



## **WARK Cof E FIRST SCHOOL**

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Policy Documentation

### **Behaviour and Discipline Policy (including Anti -Bullying) – March 2017**

<b>Staff Consultation</b>	
<b>Governor Consultation</b>	
<b>Arrangements for monitoring</b>	
<b>Review date</b>	
<b>Signature of nominated Governor.</b>	
<b>Other relevant policies</b>	
<b>Points to consider at next review.</b>	

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## **Introduction**

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### ***Rationale***

Wark C of E First School exists to serve its community and to provide a respectful, caring environment, incorporating Christian values, where all children are helped to develop and learn to the best of their abilities. This policy seeks to provide staff, governors, parents and pupils with clear guidelines in order to promote good behaviour throughout the school which will ensure safety, enjoyment and effective teaching and learning.

### ***Aims***

The aims of this policy are to promote values, rooted in Christian principles within a secure happy disciplined environment which will produce:

- Friendly, happy children with high levels of self-esteem and self-confidence who show respect for themselves and others.
- Children who are able to take responsibility for their own behaviour and make a positive contribution towards the behaviour of others.
- Pupils with the self-discipline to develop good learning strategies; with the ability to listen, concentrate, enquire and to work co-operatively and independently ,
- Children who are able to share and look after property

### ***Methods***

The aims of this policy are achieved through four main methods:

### ***Relationships***

The school endeavours to establish positive relationships between all members of the school community, showing mutual respect, caring, co-operation, tolerance, friendship, forgiveness and friendship. This is taught through:

- Demonstration of values by management and staff, where adults are seen working in collaboration and supporting each other and their pupils,
- Partnership with parents; where parents are provided with constructive comments on their child's behaviour and involved as an aid to promoting good behaviour, not only as a last resort. Comments can be written by both parents and staff in school diaries.
- The PSHE and Citizenship programme of study which teaches about relationships,
- The RE curriculum where Christian teachings, values and beliefs are explored,
- Worship, which gives opportunities for reflection, prayer and seeking guidance.

### ***Guidance and Support mechanisms***

Staff employs a range of mechanisms to support and guide pupils through behavioural issues and time is allocated as a matter of priority when it is necessary. Each member of staff has responsibility for the pupils in their care at any time, but all are expected to liaise with colleagues for all but the most minor issues.

Guidance and support many take the form of:

- A whole school discussion e.g. an issue compromising safety in the playground, behaviour on the swimming bus
- A class discussion e.g. where equipment is being lost or broken through carelessness, the behaviour of one or a number of pupils is impacting on others in the class
- A small group of pupils, e.g. where a breakdown in a relationship between pupils or a difference in opinion needs resolving
- Individuals, e.g. where a child does something inappropriate and needs support to help modify their behaviour, or a child needs support to forgive the actions of another

Underpinning guidance and support mechanisms are the principles of fairness, compassion, forgiveness, reconciliation and the concept of a fresh start.

### ***Rules***

School rules are agreed by each class and are displayed in each classroom and in the staff handbook. They are reviewed annually. Other rules are drawn up or reviewed on a needs-led basis, either when there are changes to a group of pupils, a new activity is to be introduced or if there is a specific problem. These include class rules, rules for specific times of day - playtime, dinner time, home time and rules for specific activities e.g. using a piece of equipment in Science, going on a trip.

In each case, the drawing up of or review of rules is integrated into the PSHE curriculum and discussed widely with the pupils in order to ensure relevance and ownership.

### ***Rewards and Sanctions***

Staff follow the following procedure in using rewards and sanctions in order to promote good behaviour. These include:

#### Rewards:

1. Give verbal praise e.g. for a child helping another or for taking action to resolve conflict
2. Child awarded 'Wark pound' to buy rewards
3. Allow participation in specific activities e.g. extra play for particular effort in an activity
4. Give a sticker e.g. for good behaviour, for effort, for showing friendship or for achieving a personal goal
5. Praise child to parents informally or at a progress evening
6. Give praise in the child's annual report

7. Celebration Assembly- pupil of the week certificates and Maths certificates.

### Sanctions:

#### Level 1 (Minor or occasional misdemeanours)

1. Remind the child of the rule or instruction which should have been followed
2. Relocate the child to another place in the classroom or playground
3. Exclude the child from a liked activity or time at play
4. Get the child to take responsibility for their action by making recompense
5. Traffic Light System (visual behaviour chart). Contact parents on STOP.  
Sanction for STOP- miss playtime/lunchtime. Child to stand by the wall on playground.
6. Remove child to another classroom.

#### Level 2 (If problem persists)

1. Discuss problem with child and develop a strategy to overcome it.
2. Record the incident and actions in planner.
3. If problem reoccurs, discuss with colleagues.
4. Child to spend lost time sitting on their own in the classroom.
5. Send to Head Teacher.

