

Sparsholt C of E Primary School

**Behaviour and Anti-Bullying Policy
2019-2020**



Principles

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

Our Behaviour and Anti-Bullying Policy actively promotes our core values of courage, compassion and creativity. Through our three 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 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

We have a clear Anti-Bullying message and always take incidents of bullying seriously (See Anti-bullying strategy).

Aim

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

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Procedures

Our Core Values

Our core values of courage, compassion and creativity are prominently displayed around the school and are clearly encapsulated through our simple Golden Rules: 'Be kind, be respectful, be safe and sensible at school, at home in life.' There is a shared understanding of expectations across the school and staff reiterate them throughout the day in regard to both learning and general behaviours.

The Classroom

Each teacher and class will have appropriate discussions to decide rules for their classroom and the learning attitudes to be shown. From these discussions the class will create a class charter for everyone to follow. The school has developed clear school wide rewards and sanctions (see below) however each class teacher may develop some additional Rewards and sanctions dependant on the age of their children and what motivates them will be specified in addition to the measures described below.

Rewards

- The school has a House point system where children can earn house points for demonstrating the school's values both in their work and the behaviours they show. Once the children have earned a set amount of house points they are rewarded with a bronze badge in celebration worship. This progresses onto silver and gold badge awards depending on the number of points accumulated throughout the year.
- Each child is allocated to one of the schools four houses: Rope, Star, Wave and Key. The house points the children earn also go towards a group total for their house with the winning house announced each week in Worship. We as a school believe this approach encourages children to not only do things for themselves but also for others.

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

Three children from each class will be nominated each week to receive a Core Value Award (courage, compassion, creativity) from the HT. These are presented in Friday Celebration Worship and names are shared with parents in the weekly newsletter.

Sanctions /Reminders

- Teachers use a graded system of behaviour reinforcement displayed in the classroom. These systems are 'child friendly' and adapted according to the age and needs of the children.

All teachers follow the following procedure if negative behaviour is witnessed:

- A none verbal warning sign will be given: a look, a hand on the shoulder etc.
- If the behaviour continues a verbal warning will be given
- If the child persists a final warning will be given
- If this is not adhered to the child will be asked to remain in the classroom during playtime for 1 minute for each of the events so that they have time to reflect, resolve and reframe their behaviour.

- If inappropriate behaviour continues then in the first instance the child will be sent to the DHT to allow further reflection and then if no improvement is seen to the Head Teacher.
- Where a child is using physical violence or abusive language to children or staff, the child should be sent straight to the HT and parents will be informed.
- The only exception to the above procedures is for children who have an individual behaviour plan (see below) at which point the processes laid out in that will be followed.

Inappropriate behaviour

Incidents of inappropriate behaviour that have resulted in a child losing minutes off their playtime or being sent to the DHT or HT will be recorded and parents may be informed. Incidents will be recorded in order to build up a pattern or picture, which may be useful to the school or 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.

The school will work closely with parents in these situations.

Bullying

At Sparsholt C of E Primary School staff, parents and children work together to create a climate where bullying is not accepted. We follow a Christian ethos that believes all people are made in the image of God and are unconditionally loved by God. Everyone is equal, and we treat each other with dignity and respect. Our school is a place where everyone can flourish in a loving and inclusive community.

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.

Exclusions

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

Teacher responsible	Mrs E Hanratty
Governor committee responsible	Curriculum
Reviewed and agreed by Governors	November 2019
Date for review	November 2021 or earlier as required

Appendix A: Anti-Bullying Strategy

Rationale

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

Purpose of the strategy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

Other Sparsholt School policies related to this Anti-Bullying Strategy are the Policy for Behaviour & Anti-Bullying Policy and the Accessibility (Equality) Policy.

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 Core Christian Values (courage, compassion, creativity) 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.

Reporting bullying

Reporting – roles and responsibilities

- Staff - all staff have a duty to challenge bullying (including HBT bullying and language), report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.
- The Headteacher and Deputy have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.
- Parents/carers - parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying. 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.
- Pupils - pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying - they should offer support to the victim and encourage them to report it.

Responding to bullying

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:

- Sensitively interview the aggrieved and record all meetings in the school's behaviour file.
- 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, alert staff of the decision, and monitor 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; e.g., 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; e.g., 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 which are securely kept in the HT office, and escalate sanctions as necessary.
- The Headteacher will report any incidents to the governing body. 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.
- Support will be offered to the target of the bullying from all staff.
- Staff will assess whether parents and carers need to be involved.
- Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying, in particular, means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- 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.
- We believe our core values for life embody our Christian ethos and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- We use a pupil-friendly anti-bullying message to ensure that all pupils understand the policy and know how to report bullying.
- The PSHE programme of study (SCARF online resources support primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement) includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying. Peer worship groups offer support to all pupils.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Circle time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- 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.
- Stereotypes are challenged by staff and pupils across the school.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with pupil governors

- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

Training

The Headteacher is responsible for ensuring that all school staff (including teaching assistants, church school workers and midday supervisors) receive regular training on all aspects of the anti-bullying strategy.

Monitoring the policy

The Headteacher is responsible for monitoring the strategy on a day-to-day basis. The Headteacher is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

Evaluating and reviewing

The Headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the strategy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the strategy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required, the school policies and anti-bullying strategies should be reviewed.

The strategy is reviewed every 12 months, in consultation with staff, pupils and governors.