



**THE FEDERATION OF
LOWER HALSTOW & NEWINGTON CEP SCHOOLS**

POLICY FOR BEHAVIOUR AND ANTI BULLYING

Approved	Coordinator	Review Date
June 2013	L&D	Summer 2015
May 2015	L&D	Summer 2017
May 2017	L&D	Summer 2019



NEWINGTON CEP SCHOOL POLICY STATEMENT

As a Church of England School, all our policies and hence our practices as Newington CEP are defined by our core Christian values, which are underpinned by a key Biblical narrative. The values that we seek to express are those of Welcome, Generosity, Forgiveness and Flourishing.

Our Christian values underpin the school's focus on ensuring that the children receive the best education they deserve during their time at Newington CEP, so they have the opportunity to achieve their full potential and to be equipped for life. Our Christian values shape our vision of being a school community, forging a creative and supportive environment concerned with the development and social well-being of children and staff alike, where all can and do flourish.

As part of the Federation, Newington CEP has a distinct identity expressed through these defined Christian values. Although its sister school Lower Halstow as a Community school, is not required to have the same explicit expression of values, the policies across both schools nevertheless reflect an implicit shared ethos.

March 2017

Rationale

At Lower Halstow and Newington CEP School we believe in the right for both staff and children to be treated with respect. All people have the right to express reasoned opinions, share ideas and ask questions. Everyone in the school has the right to be treated with fairness and equality by adults and other children.

Aims

At Lower Halstow and Newington CEP School we aim:

- To work together happily, safely and effectively.
- To help children become co-operative members of the school and to be considerate to all.
- To manage and modify behaviour so that children can achieve their full learning potential.
- To develop appropriate personal and social skills through the curriculum.
- To enhance the children level of self-esteem.
- To promote a positive atmosphere in which parents work alongside the school in establishing effective discipline.
- To provide a place where children can feel confident to talk openly and be sure of being listened to.

Objectives

- The application of agreed rules based on the rights and responsibilities of all.
- Valuing individuals and recognising strengths and achievements.
- The provision of a friendly, safe and supportive environment.
- Careful displays of children's work.
- Positive links with parents.
- A system of rewards for achievements.
- Planned consequences which follow when rules are broken.

Link Person with Responsibility for Behaviour Management

Mrs Walker – 01795 842344

Governor with Responsibility for Behaviour Management

Simon Krafft

Bullying (Refer to Racial Equality Policy)

Bullying is the wilful, conscious desire to physically or emotionally hurt or frighten someone.

Organisational Strategies

- All staff will be on the alert for signs of distress in children, deterioration of work, complaints of feeling unwell, isolation and desire to remain with adults. These could be symptoms of other problems but may be the early signs of bullying.
- All children will be encouraged to inform an adult immediately if they are being bullied.
- All child's concerns and anxieties will be listened to carefully and sympathetically and individually.
- The victim will be assured that the bullying will be fully investigated and there are adults who will offer support, namely the class teacher.
- All incidents of bullying will be reported to the class teacher.
- All incidents of cyber and text bullying are treated seriously and parents/carers involved where it is considered necessary.
- The bullied child and the bully will both record the events individually and the class teacher will record the details of the discussion and note the consequences of the behaviour (e.g. use of an ABC form).
- If the incident is deemed to be of a serious nature or is not for the first time that the bully has been involved in an incident then the class teacher will refer the parties to the Executive Headteacher.
- The Executive Headteacher will then inform the parents of all the parties of the incident and the action taken. The Chair of Governors will be informed by the Executive Headteacher as and when deemed necessary.

Positive Steps through the Curriculum

At Lower Halstow and Newington CEP School all staff develop a caring, supportive ethos through a cross curricular approach.

Classes are organised to encourage full integration of all children and teachers organise group activities within their class to allow children to share and support each other in a wide variety of experiences.

The teaching of acceptable social behaviour is also done by discussing incidents as and when they occur in daily life and through moral themes focused on through acts of collective worship. The use of Circle Time in the classroom is another forum when these issues can be discussed (see Policies for Collective Worship and SMSC//PSHE & Citizenship).

Rules

Individual class groups are expected to develop their own class rules. The rules, once agreed upon, are displayed in the classroom. Every opportunity is taken to familiarise, practise and highlight these rules so that children are fully aware of the expectations in that classroom.

All classrooms display e-safety rules and these are regularly reinforced through class discussion and whole school assemblies.

The following rules apply throughout the school:

- We treat each other kindly and respectfully.
- We work quietly and co-operatively.
- We share and look after all equipment.
- We respect other people's property.
- We walk quietly in and around the school.