#### Level 3

1. Request meeting with parents
2. Draw up an action plan and monitoring strategy (SEN School Action)

#### Level 4

1. Seek external advice (SEN School Action +)

Severe behaviour – fighting, bullying, harassment, persistent swearing may result in child going straight to Levels 2 or 3

#### SEN, Disabled and Vulnerable Pupils

Where applicable, the SEN framework is used as a means of adapting behaviour policy in order to meet the needs of disabled pupils, those with behaviour related learning difficulties and vulnerable pupils.

### ***Responsibilities***

#### **Pupils should:**

- Take responsibility for own behaviour.
- Treat other people and belongings with respect.
- Think about how your behaviour affects others.
- Be thoughtful, use manners and show courtesy
- Follow school or class rules

#### **Teachers and support staff should:**

- Establish positive relationships with pupils and members of the school community based on mutual respect, setting an example.
- Organise the classroom and activities to keep all pupils interested and purposefully engaged in order to minimise opportunities for inappropriate behaviour
- Ensure consistent application of class and school rules, rewards and sanctions.
- Be alert to signs of bullying and deal firmly with it.

**Parents should:**

- Maintain communications with school, letting the school know about any problem which affect their child.
- Support the school's policy and rules.
- Attend parents evenings and discussions about their child

These responsibilities are reflected in the Home School Agreement which is signed by Teachers, Parents and Pupils on an annual basis.

**The headteacher should:**

- Take overall responsibility for ensuring pupil behaviour
- Take the lead in involving external agencies
- Ensure Governors are provided with reports of standards of behaviour

**Governors should:**

- Receive reports on pupil behaviour

**External Agencies** may include:

Agencies from LOCALITY INCLUSION SUPPORT TEAM (LIST)

***Monitoring and Review***

This policy will be monitored through use of:

- Incident Book and Accident File
- Records of discussions with parents
- Results of questionnaires
- Lesson Observations
- Observations by pupils, staff and visitors
- Governor Monitoring visits
- SIMS- input incidents

The policy will be reviewed on a two yearly cycle or more frequently if deemed necessary.

## **Anti-bullying policy**

At Wark C of E First School, we believe that everyone in the school community has the right to be happy, safe and respected in a friendly, stimulating and accessible environment. We promote high standards of teaching and learning with clear expectations of courtesy and behaviour. We value individuality and encourage all to achieve their full potential.

Through working together and open communication we strive to prepare children to succeed in society.

### **Aims**

The School Community (pupils, staff, parents, visitors, students and governors) should work in co-operation towards building and maintaining an anti-bullying ethos in the school. Pupils and adults should realise that bullying behaviour is not acceptable and will not be tolerated. Pupils and adults should feel willing to report bullying behaviour, confident that they will be listened to and action taken to remedy the situation.

### **Objectives**

This policy is intended to:

- Raise the awareness of the school community about the school's stance towards bullying behaviour
- Provide strategies for preventing and dealing with bullying promptly and consistently
- Provide understanding and support for bullied pupils
- Help build an anti-bullying ethos in the school

### **Definition of bullying**

It is deliberately hurtful or threatening behaviour.

It is premeditated and usually forms a pattern of behaviour rather than an isolated incident.

It involves dominance of one pupil by another, or group of others.

### **The main types of bullying are:**

- Physical – pushing, hitting, kicking, pinching, any form of violence, threats
- Verbal – name-calling, sarcasm, spreading rumours, persistent teasing
- Emotional – tormenting, threatening, ridicule, humiliation, exclusion from groups or activities
- Sexual- unwanted physical contact or sexually abusive comments
- Homophobic- because of, or focussing on the issue of sexuality
- Cyber bullying- by means of internet or mobile phones or associated technologies
- Racial- taunts about race or cultural aspects, graffiti or gestures

- Bullying related to SEN or disabilities
- Bullying related to appearance or health conditions
- Bullying of young carers, looked after children, or otherwise related to home circumstances

There is no “hierarchy” of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of cyber-bullying methods. At Wark C of E First School we won't tolerate bullying of school staff, whether by pupils, parents/carers or other staff.

### **Identifying Bullying**

Children who are being bullied may not always be prepared to tell someone. It is important therefore that members of staff, parents and others who deal with the children are observant and alert for signs of bullying.

These might include:

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to talk about the problem
- Being easily distressed
- Damaged or incomplete work

### **Procedure**

When a disclosure is made, it should always be treated seriously, with appropriate discretion and carefully investigated. The procedure for dealing with bullying is set out in Appendix A, together with a copy of the incident form.

