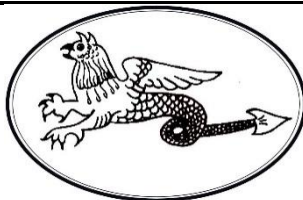


Behaviour and Anti-bullying Policy
WHERWELL PRIMARY SCHOOL



“At Wherwell we offer a curriculum designed to equip the children with the resilience, confidence, knowledge, skills and experiences to enable them to thrive at school and in the future”.

Date Agreed	Prepared By	Agreed By	Comments
February 2019	AK	Governing Body	
July 2020	MC	CC	
July 2022	MC	CC	
Nov 2022	MO	Governing Body	

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Wherwell Primary School
Behaviour Policy

1. Ethos

- 1.1 The moral code of the school is founded on an understanding of the difference between right and wrong in areas of honesty, truth and attitude to all; the acceptance that privilege for self involves responsibilities to others; the creation of a high sense of individual self-respect coupled with a respect for all people.

2. Principles

- 2.1 This document sets out the standards of behaviour which are expected at Wherwell. These standards will be applied in a firm, compassionate but, above all, fair manner so as to engender mutual respect at all levels. This will create a happy, efficient, contented and caring atmosphere in which staff, pupils and parents work in harmony to enable the children to achieve their best.

3. Expectations

- 3.1 The expectations of the school for both parent (or carer) and child can be summed up as follows:

Do the Right Thing
Be punctual
Work hard
Act sensibly at all times
Treat everything and everyone, including yourself, with respect.

These are our School Values:

Respect
Responsibility
Resilience
Care

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3.2 This will include the following:

- Arrive on time
- Bring all the equipment you need in a suitable bag
- Put bags and coats away tidily
- Listen carefully
- Follow instructions
- Work hard
- Ask for help when you need it.
- Help each other when it is appropriate but don't distract or annoy anyone.
- Put your hand up to answer a question
- Behave appropriately
- Respect school property and that of other pupils
- Do your homework as well as you can and hand it in on time
- Speak politely to everyone
- Listen to others
- Put all litter in bins (even if this means carrying it until you find a bin)
- Wear the correct uniform at all times
- Walk rather than run, without pushing or barging past others, allowing others to go first

3.3 The pupil can expect:

To be given clear guidance
To be treated fairly
To be listened to

4. Rewards

4.1 Children respond well to praise and helpful encouragement and there are a variety of ways in which this can be done. At our school this will include:

- Praise, both private and public eg in class or in assembly
- The award of stickers or stamps
- The award of class credits leading to certificates
- End of term certificates for exceptional performance
- Privileges like choosing time
- Speaking to or communicating with parents
- Wherwell learner of the week (awarded in Celebration Assembly)

4.2 Golden Time

This is a weekly half hourly session where children can access a range of exciting activities. Golden Time is an entitlement for all children who keep to our School Values. It is a high status and children have a choice of activities. Children who do not lose golden Time for the whole year will be awarded a certificate in recognition of this outstanding achievement.

5. Sanctions

- 5.1 Regrettably, it may be necessary to apply sanctions to deter poor conduct or to demonstrate that certain types of behaviour are unacceptable. As a general strategy, adults will use positive reinforcement and praise children demonstrating the required behaviour to encourage children who may not be showing the appropriate behaviour at first.

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5.2 Sanctions may include:

1. Verbal warning
2. Red warning card
3. Loss of Golden Time (in 5 minutes increments)
4. Spending time in another class or in the Head teacher's office
5. Loss of playtimes
6. Loss of privileges
7. Contact with parents
8. Establishing a behaviour contract
9. Referral to the Deputy Head Teacher (DHT) or Head Teacher (HT)
10. Fixed term or permanent exclusion

5.3 In the case of misbehaviour at the Early birds breakfast club or Woodpeckers After-School care and other after-school clubs, the same sanctions will apply.

5.4 Some behaviours may mean that it is necessary to use the services of the Educational Psychologist or members of the Primary Behaviour Services Team.

Anti-bullying Policy

1 Introduction

1.1 Bullying is the persistent action – repeated over a period of time - taken by one or more children with the deliberate intention of hurting another child or a group of children, either physically or emotionally. Such action may include physical or verbal attacks, texting or e-mail, using social media, body language and social exclusion. This policy includes bullying of all types including racist, sexist, homophobic and cyberbullying.

Any incidents of hurtful behaviours will be quickly dealt with so they do not escalate into incidents of bullying.

2 Aims and objectives

2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. Therefore, we make early interventions a priority.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3 The role of governors

3.1 The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body will not tolerate bullying in

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our school and will ensure that any reported incidents of bullying that do occur are taken very seriously and dealt with appropriately.

