

Policy for Behaviour and Anti-Bullying

Principles

The school promotes effective learning within a happy, caring and co-operative atmosphere.

Our Behaviour and Anti-Bullying Policy actively promotes our MOSAIC values, which are *Manners, Opportunity, Success, Appreciation, Integrity and Compassion*. Through our values the children are guided in self-discipline, responsibility, sensitivity, self respect, self confidence and respect for other people and their environment.

A positive ethos, through active positive reinforcement and a system of rewards forms the context of our Behaviour Policy. Positive behaviour is noted and actively encouraged. A home school partnership is key to this process. All adults in school are clear about the school expectations, and actively use praise for those pupils who are doing it right.

A creative and engaging curriculum and interesting lessons matched to the needs of pupils also help our children to stay on task. A sense of humour and a smile are also powerful influences used by all adults at Sparsholt to encourage positive behaviour.

Aim

Everyone at Sparsholt School will be valued and guided to become good citizens.

Procedures

The MOSAIC Values

The MOSAIC Values are prominently displayed in the reception area, the school corridor and the classrooms. They are referred to frequently in PHSE, Worship and RE lessons. They are the shared language of the school and used in behaviour management situations.

Classroom rules

Each teacher and class will have appropriate discussions to decide rules for their classroom and the learning attitudes to be shown. Rewards and sanctions will be specified in addition to the measures described below.

Rewards

Where behaviour and outcomes have been exemplary, children will be sent to the Head Teacher (HT) to receive a sticker.

Children (at least 2) from each class will be nominated each week to receive a MOSAIC Award from the HT. These are presented in Friday Celebration Assembly and names are shared with parents in the weekly newsletter.

Where achievement or actions are particularly outstanding a postcard will be sent home to parents from the HT.

Sanctions

Teachers in Key Stage 2 use a system with coloured smile faces. All children's names are on the green smile face at the beginning of each session. If the child disrupts in anyway a warning is given and if disruption continues the child's name will be moved onto the yellow face. If the disruption continues the child's name may be moved onto the red, sad face and 2 minutes will be taken off their golden time on a Friday. Teachers keep a record of this in each class.

Teachers in Key stage 1 use the smile faces slightly differently adapting the system as appropriate.

Where a child is using physical violence or abusive language to children or staff, the child should be sent straight to the HT.

Bullying

There are no circumstances in which any physical assault by one child on another will be tolerated or condoned. We will also not tolerate any form of targeted persistent unkind behaviour. Any bullying behaviour (physical or verbal) will be dealt with as a matter of importance according to the attached strategy (appendix A). Parents are active partners in the working of this policy and their help is essential to ensure a satisfactory response of any problems which arise.

Inappropriate behaviour

The school will work closely with parents in these situations. When incidents of poor/inappropriate behaviour are persistent teachers will log these in order to build up a pattern or picture, which may be useful to an outside agency. Furthermore a meeting may be appropriate between the Headteacher, parents, class teacher and child to discuss the problems and plan necessary action. In some circumstances the SENCo, Headteacher and/or Hampshire Primary Behaviour Support team will write an Individual Behaviour Management Plan detailing individual behaviour expectations and suggested alternative strategies for supporting good behaviour.

Exclusions

County guidelines will be followed when a decision to exclude a child has been made.

Teacher responsible : L.McCarthy

Reviewed by governors date : 7.12.16

Review date : Dec 2019 or earlier as required

Appendix A: Anti-Bully Policy

Rationale

To set out the school aims and procedures in relation to bullying behaviour.

Purpose

To promote a culture in school to prevent bullying behaviour.

To identify a procedure to manage bullying.

To protect victims of bullying.

Definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger).

Guidelines

Prevention

At Sparsholt C of E Primary School staff, parents and children work together to create a climate where bullying is not accepted.

The School makes clear to pupils that it will not tolerate targeted, persistent, unkind behaviour. It revisits the subject through Worship, PSHE, circle time, E-Safety lessons and when any incidents occur.

The School MOSAIC Values (Manners, Opportunity, Success, Appreciation, Integrity and Compassion) are the shared values which we expect to be followed by children and staff. Our values deter targeted, persistent, unkind behaviour and is the framework for discussion, intervention and the response when allegations of bullying occur.

At each staff meeting we discuss child issues and if bullying has been identified, intervention will be implemented.

We also have an Emotional Literacy Support Assistant (ELSA) whose responsibility is to work with vulnerable or anti-social behaviours.

Intervention

In the event of the school's identification, pupil's disclosure or parent complaint:

All members of staff will inform the Headteacher/Deputy who will:

Stage 1

- Sensitively interview the aggrieved and record all meetings in the schools behaviour file.
- Ask if they would like to be accompanied by a pupil advocate who could give more information.

- Ascertain the frequency and intensity of the behaviour.
- Make a judgement – is this an isolated incident, or targeted, persistent, unkind behaviour?
- If the former, the Headteacher will bring together the two parties plus their friends and explore the problem in a group discussion where everyone has a chance to say their piece without interruption.
- The Headteacher will bring the discussion to an agreed strategy to resolve differences, alerts staff of the decision, and monitors the outcomes.
- Parents will be informed where appropriate.
- If the situation does not improve and the behaviour continues, the Head-teacher moves to Stage 2.

Stage 2 – in the event of bullying

- The Headteacher will speak with both sets of parents involved and reassure the parents and child that if bullying has occurred it will not be tolerated, that those hurt will be cared for and those causing hurt will be expected to make amends.
- Parents will be kept informed of actions taken by the school to deal with bullying concerns.
- Sanctions will be applied appropriately; eg, removing playtimes, lunchtimes, clubs, privileges, writing a letter of apology. Sanctions can ultimately lead to exclusion.
- The motivations behind the bullying behaviour will be investigated. Support will be put in place as required; eg, working with the school ELSA (Emotional Literacy Support Assistant), peer mentor, staff mentor.
- Staff will be asked to monitor the situation, intervene if necessary, and report any further incidents to Headteacher, who will maintain a written record and escalate sanctions as necessary.
- In extreme cases, Governors retain the right to permanently exclude a pupil whose anti-social behaviour remains unacceptable.
- We will work with the victim to develop coping strategies.
- We will build a positive group of friends around the victim and monitor their well-being.