### **Preventing Bullying**

- Members of the school community must be alert to signs of bullying and act firmly and promptly against it in line with the guidance appended to this policy
- The school will promote anti-bullying strategies through assemblies, Anti-bullying week, PSHE, circle time and other appropriate lessons such as drama
- Pupils should be encouraged to tell someone if they are being bullied or observe bullying. Parents should inform the school if they believe their child is being bullied.
- A safe environment is created in the playground by careful supervision.
- Involving outside agencies eg.HUB

### **Promoting an anti-bullying ethos in the school**

Members of staff regularly use SEAL, PSHE lessons, assemblies or circle time to explore issues such as the causes of bullying, the effects of being bullied or being a bully, and how to stop bullying. Pupils will be given advice on what to do if they are being bullied or if they observe someone being bullied.

### **Cyber Bullying**

Members of staff are also aware that bullying can be carried out through cyberspace. Children should be encouraged to tell someone if they are being bullied in this way. Guidance is also given in ICT lessons when the children are taught about Internet safety.

### **Roles and Responsibilities**

All members of staff (class teachers, lunchtime supervisors, teaching assistants, office staff, support staff, etc.) have a role to play in raising awareness, being alert to and reporting bullying. The overall responsibility lies with the Head Teacher and Governing Body.

The policy will be reviewed every 2 years in line with the behaviour policy.

Date: March 2017

## **Appendix A**

### Procedure for dealing with Bullying

1. Once the behaviour is identified as bullying the incident should be reported to the Head Teacher or Deputy Head Teacher. This would usually be after 3 incidents, but not necessarily targeted at the same child each time. Parents will be informed by the head teacher or Deputy headteacher.
2. The victim and bully should be interviewed separately. Parents to be informed by the head teacher and Deputy Head teacher. A follow up phone call will always be made to parents.
3. The victim's story should be listened to and the pupil reassured that s/he has done the right thing by reporting the situation. Victims of bullying often feel powerless and vulnerable. They may end up believing that they deserve to be bullied. Everything should be done to re-establish the victim's self-esteem and self-confidence.
4. The bully should be spoken to and the reasons why s/he has bullied identified. The bully should be helped to recognise his/her unsociable behaviour.
5. On some occasions it may be possible to sit victim and bully down together to discuss their feelings and the reasons why the situation has developed. The problem could then be resolved amicably and/or a compromise reached.
6. On other occasions the bully should be told firmly to stop his/her anti-social behaviour immediately and to stay away from the victim.
7. In all instances, the parents of both parties should be contacted and informed of the situation and the action taken. If appropriate, they should be invited into the school to discuss the matter.
8. Follow up meetings with the victim should be arranged to find out whether the solution has been effective or not, and the situation should be monitored.
9. Serious or prolonged bullying could result in one or more of the following sanctions:
  - writing an explanation or apology for the incident
  - withdrawal of break or lunch time privileges
  - lunchtime detention
  - withholding participation in after-school clubs or school visits that are not an essential part of the curriculum
  - removal from a particular lesson
  - temporary removal from the class
  - interview with the head teacher
  - fixed term exclusion
  - permanent exclusion
10. A written record should be made of every incident of bullying using an Incident Form (see example attached – Appendix B). The report should indicate who was involved, where and when the incident occurred, what happened, what action was taken, whether the parents were informed and how the incident was followed up. A copy of the incident form should be kept and filed by the class teacher or Head.
11. An Individual Behaviour Plan (see Appendix C) may be drawn up and shared with the pupil, parents and all staff. If necessary, the child may be placed on the SEN register and outside agents, such as LIST (Locality Inclusion Support Team) involved.

**Appendix B**

**Bullying incident form**

Pupil's Name: \_\_\_\_\_ Class: \_\_\_\_\_

Date: \_\_\_\_\_

Description of incident (please specify who was involved, where and when the incident occurred, what happened during the incident, what action was taken, how the matter was resolved)

Names and accounts of any witnesses:

Parents of bully informed: YES. Date:

Parents of victim informed: YES/NO

Name of teacher dealing with incident:

(A copy of this form should be given to the Head Teacher for filing)

**Appendix C**

**Wark C of E First School Individual Behaviour Plan**

Name:

Year Group:

SEN status (if appropriate):

Date of Plan:

Date of Review:

Behaviour Targets (maximum of three, to be negotiated with pupil)

..... must

1.

2.

3.

Methods and Resources to Meet Targets

Criteria for Success

Rewards

Spoken and written praise

Daily entries in home/school diary

Parents told by phone or in person

Sanctions

Withdrawal from

playtimes – Stage 1

Exclusion from extra-curricular activities, e.g.

after-school clubs – Stage

2

Exclusion from whole-school visits – Stage 3

Action and by Whom

Mrs Taylor and all school staff will monitor progress through reporting at specified times. Targets and criteria for success will be specified, recorded, reviewed and changed by them as the need arises.

To be signed by:

Pupil \_\_\_\_\_

Parent \_\_\_\_\_

Teacher \_\_\_\_\_

Headteacher \_\_\_\_\_