



Behaviour and Anti-Bullying Policy

Formally adopted by the Governing Board of:	Hemsby Primary School
On:	To be agreed Nov 21
Headteacher:	Sian Harmer
Chair of Governors:	Kathryn Hewitt
Review:	

Vision

Hemsby Primary is a vibrant community centred school, actively supporting village life. Our dedicated staff work together to create a happy, safe learning environment which is inclusive for all pupils. We have high expectations for both behaviour and attitudes to learning.

We nurture our pupils to become well mannered, resilient, respectful and to have enthusiasm for school. The welfare and the education of every child are at the core of the school's beliefs; our desire is that our pupils have a hunger for knowledge, achieve to the very best of their ability and leave us well prepared for life.

Aims

Pupils at Hemsby Primary School should feel valued and respected, and everyone treated fairly. We are a caring community, whose values are built on mutual trust and respect between staff, children and parents. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way and celebrate success. It aims to promote an environment where all feel happy, safe and secure.

The primary aim of the behaviour policy, is to promote positive relationships, so that people can work together with the common purpose of helping everyone to learn.

Hemsby Primary School does not tolerate unacceptable behaviour of any kind. If we discover that an act of this kind has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour.

occurrences of such behaviour.

The beliefs of Hemsby Primary School are that:

- Positive praise and a system of reward.
- Celebrate success.
- Understanding individual child's needs.
- Promoting responsibility.
- Respect the rules and authority of the school and the community.

Our Golden Rules

- Listen to and follow instructions.
- Keep hands, feet and objects to yourself.
- Take care of the school and everything in it.
- Always remember to be polite
- Always tell the truth.

Procedures for promoting positive behaviour

Whole School:

- ✓ Positive praise for positive behaviour
- ✓ Golden Assembly
- ✓ Curriculum teaching - P.S.H.E. and P.A.T.H.s (Promoting Alternative Thinking Strategies)
- ✓ Pebbles and the 'Pebbleator'
- ✓ House Points

- ✓ Golden House Points
- ✓ Green Cards
- ✓ Golden time (Pebble-a-tor) – through whole school reward system
- ✓ Head teacher stickers
- ✓ Shared praise; showing other adults impressive work or targets that have been met
- ✓ 1-2-1 celebrations of good manners (e.g. holding doors open, allowing others to pass through doors first, walking in corridors calmly, showing kindness to others, including children)

Classroom:

Classes will follow their own strategies and systems for promoting positive behaviour. Teachers are encouraged to use a variety of strategies through the year to ensure that the approach to behaviour management is fresh and positive. Examples of the systems used are;

- Sticker charts
- Strikes
- Secret child
- Pebbles and the 'Pebbleator'
- Reward boxes
- Helping hands
- Sending work to other members of staff, including S.L.T.
- Special responsibility jobs
- House Points

Behaviour Management Plan:

Positive Level	Behaviour	Results
<ul style="list-style-type: none"> • Children will benefit from normal classroom practise for praise. • Positive praise will always try to encourage positive behaviour 	<ul style="list-style-type: none"> • Cheerfulness • Politeness • Good attitude • Kindness • Being considerate • Doing a job well • Working hard • Being generous and sharing 	<p>Children will benefit from</p> <ul style="list-style-type: none"> • Strikes • House points • Stickers • Golden awards • Pebbles in jar and pebble-a-tor • Green cards home • Secret child
Low Level	Behaviour	Consequence
<ul style="list-style-type: none"> • Children are subject to normal classroom practice. • They will be given warnings and chance to correct behaviour but... 	<ul style="list-style-type: none"> • Talking whilst someone else is • Not waiting your turn to talk • Answer back • Distract others • Lack of equipment KS2 • No PE kit KS2 • Homework late KS2 • Work avoidance • Talking in assembly 	<p>CONSEQUENCE 1:</p> <p>Normal classroom monitoring and warning system.</p> <p>Children given a chance alter behaviour.</p> <p>Restorative Approach</p> <p>If behaviour continues children will progress to;</p>