3.2 The Chair of Governors monitors any reported incidents of bullying that may occur, while the full Governing Body reviews the effectiveness of the school policy. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies. The Curriculum Committee will review these incidents as part of the safeguarding review.

3.3 The governing body will respond within ten days to any request from a parent to investigate incidents of bullying, which should be made by following the complaints procedure. In all cases, the governing body notifies the Headteacher and asks him/her to conduct an investigation into the case and report back to a representative of the governing body.

4 The role of the Headteacher

4.1 It is the responsibility of the Headteacher to implement the school anti-bullying strategy in accordance with the Behaviour and Anti-Bullying Policy and to ensure that all staff and parents are aware of the school policy and know how to both deal with and report incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

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

4.3 The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

4.4 The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

4.5 If classroom strategies are insufficient to change the behaviour of a perpetrator of bullying, the Headteacher will use appropriate sanctions, such as loss of breaktime and lunchtime play, or restrictions on where and with whom the individual is allowed to play, parents will also be involved. In extreme and/or persistent cases, outside agencies may be involved, such as Primary Behaviour Service or the Educational Psychologist.

5 The role of the teacher

5.1 Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. All incidents that happen in their class that have given the school staff reasons for concern and that they are made aware of are recorded on CPOMS (Child Protection Online Monitoring and Safeguarding System).

5.2a It is the teachers' main objective to educate the children to prevent bullying by Personal, Social, Health, and Economic (PSHE) teaching, circle time, role play and their own interactions with other members of staff to model what acceptable behaviour looks like. The teachers will have a consistent classroom management where children's self-esteem and empathy for others are constantly promoted.

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5.2b If teachers or support staff, witness a behaviour that gives them cause for concern, they will ensure all of those working with the child in school are made aware. This will be done by logging the incident on CPOMS and having a discussion about it at the Learning Support Assistant's (LSA) meeting. No concern is too small and it is embedded in our safeguarding culture that anything, no matter how small it is, should be as soon as they are witnessed to prevent them from occurring again.

5.3 Teachers and support staff are always sensitive to the needs of others. If the incidents are repeated and persistent over a period of time, then the behaviour will be treated as bullying.

5.4. There will be initial discussions between the Headteacher and the teacher to agree strategies to handle this behaviour and to support the child who is being bullied. Other agencies might be involved if needed, including Local Authority Primary Support Team and the Educational Psychology Service. At this point, the class teacher will inform the parents of the child/ren involved and share with them the steps the school is taking to manage the issue.

5.5. Some of the strategies will involve counselling and support for the victim of the bullying, and appropriate sanctions for the child who has carried out the bullying (in line with our behaviour policy sanctions). We spend time talking to the child who has bullied: we investigate the reasons behind their behaviour, explain why the actions were wrong, and we endeavour to help the child change their behaviour in future. This may also include counselling and support. If a child is repeatedly involved in bullying other children, we inform the Headteacher, the Deputy Headteacher and the special needs co-ordinator by logging all the incidents on CPOMS.

5.6 If the strategies are not proving successful, the parents of the children involved will be invited into school to discuss the situation with the Headteacher, the class teacher and the Special Educational Needs Coordinator (SENCO). Each case is different, therefore from this meeting steps will be taken to agree alternative strategies or application of further sanctions.

5.7 After this meeting, parental involvement will add to developing a common approach to tackling these difficult issues of unacceptable behaviour and bullying. If any further disciplinary actions need to be implemented, they will be discussed with the parents.

5.8 Teachers attend training where relevant, which enables them to become equipped to deal with incidents of bullying and behaviour management.

5.9 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. Children are unlikely to bully if they have secure relationships both in school and at home, they feel good about themselves wherever they are, they have empathy for others and they think clearly about their feelings. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

6 The role of parents

6.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

6.2 The class teacher will acknowledge immediately having received this information and will then proceed to investigate, record the events on CPOMS and inform the Senior Leadership Team (SLT). Following investigation, the teacher will get back to the parents with concrete information. This second reply should be as soon as possible, at least weekly updates will be given.

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6.3 If the parents are not satisfied with this response they can contact the Headteacher or request a meeting with the Headteacher and the class teacher. This should take place within a week of the parents requesting it.

6.4 Once the meeting has taken place, strategies should be agreed to support the child in and out of school by members of staff and by parents in accordance with section 5.

6.5 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school and the wider community. We expect parents to take responsibility for their children's actions outside of school.

7 The role of children

7.1 Children should respect each other people, their property and their feelings at all times.

7.2 If children experience unacceptable behaviour or bullying personally or see it happening they should always tell an adult.

8 Monitoring and review

8.1 This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.

8.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.