's self-esteem and, therefore, our sanctions will never humiliate or embarrass a child, nor will they cause physical or psychological harm. Sanctions do not have to be severe to be effective. We use sanctions to register our disapproval of unacceptable behaviour. We aim to make it clear to the children that it is the behaviour and not the person that is unacceptable.

The sanction process is as follows.

The strategy for behaviour management adopted in lessons is a traffic light system which is displayed in every lesson. Any child disrupting other children's learning has their name written on the yellow section labeled 'think about it', without any verbal intervention from the teacher, enabling teaching and learning to continue for the whole class.

If the disturbing behaviour continues or later in the same lesson is continued then the child's name is written again on the red section labeled 'catch up at break', meaning that five minutes of the next playtime has been lost so work can be completed.

After each playtime there is a fresh start for everyone.

For more serious poor behaviour, for example, physical violence or swearing, then adults are expected to deal quickly and calmly with a problem that arises, making it clear to children why their behaviour is being called into question and what the consequences will be. Where children behave in a manner that is unacceptable, the school will fully involve parents in a process whereby future behaviour is guided and monitored. This may be in the form of a daily behaviour record.

Persistently poor behaviour, where a child displays a regular or consistently negative / aggressive / violent approach to their peers / member of staff will be dealt with according to the following procedure:

- Parents will be informed of the negative / aggressive / violent behaviour and the next steps clarified if the behaviour is repeated / continues.
- Any repetition will lead to an Internal Exclusion in School.
- A further repeat will result in a Fixed Term Exclusion.
- A Permanent Exclusion from the School will be the result of a number of Fixed Term Exclusions.

Children with a history of showing defensive escalation after their behaviour is called into question, will be given time to work through their outburst using the Team-Teach 'crisis, recovery, depression then restoration' model. These children will have individual behaviour plans.

For children showing outbursts of anger, an ABCD record will be used to determine: (A) the antecedent to the behaviour, (B) the behaviour, (C) the consequences and (D) the desired behaviour. This is also recorded in the next staff meeting minutes following a staff discussion.

Any behaviour which uses racist, derogatory or homophobic language will be reported to the head teacher and recorded on the school's behaviour forms.

Anti-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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

(Preventing and tackling bullying in schools July 2017)

In Wincle CE Primary School, name-calling is the most common form of bullying, followed by being hurt or threatened with being hurt. More indirect forms of bullying include exclusion from the social group or having belongings hidden or taken.

In Wincle C.E. School, bullying is rare. Ensuring that this remains the case is a high priority for Wincle School governors, staff, parents and children.

- We will continue to promote the partnership between home and school.
- We will regularly reinforce our school rules.
- We will ensure that all children know that there is no excuse for bullying and that such behaviour is not tolerated in a Christian school.
- We will ensure that all children know they can share their problems with adults in school and that they will be listened to and that appropriate actions will be taken.

Strategies for dealing with bullying:

Most bullying takes place in playgrounds. Teachers are generally aware of children being pressurised or teased in class and it is important that such events are dealt with immediately. Adults should look for warning signs in children, recognising the differences between play and confrontation:

- Is a child frowning, looking unhappy or angry?
- Is a child trying to get away from an aggressor?
- Is a child not taking turns?
- Is a child isolated?
- Is a child regularly crying?
- Does a child regularly complain about their treatment by others? (But be careful about drawing incorrect conclusions!).

If bullying is reported, then the school will use the bullying investigation process and the forms from the Local Authority which have been formally approved by the governing body, and then share these with parents.

Disciplining the bully

"Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves."

(Preventing and tackling bullying in schools July 2017)

Measures to discipline bullies in Wincle CE Primary School will be agreed on an individual basis in discussion with the headteacher, class teacher, child and parents.

Prevention of exclusion

A variety of methods are tried to prevent exclusion. These are as follows:

- The use of an adult to diffuse the situation and to 'calm' the child.
- Use of 'time-out' with another teacher in another class.
- Placement with the headteacher.
- Discussion and counselling with the child and other parties involved.
- Meetings and/or conversations with parents / carers at early stage.
- Use of external agencies such as play therapy etc.
- Internal exclusion

Exclusion

Please see our exclusions policy.

Special educational needs

There are some children for whom this policy will require adaptation. These children may have a statement of special educational needs. We acknowledge that there will be occasions when vulnerable children will require a 'cool-off' period and as such all staff will offer this opportunity. We will endeavour to work as closely as possible with the parents or carers of these children.

Monitoring

The head teacher will monitor the effectiveness of this policy on a regular basis. The head teacher will report to the governing body on its effectiveness and, if necessary, make recommendations for further improvements.

Covid 19 and returning to school - March 2021

The behaviour of our pupils continues to remain a focus for us upon wider reopening of the school. Pupils will be encouraged to 'shine like a star' but will need to follow new guidelines in line with the national government requirements. To support our pupils, we have adapted our STARS acronym which will be shared with all pupils before they return to school and in school, time will be spent ensuring pupils understand and accept the new routines.

S	Service	<p>Help each other stay safe and healthy by keeping your distance. Encourage each other to wash your hands and dry them properly. Think about tidying up your rubbish as well as equipment and lunchtime pots to help the staff. Check in on your friends to see if they need a reassuring smile. Be kind with your words and facial expressions. Play fairly at playtimes and lunch times. Follow the rules that the teacher gives for each activity.</p>
T	Theology	<p>Listen carefully to the teachers. Try your hardest to complete your work showing the teachers what you can do. Inspire others around you by showing what you know. Help each other to be the best that you can be!</p>
A	Attitude	<p>Don't give up when things are hard - ask for help. Complete your work to the best of your ability. Show integrity by walking calmly and politely around school. Wait your turn patiently when waiting for the toilet or to wash your hands. Put up your hand if you need help in class so the teacher knows that you are waiting.</p>

R	Relationships	<p>Show compassion to your friends inside school and when playing outside.</p> <p>Encourage each other to stay safe and not cough or sneeze near anyone.</p> <p>Support each other when trying new things.</p> <p>Look after yourself - ask for help when you are feeling sad or worried.</p> <p>Trust your teachers to keep you safe.</p>
S	Shine like stars	<p>Smile as much as possible</p> <p>Laugh a lot</p> <p>Have fun with all your friends.</p> <p>Enjoy learning lots of new things.</p>

Rewards used before school closures will continue: merits, golden time etc and sanctions are also to be kept the same.

There will be daily opportunities planned to support the pupils' emotional health and well-being across the week to ensure that any worries or concerns can be addressed promptly.

No other element of this policy has changed.

Appendix 1

Wincle School's Current Home, School Agreement

Please see separate document.

Appendix 2

Bullying Incident – Process

Criteria to indicate a bullying incident has taken place.

- the victim is targeted by an individual or group on a regular basis
- there is intention to harm or humiliate (harm can be physically and emotionally)
- there is a power imbalance, the victim is fearful of those targeting him or her



