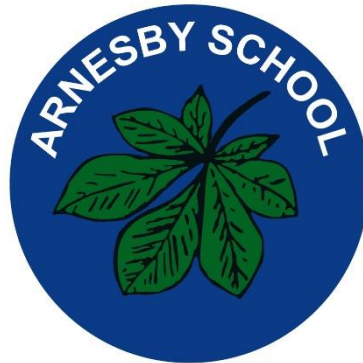


ARNESBY C E PRIMARY SCHOOL

‘Where every child shines’



BEHAVIOUR AND ANTIBULLYING POLICY

School Values:

Curiosity: opportunities for children to achieve their best and have positive learning attitudes.

Respect and thankfulness: for others, our environment and celebrate our differences.

Independence: a sense of responsibility for ourselves and the world around us.

Resilience: showing courage, determination and perseverance.

Forgiveness and honesty: living by our values and morals.

Teamwork and koinonia: working together in our community with love for all.

*“Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you.”
Ephesians 4:32*

Date of Review:	September 2023
Next Review:	September 2024
Approval By:	Standards Committee
Review Frequency	12 months

Arnesby CE Primary School is committed to safeguarding and promoting the welfare of children, and this policy supports this commitment.

Embedding Pupil Safeguarding Awareness in the Curriculum

All teachers incorporate elements of safeguarding into their lessons where appropriate. This involves:

- informal conversations
- teacher/pupil discussions
- briefings for outings and trips (road safety / clever never goes)
- implementing an E-Safety Policy regarding the use of ICT
- an awareness of potential hazards in lessons and identifying risks and danger.

Safeguarding is also about pupils' emotional wellbeing. Teachers encourage pupils to speak out if there is something worrying them, or if they are aware of, or witness, something that is unacceptable, untoward, or disturbing. Staff promote tolerance and respect for each other and an acceptance of individual differences. They help pupils to develop confidence and resilience and discuss what to do if things go wrong. Staff are approachable and show their willingness to always help pupils.

British Values

At Arnesby C of E Primary School, we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

This includes:

- paired and group work, and sharing and working together
- making choices with an understanding that the freedom to choose and to have different views is respected and tolerated
- debating social issues with an understanding of how people can influence decision-making through the democratic process
- an appreciation that school rules protect individual children and are essential for their wellbeing and safety
- an acceptance that other people may have different faiths or beliefs to oneself (or have none), and these are accepted and tolerated without discrimination through school council elections, persuasive writing, and by promoting our Christian school values and 'Fruits of the Spirit' as guidelines for behaviour choices.

Arnesby CE Primary School

Behaviour and Anti-bullying Policy

1. Aims:

- To develop a sense of community and shared values by the parents, teachers, children and governors.
- To create a caring, family atmosphere in which teaching can take place in a safe and happy environment.
- To reflect the Christian ethos of the school.
- To improve the quality of teaching and learning by enabling staff to focus on raising standards.
- To raise self esteem.
- To teach, through the curriculum, values and attitudes, as well as knowledge and skills in order to promote responsible behaviour.
- To teach children to be responsible for their own actions.
- At Arnesby Church of England Primary School we believe that God loves every one of us, so we should treat each other with respect and take care of one another. This behaviour code helps us to do this.

2. School Rules

At Arnesby we will be:

- **Ready**
 - We will arrive at lessons ready to learn.
 - We will have the proper equipment with us.
 - We will arrive at school on time in uniform.
 - We will show good listening behaviours.
- **Respectful**
 - We will follow instructions the first time we are asked.
 - We will speak to others with respect – right voice, right time.
 - We will listen while one person speaks at a time.
 - We will represent the school.
 - We will be kind and helpful.
- **Safe**
 - We will keep hands, feet and objects to ourselves.
 - We will take care of all equipment and personal property.
 - We will walk sensibly around the school.

