

Easebourne CE Primary School

# Behaviour & Anti-Bullying Policy

Adopted: December 2022

Review: December 2023



Lead member of staff	Caroline Hulbert
Governor Committee	FGB
Signature of Chair of Governors	
Date of publication	December 2022
Review date	December 2023

**“And now these three remain: faith, hope and love. But the greatest of these is love.”**  
**[Corinthians 13:13]**

In a safe, loving environment built on the strong Christian values of **faith**, **hope** and **love**, we want our children to **ACHIEVE** excellence and a love of learning, fulfilling their potential, and to **BUILD** their life skills, experiences and dreams. We also seek to **CONNECT** our children with their learning, their wider community and the environment.

## Elements of particular relevance to this policy:

### Build...

- ... your life experiences
- ... your life skills
- ... your dreams

### Our commitment to you...

- ✓ building your life skills by encouraging you to take on roles and responsibilities
- ✓ giving you the skills to develop and maintain positive relationships
- ✓ supporting you in becoming a successful ‘7 C’s learner’, showing communication, collaboration, confidence, commitment, craftsmanship, creativity and curiosity

### Connect...

- ... with your learning

... with your community  
 ... with your environment

Our commitment to you...

- ✓ providing a caring, nurturing, inclusive and safe environment
- ✓ demonstrating and developing an awareness both of others and of the environment
- ✓ helping you to make a positive contribution to the community
- ✓ working with the Church to give you an understanding of Christian faith and values

At Easebourne C of E Primary School, we recognise, reward and praise effort and good behaviour and support children in a fair and consistent way with a view to modifying undesirable behaviour.

Easebourne C of E Primary School expects:

- all pupils to show respect and courtesy towards teachers and other staff and towards each other
- parents to encourage their children to show that respect and support the school's authority to discipline its pupils
- all members of staff to model polite, friendly and inclusive behaviour
- the head teacher to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school
- the governing body and head teacher to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation
- every teacher to be effective and sensitive in the management and improvement of the children's behaviour.

At Easebourne C of E Primary School, we carry out our obligations by:

- Providing a safe environment for learning
- Promoting self-esteem by having a range of rewards and privileges
- Carrying out sanctions fairly and consistently
- Encouraging partnership and trust with parents
- Ensuring that teachers and support staff listen to children
- Ensuring that all school rules are clearly communicated to all staff, children and parents
- Ensuring that all pupils feel valued at school
- Having high expectations of achievement in work and behaviour

- Recognising achievements in and out of school positively with praise and encouragement.

## GUIDELINES

### STAFF CONSISTENCY

It is crucial that all members of staff are consistent in the approach taken to pupil behaviour;

Teaching and Support Staff will:

1. Promote good relationships between teacher and pupil by using the curriculum and teaching style best suited to the individual child's learning style
2. Be aware of their body language when dealing with pupils
3. Avoid confrontation or 'no-win' situations
4. Try to anticipate problems before they arise
5. Be consistent with pupils

We will also be aware that poor behaviour might be associated with:

1. Poor relationships
2. Poor self-esteem
3. External problems
4. An inappropriate curriculum
5. Inappropriate teaching methods

### MOTIVATIONAL SYSTEMS

Every child is different and it is important that each child is encouraged to find areas where they can celebrate success and find fulfilment; all pupils must feel valued at school.

Our policy is based on positive reinforcement about expected behaviour and therefore has a system of rewards. We promote self-esteem through a range of reward and privilege systems.

#### Achievement

**Star Awards** are awarded by class teachers for specific areas of good work or notable examples of behaviour.

**Other Awards** are given out which can include the weekly Little Cup of Kindness and the Reading Cup, annual termly prizes for recitation, sports cups and the overall house point cup.

Children are not always with their class teacher and teaching assistants and midday meal supervisors are also able to reward conspicuous effort or progress in children involved in group withdrawal sessions for instance. Awards are awarded in Friday's collective worship throughout the year.

### Individual Behaviour and Effort

Each year, the children in each class discuss and agree a set of class rules. These are displayed in the classroom and referred to regularly. Whilst these will be different in each class, they will generally cover similar themes.

### Teamwork across the School

In addition, co-operation is fostered through the house system. Every child is a member of one of the four houses. Each house has a captain and a vice-captain, elected from Year 6. Membership is reinforced through the wearing of a t-shirt of the appropriate colour in PE. Over the year, there are a range of house challenges where the efforts of all children contribute towards winning house points and the scores are displayed in the Hall.

The above systems are monitored and reviewed with pupils and also through discussion with the School Council.

### General School Awareness/Praise

- ✓ Teachers, supported by TA's, should always feedback/mark children's work effectively, in line with the school's feedback and marking policy
- ✓ Feedback should promote a growth mindset, using (✓) **process praise** and avoiding (x) **people-praise**, valuing effort, acknowledging the power and benefits of mistakes and practice and adding 'yet' to encourage persistence.
- ✓ When giving praise, the 7 C's should be explicitly invoked where possible.
- ✓ Praise in front of other children can be very powerful, in class, e.g. for being polite, saying good morning, etc; in sharing assemblies; or round the school.
- ✓ Children receiving a Star Award take their work to the headteacher before Friday's Collective Worship assembly for 1:1 acknowledgement
- ✓ Children should be given opportunities and encouraged to identify peers who have been helpful and deserve recognition.
- ✓ Special privileges are identified for children to be given particular responsibilities, e.g. school councillors, librarians, house captains, etc.