The children at Lower Halstow and Newington CEP School have agreed "Golden Rules" for the lunch times and playtimes:

- Be kind and polite to people
- Allow people to have their say
- Show respect to adults and children
- Make sure that you can be seen on the field and the playground
- Be helpful
- Look after equipment and put it away tidily

Rewards

We acknowledge children's achievements by praise and positive comments. In addition, we recognise the value of more tangible awards and offer the following:

- Praise
- Certificates
- Stickers
- Privileges
- Class based rewards
- Responsibilities
- Showing work to the Executive Headteacher
- Display of good work
- Executive Headteacher Awards
- Citizenship and Attendance Awards
- Golden Time
- Houses/House Points

Consequences

To help children become responsible for their own behaviour, there are planned consequences which will follow when rules are broken. Consequences are not punishments but a result of previous action. Consequences need to be real, related and respectful to the child. Some examples of consequences:

- Wasted time paid back (e.g. doing work that wasn't completed in the classroom at break or lunch time).
- Removal of privileges (e.g. missing a club activity).
- Time out
- Exit procedure

Following the application of a consequence it is necessary to re-establish working relationships with the children.

Discussion with the child would cover such things as:

- What behaviour necessitated the application of the consequence?
- Any action necessary to put things right (e.g. apologies, making up time for missed work).

Time Out or Exit from the Group

Within the Classroom

This may be used for a variety of reasons, e.g. if a child is unable to co-operate with others on a particular activity or if a child is behaving in a way that is disrupting others and hindering the set activity.

The child will be given a period of Time Out, e.g. 2 minutes to reconcile his/her actions into line with the agreed behaviour expectations. A sand timer may be a useful way of setting the time period for younger children.

To another Classroom

When a child is exited to another area he/she must be escorted.

Role of the Lunchtime Supervisors

- To read the Behaviour Management & Anti Bullying Policy and follow the guidelines within it.
- To read the four level plan for discipline on the playground (Appendix III)
- To inform the class teacher concerned and the Executive Headteacher of poor behaviour.
- To be vigilant and ensure that all areas are monitored.

Role of the Executive Headteacher

- To support the staff in the implementation of the Behaviour & Anti Bullying Policy
- To reward children for their achievements with praise and the weekly Executive Headteacher Awards.
- To be informed of any good and poor behaviour and when the exit procedure is used.
- To implement a suspension or exclusion if the need arises and to inform the Chair of Governors of any decision made.
- To monitor the implementation of the Behaviour & Anti Bullying policy.

Role of the Class Teacher

- To read the Behaviour & Anti Bullying policy and follow the guidelines within it.
- To reward the children for their achievements by giving house points, stickers and certificates.
- To inform the Executive Headteacher of poor behaviour and when the exit procedure is used.
- To follow up and record any incidents which have been reported by Lunchtime Supervisors or have occurred in the classroom.
- To inform parents of any serious incidents which have occurred or on-going concerns regarding a child's behaviour.

Role of the Governors

The Chair of Governors is informed of any fixed term suspensions or exclusions by the Executive Headteacher.

The Chair of Governors will be informed if the Executive Headteacher has been approached by the Partnership to take on a "Managed Move" under the terms of the Urban Swale "Managed Move" protocol.

The Child Discipline Committee, consisting of Executive Headteacher and nominated Governors would meet to discuss any exclusion.

Parents

Parents are actively encouraged to be involved and take responsibility for their child's behaviour and to work in partnership with the school for the good of the child. A Home School Agreement is sent home in Year R, or when the child joins the school, for parents/carers, the child and the school to sign. There are opportunities for formal discussions with teachers at Parent Consultations and strategies discussed and for informal discussions at which targets can be set and home/school liaison books, smiley face books etc., can be monitored.

Educational Visits (Refer to Educational Visits & Offsite Activities Policy, Single Equality Policy, Exclusion Policy)

The School expects all children on Educational Visits, undertaking Offsite Activities and Residential Trips to abide by the school rules and to follow the instructions of the Group Leader.

The school will discuss with a parent of any child displaying emotional and behavioural difficulties appropriate support to enable the child to fully participate on the visit/activity. The School will endeavour to provide the appropriate human resource but may invite the parent to accompany the child on the visit and take on the responsibility of their pastoral care. Pending the outcome of any discussions the school will be responsible for making any alternative provision, which may be required.

INSET Provision

A member of the school team will hold regular meetings with the Lunchtime Supervisors and Teaching Assistants to discuss the Behaviour & Anti Bullying policy and any problems they may have encountered and areas of need that they feel need addressing. Class teachers are encouraged to discuss with the Executive Headteacher any concerns they have regarding child welfare as and when necessary.

All staff and governors are able to attend training courses as and when they become available.

Termly Group Schools Consultations are held with regard to Special Educational Needs and these are also a forum for discussing behavioural issues, support for children or training needs and can be submitted directly to the LIFT. The school can gain immediate support through direct contact with the Specialist Teaching Service.

Resources

Resources are kept in the Staff Room and PPA Room and are accessible for all staff and governors.

SMSC/PSHE & Citizenship (Refer to PSHE Policy)

Every opportunity will be exploited in this policy in order to promote the spiritual, moral, social and cultural development of each child. Alongside these, where possible, Behaviour strategies will be used to develop P.S.H.E. and Citizenship.

Equal Opportunities (Refer to Single Equality Policy, Exclusion Policy)

Everyone in the school has the right to be treated with fairness and equality by adults and other children regardless of age, race, gender or ability.

AEN

If a child's behaviour causes particular concern, they and their behaviour will be discussed at a Group Schools Consultation followed by a referral to the LIFT.