		CONSEQUENCE 2: warning
Warning Level		
	<ul style="list-style-type: none"> • Rough Play • Unintentional harm to others • Unintentional use of inappropriate language 	<p>CONSEQUENCE 2: Child will be moved to another area or given time out. Restorative approach will be adopted to remind the child of the harm caused by their behaviour.</p> <p>BEHAVIOUR LOGGED</p> <p>If behaviour continues CONSEQUENCE 3: Yellow Level</p>
Yellow Level		
<ul style="list-style-type: none"> • Child has been persistently ignoring warnings and continued low level or warning behaviour. • Or they have acted in an inappropriate way that warrants a yellow card due to the level of the incident 	<p>Repeatedly disruptive behaviour e.g.</p> <ul style="list-style-type: none"> • Calling out • Disrupting others <p>Repeatedly not having the correct equipment in school for learning KS2 e.g.</p> <ul style="list-style-type: none"> • PE Kit • Classroom equipment • Homework <p>Inappropriate behaviour</p> <ul style="list-style-type: none"> • Rudeness • Bad manners <p>Mild aggression (verbal and physical)</p>	<p>CONSEQUENCE 3; Yellow card.</p> <p>The card will be explained to the pupil and the behaviour will be recorded and the action taken.</p> <p>Card is sent home.</p> <p>Consequence may include</p> <ul style="list-style-type: none"> • playtime missed (age appropriate) <p>Restorative Approach</p> <p>If yellow card behaviour continues CONSEQUENCE 4:</p> <p>Parents will be asked to come in and discuss concerns.</p> <p>Child will be sent to SLT</p> <p>Staff may use following consequences,</p> <ul style="list-style-type: none"> • Behaviour monitoring report. • Behaviour chart • Sent to another class to work
Red Level		
<ul style="list-style-type: none"> • Serious incidents that are provoked or unprovoked, but the behaviour is deemed extreme. • No warning necessary. 	<ul style="list-style-type: none"> • Walking away from staff or classroom without permission • Theft • Swearing • Vandalism 	<p>CONSEQUENCE 5:</p> <p>Red card issued.</p> <p>Parents informed.</p> <p>Restorative Approach</p> <p>Consequences may include</p> <ul style="list-style-type: none"> • Playtime missed

	<ul style="list-style-type: none"> • Fighting • Bullying • Racism • Refusal to work and comply with instructions • Deliberate aggression • Unprovoked aggression • Actions result in serious harm 	<ul style="list-style-type: none"> • Internal exclusion. • Behaviour contract • May be put on long term monitoring report. • Trips and visits may be compromised at this point. • Sent to SLT. • Restructure of free time. • Sent to another class to work. • Time out.
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Children Beyond

Extra help will be given to those few children for whom the above procedures do not work. In general, they will normally have specific needs and difficulties, for a variety of reasons. They will usually already be part of the school's special needs systems and have specific procedures in place.

Extra procedures:

- Discussion between class teacher-child or Headteacher-child, to talk over why the behaviour is happening, what the teacher can do to help, what the child can do and then individual targets are agreed for a behaviour plan.
- Support through adjustments to routines e.g. Earlier/later break times, structured lunchtimes
- 1-2-1 or small group support in and out of the classroom.
- Support through external agencies such as Brooklands Short Stay School and Specialist Resource Bases.
- Support from headteacher and other external agencies.
- Parent Support Adviser

Occasionally even these extra procedures will not yield positive results and the child needs to spend time away from class and normal teaching and learning, while advice is sought. Cases of total or persistent refusal to comply with school discipline and/or violence or verbal abuse will be grounds for temporary or permanent exclusion and the exclusions policy following the DFE guidelines will be implemented. Wherever possible a restorative approach will be used to try to avoid this action.

Exclusions

DECISION TO EXCLUDE

Only the Headteacher, or in their absence, another authorised person, can exclude a pupil. Normally exclusion is regarded as the final step following the failure of other strategies. However, in exceptional, serious circumstances exclusion may be effected immediately.

The school has a separate Exclusions Policy based on Norfolk County Council guidelines.

Permanent exclusion

Will be effected in response to serious breach(es) of the School's Behaviour Policy if allowing the pupil to remain on site would seriously harm the education or welfare of the pupil, other pupils, staff, or others in the School.

Fixed term exclusion

Will be effected in response to breach(es) of the School's Behaviour Policy, including persistent disruptive behaviour. It is given where permanent exclusion is considered too serious, but lesser sanctions are considered inappropriate. The length of exclusion may vary, but will often be between one-three days (OFSTED evidence). Final decisions to exclude are made by the Headteacher (Deputy Headteacher in his absence) and discussed first with the Chair of Governors.

In assembly

Children are expected to sit silently in assembly and listen to the member of staff / visitor. If a child does not follow school rules during assembly, including speaking, during assembly time they may be required to miss the following break time and speak to a member of staff about their behaviour.

On the playground

Lunchtimes:

- Special equipment
- Organised games
- Chill Out Zone, including a reading space

M.S.A. awards - pebbles, house points in the form of a 'star sticker', green cards

M.S.A.'s can allocate reward and sanctions in line with the schools' policy. An M.S.A. will be allocated per class as a reference for children.