## SANCTIONS

### WHOLE SCHOOL APPROACH

Examples of undesirable and unacceptable behaviour include:

- talking out of turn;
- refusing to do tasks;
- pushing and barging;
- temper tantrums;
- insults and harassment;
- deliberately hurting others;
- fighting;
- intimidation or bullying;
- anti-social behaviour – spitting, swearing, stealing
- bringing dangerous/harmful items onto the school premises (including vapes, lighters and any form of potentially harmful implement)

[As quick reference, red sections in this document will be covered by class teachers with children at the beginning of the academic year.]

Wherever possible, the class teacher will deal with problems as they arise. Parents will be informed in the early stages so that the teacher, parent and child can work as a team and try and rectify the problems. The class teacher will work closely with the teaching assistants to ensure consistency of approach. This approach will also be maintained at lunchtime. With continued or extreme cases of undesirable behaviour, the child will be sent to the Headteacher.

If a child's behaviour is proving to be difficult, the class teacher will share this information with the rest of the staff so that all adults are aware of the problem and can be supportive. If a child has experienced an event that may affect behaviour, the class teacher should inform the Headteacher or senior staff member, who will take appropriate action. All members of staff should fill in behaviour logs for in Teams and hardcopies in the Staffroom, which warrant recording with some detail including **all incidents which involve another child being abused physically or verbally**; these sheets can provide a very useful reference source when monitoring behaviour over a period and in discussion with parents. A copy of these logs should be passed on to the Headteacher for central storage. We will be moving to an electronic form or recording incidents in January 2022, via Bromcom. N.B. If playtime missed twice in half-term, parents should be informed.

All staff in the school have a responsibility to reprimand a child misbehaving. However, when doing so, they should model respectful behaviour. It is always better if a child can be addressed by his or her given name. At all times be polite, always remind a child of correct behaviour in the first instance and recognise those children who are acting appropriately, thereby providing good role-models.

## DISRUPTIVE CLASSROOM BEHAVIOUR

1. Remember that behaviour is communication. Children with disruptive behaviour are often trying to seek attention. The teacher/teaching assistant needs to ask why. Is the

work too hard, for instance, too easy or not sufficiently stimulating, or perhaps the child is not with appropriate peers?

2. Teachers should try to change the behaviour by praising when desired behaviour is shown and by seeking out good role-models who are showing expected behaviour.
3. Other strategies include changing the level of work or where the child is sitting, redirecting the child before the behaviour becomes too bad, 'thinking ahead' and using a 'time out' strategy with another member of staff if necessary.
4. There are areas outside the classrooms, such as the blue sofa by the staffroom, where adults can talk with children to prevent further escalation and allow them respite from the audience of their peers.
5. If the behaviour persists, teachers should talk to the Headteacher about a behavioural modification programme.
6. Parents are generally informed at each stage before the problem has established a pattern.

As a guide, procedures should follow an **ASK, TELL, ACT** pattern:

1. Look for a model of appropriate behaviour and praise.
2. Explain what is wrong with the situation and **ASK** the child to change the behaviour, giving help to avoid the situation, perhaps by suggesting an activity which will redirect attention.
3. If the behaviour persists, **TELL** the child that he/she needs to change the behaviour. This is the second warning. Writing his/her name on board as a reminder may be helpful.
4. If the behaviour still persists, **ACT**. How this will look will depend on the circumstances. It may involve losing a breaktime, staying behind at the end of the lesson, finishing work in break time, etc. It may even involve being sent to see another member of staff, e.g. the headteacher. There is, however, a consequence of some sort.

#### **AGGRESSIVE BEHAVIOUR & INTERFERENCE WITH OTHER PUPILS' LEARNING**

1. These children may have personal or social problems which need exploring. The class teacher should talk to the SENDCo and/or the Headteacher about their concerns about the best way forward. The child may need 'targeting' on the special needs programme.
2. If the child needs isolating, one option is to send him or her to another class to be supervised or to the library with work or a suitable activity.
3. If 2) is inappropriate or hasn't worked, the child can be sent to the office at the front of the school with work or a suitable activity. Inform the office staff with a note to explain why the child is being sent there.

4. Set the child short term goals that can be achieved. Try to build the child's self-esteem.
5. Ensure that you separate the child from the behaviour. Let the child know that you are sympathetic towards them as a person and will listen but make it clear that you will not tolerate inappropriate behaviour.
6. Staff should model good behaviour and avoid shouting and arguing with children, instead following strategies as suggested or seeking assistance.
7. Staff should try to identify any pattern of antecedents leading to a child's behaviour becoming challenging; spotting these early on can enable staff to intervene to avoid repeated behaviours.

## Playtime Behaviour

Children should be encouraged to walk out to play and reminded, as necessary, of the dangers of running in school.