Policy Review

This policy will be reviewed by Staff and Governors on an annual basis.

Lower Halstow and Newington CEP School Anti-Bullying Policy

1) Objectives of this Policy

The Lower Halstow and Newington CEP School Anti-Bullying Policy outlines what Lower Halstow and Newington CEP School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community.

2) Our school community:

- ❖ Discusses, monitors and reviews our anti-bullying policy on a regular basis.
- ❖ Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- ❖ Ensures that children are aware that all bullying concerns will be dealt with sensitively and effectively; that they feel safe to learn; and that children abide by the anti-bullying policy.
- ❖ Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- ❖ Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate¹.

3) Definition of bullying

Bullying is **“Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally”**.

Bullying can include: name calling, taunting, mocking, making offensive comments,; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, Social Networking sites and Instant Messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.²

4) Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- ❖ Bullying related to race, religion or culture.
- ❖ Bullying related to special educational needs.
- ❖ Bullying related to appearance or health conditions.
- ❖ Bullying related to sexual orientation.
- ❖ Bullying of young carers or looked after children or otherwise related to home circumstances.
- ❖ Sexist or sexual bullying.
- ❖ Cyber bullying.

5) Preventing, identifying and responding to bullying

We will:

- ❖ Work with staff and outside agencies to identify all forms of prejudice-driven bullying.

¹ Adapted from Bullying – A Charter for Action, DEF

² Adapted from Safe to Learn, Embedding anti-bullying work in schools, DEF, 2007

- ❖ Actively provide systematic opportunities to develop children’s social and emotional skills, including their resilience.
- ❖ Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council.
- ❖ Train all staff including lunchtime staff, learning mentors and LSU staff to identify bullying and follow school policy and procedures on bullying.
- ❖ Actively create “safe spaces” for vulnerable children and young people.

6) Involvement of Children

We will:

- ❖ Regularly canvas children and young people’s views on the extent and nature of bullying.
- ❖ Ensure students know how to express worries and anxieties about bullying.
- ❖ Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- ❖ Involve students in anti-bullying campaigns in schools.
- ❖ Publicise the details of helplines and websites.
- ❖ Offer support to students who have been bullied.
- ❖ Work with students who have been bullying in order to address the problems they have.

7) Liaison with parents and carers

We will:

- ❖ Ensure that parents / carers know whom to contact if they are worried about bullying.
- ❖ Ensure parents know about our complaints procedure and how to use it effectively.
- ❖ Ensure parents / carers know where to access independent advice about bullying.
- ❖ Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

8) Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- | | |
|--------------------------|--|
| ❖ Complaints policy | ❖ The teaching of Citizenship and PSHE Education |
| ❖ Exclusion Policy | ❖ The recording of racial incidents |
| ❖ Behaviour Policy | ❖ E-Safety |
| ❖ Confidentiality Policy | ❖ Child Protection |
| ❖ Inclusion Policy | |

9) Monitoring & review, policy into practice

We will review this Policy annually and if deemed necessary if an incident occurs that suggest the need for review. The school uses the guidance by the DFE and the Anti-Bullying Alliance to inform its action planning to prevent and tackle bullying.

10) Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- Governors to take a lead role in monitoring and reviewing this policy.

- Governors, the Executive Headteacher, Senior Managers, Teaching and Non Teaching staff to be aware of this policy and implement it accordingly.
- The Executive Headteacher to communicate the policy to the school community.
- Children to abide by the policy.

The named contact for this policy is: Mrs Cathy Walker, Executive Headteacher

FOUR LEVEL PLANS FOR DISCIPLINE IN THE CLASSROOM AND THE PLAYGROUND

LEVEL ONE	
Tactical ignoring Simple direction Deflection Diffusion Blocking Time out	“Treat other children kindly” Fred – thanks Humour Secondary behaviours Sit in a quiet area of the classroom/Hold my hand
Repeated simple direction Rule restatement Question and feedback Taking a child aside	Questiona inappropriate language “You know the rule – we treat each other kindly. Use it thanks. “What are you doing?” “What should you be doing?” “Play properly then – thanks.” Ask above questions
LEVEL TWO	
Choice Consequence Time out	You have the choice, either or I gave you the choice, now you will play/stand over there Longer but in situ
LEVEL THREE	
Exit	Agree an exit partner/safe, supervised place. Child to be accompanied there Agree a time limit with exit partner Exit partner to negotiate, with child, rules for re-entry into the classroom/playground Child to apologise to teacher and state rules they agree to before allowed back into the classroom/playground. Child to make up lost work in own time. Parents informed.

All four stages should be carried out with non aggressive tone and body language.

Issue short, non-emotional commands, turning away and expecting compliance.

Do not use force. Avoid confrontation.

Be meticulous in following up consequences and ignored behaviour.

Lower Halstow and Newington CEP School

The ABC FORM

Date _____

Name(s)

Classe(s)

Who was involved

What happened

What did the child actually do

How was the situation resolved (Reward/Consequence/Apology)

Glossary

PSHE Personal, Social & Health Education

SBR School Based Review

STS Specialist Teacher Service

EP Educational Psychologist