Visits and Trips

Pupils of Hemsby Primary School are still expected to follow the school rules when out on a visit. They will be reminded of the expected behaviour and if any special rules are needed to be adhered to these will be made clear to all. Pupils with behaviour concerns will have an individual risk assessment before attending a trip or visit.

Children who pose a significant behaviour risk may not be allowed to go on visits and trips.

Sanctions

Staff will also use a variety of other sanctions to effectively respond to disruptive and unacceptable behaviours of individuals or groups. These may include:

- Work being sent home to be completed
- Work to be completed at playtimes or lunchtimes
- Missing playtimes to consider actions
- Children being collected from school
- After school detentions (with prior notice given) or internal exclusion
- Removal of responsibilities / privileges
- Removal from school teams
- Notes / phone calls home

Children with Special Educational Needs

Every single learner at Hemsby Primary School is important and the rules apply to every one of them. Staff will monitor patterns of behaviour for all children and if it is suspected or identified that the child has specific behavioural needs, appropriate action will be taken to implement specific plans and strategies to target their needs.

1. Class teacher identifies needs with head teacher / S.E.N.Co and a Personal Support Plan (P.S.P.) or a personalised risk assessment may be written to support issues. This may be above and beyond the class Provision Map.
2. Advise from the School Support Team may be sought to assist the school in devising strategies specific to that child.
3. Parents/carers will be informed through regular meetings or the use of a home/school book.
4. All staff members, including MSAs will be made aware of the child's needs.

Attitudes towards learning

Teachers expect children to complete activities/tasks in an acceptable time limit appropriate to age and ability. If this is not achieved staff have the option to expect children to complete activities in their playtimes and lunchtimes.

Norfolk STEPs

Allocated colleagues are trained in the Norfolk S.T.E.P.s programme for dealing with challenging behaviour and are able to recognise and respond to behaviour. We aim to adopt the ethos of S.T.E.P.s as responding not reacting to behaviour and to keep consistency throughout.

Some staff have been trained in ways to remove a child from situations and will follow the correct procedures at all times. If a child has had to be removed or their behaviour has become challenging, staff will use S.T.E.P.s methods to reflect and discuss the child's actions with them after the incident has calmed (see physical intervention/touch policy for further details).

Staff will actively seek advice and support from external services to support specific behaviour management.

Staff will complete individual risk assessments for challenging pupils.

Restorative Approach

We have adopted the Restorative Approach to managing some conflict. We are currently developing this approach in school and developing policy.

Anti-Bullying

We take incidents of bullying very seriously. We aim to support all of our pupils with the strategies to build and develop friendships/relationships free from bullying. We teach our pupils about friendships, bullying and the signs to look for. We encourage our pupils to 'tell' and look for signs in others.

References

To be in line with government recommendations the school has consulted government guidelines and documents relating to;

- Safeguarding
- Anti-bullying
- Physical Intervention / Touch
- Curriculum – especially P.S.H.E.
- Health and Safety

Anti-bullying Policy Hemsby Primary School

Objective

Hemsby Primary School's Anti-Bullying Policy outlines what we will do to prevent and tackle bullying.

Aims of the Anti-Bullying Policy

- To minimise incidents of bullying
- To improve children's safety and well-being
- To change the behaviour of the person/people using bullying behaviours
- To change the behaviour of bystanders and witnesses

Characteristics of Bullying

- Ongoing
- Deliberate
- Unequal

DEFINITION

'Bullying is behaviour which makes a person feel uncomfortable, hurt or unsafe and is deliberately carried out even after the effects of the behaviour on the victim are made known to the bully.'

DfES: Don't Suffer in Silence 2000

Bullying is not normal falling out or disagreement between children.

BULLYING

Any alleged bullying between staff will be dealt with according to the school's Dignity at Work Policy (to be formed). Procedures for dealing with harassment will be followed.

All incidents of bullying or suspected bullying involving pupils will be taken seriously and will be investigated thoroughly by a designated member of staff. This may be a suspected bully or victim's class teacher, but for more serious incidents may be the Headteacher. If the incident involved a member of staff and a pupil, the investigation would first be dealt with by the Headteacher after consultation with the LA and then by a complaints committee, comprising members of the Governing Body.

The investigation of an incident between pupils will involve

- interviewing the suspected bullies and victims
- obtaining information from all witnesses
- keeping a written record of the incident, investigation and outcomes, from the time the incident was first raised to its conclusion
- informing staff and parents about the incident and the action taken if bullying is found to have taken place

Staff will monitor throughout the day and record all relevant incidents. They will also support the child through general enquiries about their well-being. This will continue for some time after the incidents have ceased.