Fighting is not allowed, play fighting should be actively discouraged and sticks must not be used in play. Children are not be allowed to climb trees or fences, play inappropriately with skipping-ropes or carry each other. The dangers involved should be explained.

When going out on duty, the teacher or teaching assistant on duty must ensure they are ready and on the playground before the children and be aware of any children they are supervising closely. Supervising staff should avoid grouping but should spread out across the play area(s) to ensure that there is a member of staff actively supervising each area that is in use. There could be as many as four areas: the playground, the grass slope through the trees, the play equipment and the sporting pitch area above the school.

There is a notebook in which to record incidents and loose sheets are available for staff use to record significant incidents at playtime. These sheets can then be added to the logbook kept in the staffroom and duplicated for the logbook kept by the headteacher. The sheets are available from the staffroom.

## EXTREME BEHAVIOUR

There will be occasions when a child needs to be physically restrained in the interests of the child's own safety or in the interests of the safety of those around the child. Staff should not avoid using physical restraint because of concerns about any professional impact this might have on them; as long as the response is **reasonable, proportionate** and **necessary**, it is highly likely that a response will be judged to have been appropriate in the circumstances. (Further guidance can be found in the Positive Handling Policy.) When physical restraint has been used, it an incident record should be completed in the Bound and Numbered Book as soon as possible after the incident.

## BULLYING & RACIAL INCIDENTS

Bullying is persistent unwelcome behaviour. It can mean many different things. These are some ways children and young people have described bullying:

- being called names;
- being teased;
- having rumours spread about you;
- being ignored and left out;
- being abused on social websites using any of the above;
- receiving unpleasant e-mails or text messages;
- being forced to hand over money or possessions;
- being pushed or pulled about;



- being hit or attacked;
- having your bag and other possessions taken and thrown around;
- being attacked or teased or called names because of your religion or colour;
- being attacked or teased or called names because of your sexuality.

A sense of difference can often be the focus of bullying, whether that is sexuality, gender, family circumstances, disability, gender dysphoria, physical features (skin colour, weight, glasses, etc), culture, religion or something else again. Under **no circumstances** will bullying be tolerated.

The following steps are to be taken:

1. Be positive. Inform the child who is apparently being bullied and the child/children who are bullying that you are keeping a watch on the situation.
2. Monitor the children's relationships with other children. The class teacher is to inform all teaching and support staff so that everyone is aware of the problem. The Headteacher will address the children concerned and note the situation. Action will be decided at that point.
3. The class teacher will use the loose sheets mentioned earlier to monitor the frequency of complaints/children concerned. Racist incidents will be recorded. Copies will be duplicated for the Head's logbook to enable any overall pattern to be discerned.
4. If there are repeated incidents, the parents of all parties need to be contacted by the class teacher. The parents should be told that their child is expressing some relationship problems. Parents need to be given the opportunity to add any further information.
5. The Headteacher needs to be informed of the outcomes of discussion. If there is another incident, the Headteacher will intervene further and again talk to the parents and children concerned.
6. The situation will continue to be monitored by the class teacher and Headteacher.

N.B. If a child deliberately hurts another child, staff should consider the circumstances carefully, deciding whether the child responsible should immediately be sent to the Headteacher, bypassing all stages. The Headteacher will listen to the accounts and assess the situation. Children will be given targets to help them to modify their behaviour. The class teacher will monitor their progress. **Children deliberately hurting another child (physically or verbally) will miss a period of breaktime.**

To create a whole school approach, we must ensure consistency. Staff should focus on looking for good role-models and provide this model themselves.

This policy is in line with Policies for Child Protection and Positive Handling.

**The school has a zero tolerance policy towards racism** and any incidents are reported to the Headteacher. As well as dealing with racist incidents if they occur, through behaviour

management strategies for bullying, circle time, 1:1 counselling, recording and reporting to governors, we try to promote racial harmony through avoiding stereotyping and using positive reinforcement, e.g. role models in school displays and literature and as part of the school curriculum.

### **PUPILS WITH SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND)**

We endeavour to establish the degree to which a pupil's SEND impinges on his/her ability to manage his/her behaviour and to make this information available to all staff.

If appropriate, we will consult with other professionals in order to be as clear as possible as to whether a pupil's inappropriate behaviour constitutes a 'special educational need' or whether it is occasioned by disaffection, poor motivation or disinterest in school.

We try to ensure that all staff respond appropriately to behavioural difficulties that result from a pupil's SEND and help pupils with such difficulties acquire desirable patterns of behaviour.

### **SUSPENSION / EXCLUSION**

When suspension from school is being considered, we will consider the effectiveness and purpose of such a decision. The safety of children and adults in staff and the impact of a child's behaviour on other children and their learning will also be assessed.

### **PERMANENT EXCLUSION**

Permanent exclusion is the most serious sanction a school can give. It means that the child is no longer allowed to attend the school and their name will be removed from the school roll. Permanent exclusion should only be used as a last resort.

**Permanent exclusion should only happen:**

- in response to a serious one-off breach or persistent breaches of the school's behaviour policy; **and**
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.