Victim

If bullying is found to have taken place, the victim should be supported in the following ways

- being given an immediate opportunity to talk about their experience to a trusted member of staff, usually the class teacher, teaching assistant or the dedicated member of staff
- informing parents or carers and inviting them to the school to discuss the situation and how it can be resolved
- by offering a restorative conference approach which is a victim, solution focused way of resolving conflict that makes the harm caused its primary focus.
- by offering ongoing support when they feel they need it
- by taking one or more of the steps described to prevent future bullying
- given a more intensive level of monitoring across all staff who observe events, including cleaning and catering staff

Child demonstrating bullying behaviour

This child should be helped to recognise their unsociable behaviour and offered support to modify it in the following ways, using a restorative approach:

- talking to a member of staff to try to identify
 - what happened?
 - who has been affected?
 - what needs to happen to put things right?
 - how can I support this process?
- informing parents/carers and inviting them to the school to discuss the situation
- preparing a strategy to prevent further incidents, which may include offering an apology or working with the bully through recorded Behaviour Targets to modify or eliminate prejudicial or anti-social behaviour. This will be continuously monitored and recorded using Pupil Asset Management tool.

In most cases the above steps would resolve the situation.

If bullying is not resolved

- they may be officially warned to stop bullying
- they may be isolated for a fixed period, including breaks and lunchtimes

- they may be excluded from the school site at lunchtime (each lunchtime counts as a half-day exclusion)
- they may be excluded from school for a short fixed period (2 or 3 days)
- they may be excluded from school for a longer fixed period (up to 45 days in any school year)
- a Behaviour Contact may be drawn up to enable targets and support to be formalised.
- Permanent exclusion may be considered in cases of extreme bullying or persistent offences. It is also possible that the police may be involved.

It will be up to the Head Teacher and possibly any relevant staff and/or agencies' professional judgement as to which of these is appropriate in the circumstances.

RESPONSIBILITIES

Every member of staff is responsible for being familiar with this policy and its strategies and acting in accordance with it. Any actions should be recorded in note form. Any serious incidents should be referred to senior staff.

The people responsible for this policy are the PSHE subject leader and Headteacher.

MONITORING

Staff will evaluate the success of this policy at least annually in staff meetings. The number of *serious* incidents of bullying will be monitored and shared with the governing body once every term.

APPENDIX 1

WHAT CAN YOU DO IF YOU ARE BEING BULLIED?

This advice will be shared with pupils appropriately according to their age.

ADVICE TO PUPILS

If you are the victim

Remember that your silence is the bully's greatest weapon!

- Tell yourself that you do not deserve to be bullied, and that it is WRONG!
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be assertive – shout “No!” or “Stop that. I don’t like that”. “You mustn’t do that to me”. Try ‘fogging’ answers. Walk confidently away and go straight to a teacher or member of staff.
- Fighting back may make things worse. Talk to a teacher or parent/guardian instead.
- Generally, it is best to tell an adult you trust straight away. You will get immediate support.
- Teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

If you know someone is being bullied

- TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel unhappier and on their own.
- Tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble.
- Do not be, or pretend to be, friends with a bully.

ADVICE TO PARENTS/CARERS

- Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- Always take an active role in your child’s education. Enquire how their day has gone, who they have spent their time with, how lunchtime was spent etc.
- If you feel your child may be a victim of bullying behaviour, inform the school via your child’s Class Teacher IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
- It is important that you advise your child not to fight back. It can make matters worse!

- Tell your own son or daughter there is nothing wrong with him or her. Bullying is not the fault of the person being bullied.
- Make sure your child is fully aware of the school policy concerning bullying, and that they should not be afraid to ask for help.

APPENDIX 2

BULLYING BEHAVIOUR

Bullying can occur through a range of behaviours.

Physical

Pushing, kicking, hitting, spitting or any form of violence. This also includes threatening violence through written messages, e-mail messages or voice mail and text messages delivered through mobile telephones. Menacing gestures or other types of body language can also constitute physical bullying. Obstructing/invasive personal space is included. Also daring or inciting others to physical bullying.

Verbal

Abuse of this nature includes name calling, especially when drawing attention to gender, ethnic origin, sexual orientation or any physical, social or personal characteristic of an individual, swearing, sarcasm, the spreading of rumours about a person or persistent teasing. Verbal abuse can be by e-mail, voice mail or text message.

Emotional

A young person can be bullied by being sent to Coventry. It can also involve tormenting, or any kind of ridicule or humiliation. It includes ignoring, isolating, excluding, or glaring at a person.

Racist

Often expressed in forms described above, including taunts, graffiti and gestures.

Sexual

Including unwanted physical contact, "stalking"; the use of abusive or even inappropriate language.

Gender abuse

Bullying due to a person's gender.

Damage or theft

Vandalism to an individual's personal possessions, the theft of possessions, obtaining goods or money by extortion.

By proxy

A bully organises or encourages others to hurt their intended victim.

Disability harassment

A person is bullied particularly because of a disability.

It is also possible that a child who has had behavioural difficulties could subsequently be a victim of false or exaggerated allegations in order to see them get into further trouble. This in itself is a form of bullying. A full and fair investigation must be carried out to ensure that any actions are based on factual information. In such cases staff would be extra vigilant in order to gain facts from as many angles as possible. This would be in the form of informal observations at all times during the day.

APPENDIX 3

SIGNS THAT A PUPIL MAY BE BULLIED

- Feigning illness
- Shy
- Nervous
- Changes of attitude
- Truanting/unwilling to go to school
- Poor concentration
- Anxious/insecure
- Over-sensitive
- Low self-esteem
- Lonely/isolated from peers
- Timid
- Lack of confidence
- Crying
- Unlikely to retaliate
- Frightened of walking to or from school
- Changing route to school
- Clothes or possessions regularly damaged
- Hungry because dinner money is taken
- Stammering
- Becoming withdrawn, moody, aggressive
- Uncooperative or non-communicative
- Behaving in immature ways, thumb sucking
- Sleep/appetite problems
- Cuts and bruises

These signs could also indicate other factors that may involve Child Protection issues so care must be taken to investigate the matter and may require the actions relating to the SAFEGUARDING CHILDREN POLICY (incorporating Child Protection).

Proactive approaches

- Ensuring the environmental quality is purposeful to positive play and engagement
- Ensuring opportunities for children to be listened to and to listen to each other, through circle time, class and school councils
- Curricular approaches to bullying using different media that provide experiential and participative learning e.g. theatre groups and interactive software
- Work to develop positive relationships between adults and children and the role models offered by all adults in school.
- Use of SEAL and R Time material
- Focus on bullying theme annually
- Cooperative group work
- Cross-curricular themed approaches
- Awareness of Anti-Bullying Policy

- Training of all staff including lunchtime staff in behaviour management, anti-bullying and restorative justice.

Reactive Approaches

- Initial approach is one of no-blame and begins with an interview between a member of staff and those involved.
- Problem is discussed and recognition of how this makes those involved feel
- Meetings will be recorded
- Everyone must take responsibility for changing their behaviour
- Follow up meeting with target will follow to check bullying has stopped
- Involvement of parents/carers so that there is support from home
- Should bullying continue consequences of detention or exclusion from after school events may take place (see Behaviour Policy)
- In extreme cases exclusion may occur
- Priority is to change behaviour but the safety of individuals must be taken into account

Liaison with parents/carers

- School will make sure that Parents/ carers know who to contact if they are worried about bullying
- Work with parents and the local community to address issues beyond the school gate that give rise to bullying

Links with other school policies and practices

- Positive Behaviour Policy
- PSHE policy
- Recording of bullying and racial incidents
- Complaints Procedures
- safeguarding policy
- health and safety policy
- SRE policy
- E-safety

Responsibilities

This policy will only have impact if 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.

- Governors: Monitor and review the policy
- Staff: To implement the policy
- Headteacher: To communicate the policy to the school community
- Pupils: To follow the policy

Appendix 4

Unacceptable behaviour by students includes:

- refusing to participate in the education program
- refusing to follow instructions about conduct
- behaviour that disrupts or affects the learning of other students
- actions likely to be detrimental to the health, safety or welfare of staff or other students
- behaviour that causes or is likely to cause damage
- behaviour that is likely to bring the school into disrepute

The school will decide at its own discretion if behaviour falls into these categories. Each behaviour will be judged within the context of which it happens. The list below is a set of examples only and is by no means complete and relates to all behaviours directed at children and adults.

- Defacing property/ vandalism
- Biting / Pinching
- Fighting
- Spitting
- Tripping
- Hitting / Kicking each other
- Verbal abuse
- Tree climbing
- Stealing from each other and from the school
- Bad language / Obscene gestures
- Bullying (physical and verbal)
- Leaving premises without permission
- Throwing objects to harm or with intent
- Refusal to follow orders
- Indecent exposure
- Defecating
- Persistent Truancy
- Strangling
- Racism
- Inappropriate comments about/to others
- Harming with intent