READY	RESPECTFUL	SAFE
<ul style="list-style-type: none">• Wear correct and smart uniform at all times• Attend all lessons on time• Be ready to learn with the correct equipment and a positive attitude• Show a determination to do your best• Persevere to be the best you can be	<ul style="list-style-type: none">• Always sit where you are asked to sit• Listen carefully when a teacher or another pupil is talking• Speak respectfully to your peers and adults in the school• Always use good manners and be kind to others at all times• Keep the school tidy and litter free	<ul style="list-style-type: none">• Walk sensibly in school• Do all you can to promote equality and fairness• Act as a positive role model to others• Keep you hands and feet to yourself• Think before you speak 

Our approach is research informed. For example, the Education Endowment Foundation (EEF) Report, 2019 found that a proactive approach to behaviour management is far more successful than a reactive one.

Learners are respected as individuals and loved by God, regardless of their behaviour. Humiliation plays no part in our approach. Therefore, adult behaviour will not be compromised by learner behaviour. Adults aim to remove all negative emotion / response when dealing with challenging behaviour.

Forgiveness is encouraged and valued, and every child has opportunities for a 'fresh start'.

Recognition:

When we follow the rules, we may receive one of the following:

- Praise.
- Certificates.
- Postcard home.
- Stickers.
- The teacher may tell your parents.
- Extra time at a valued activity.
- Sent to headteacher or another teacher.
- House points.

Consequences:

If we choose not to follow the rules, the following will take place:

- The first time - a warning.
- The second time –moved away from friends for a time.
- The third time – stay for 5 minutes after class with the teacher.
- The fourth time – the teacher will telephone or talk to parents.
- Finally –see the headteacher and a letter will be sent home to parents.

A serious incident would go straight to the last step.

3. Inclusion

All children have the right to be treated equally, regardless of race, gender, disability, or religious belief. *'Love one another as I have loved you.'* (John 13:34). The Behaviour and Anti-bullying Policy ensures that each individual is valued and respected and that every effort is made to prevent racism and to deal with it effectively whenever it occurs.

4. Safety and Supporting Systems:

In instances where a member of staff requires urgent assistance, they will send a child with the class red card (kept in a clearly visible place) to the office, where a member of staff will immediately find an appropriate adult. A red cross will be used to signal a need for urgent medical help.

5. Lunchtime and Playtime Supervision

At lunchtime and playtime, the following consequences apply:

1. Warning.
2. Standing by wall (equivalent of moving away from friends).
3. Loss of break time and entered in lunchtime log.

4. Sent to senior teacher in cases of serious incidents.
5. Repeated entries on log – parents contacted and may result in a suspension at lunchtime.

6. Individual Needs:

Where a child exhibits a pattern of inappropriate behaviour and stage 5 (including lunch / playtimes) has been reached for a third time, parents will be invited to discuss a behaviour programme with the headteacher and class teacher. This will involve:

- Looking at specific behaviours.
- Identifying where and how it occurs.
- Recognising why it occurs.
- Discussing with the parent and child ways to improve behaviour.

7. Behaviour Records – CPOMs:

This system is used to record serious incidents including:

- Any incidents involving a child which results in personal injury or where a child was attempting to cause injury.
- Behaviour which results in loss, theft, or damage to property.
- Any incidents or matters of a serious nature.

8. Suspensions and Permanent Exclusions

If an incident is serious or recurring, then suspension or permanent exclusion procedures may be implemented by the headteacher, as a last resort and only on disciplinary grounds. Serious misbehaviour includes incidents such as:

- repeated breaches of the school rules
- physical assault
- sexual violence or harassment
- any form of bullying
- vandalism
- theft
- leaving the school site without permission
- verbal abuse
- persistent disruptive behaviour
- racist / sexist / homophobic or discriminatory language and/or behaviour
- possession of prohibited items such as weapons, alcohol, and illegal drugs.

A suspension is where a pupil is temporarily removed from the school in response to unacceptable behaviour.

A permanent exclusion may only be issued in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would serious harm the education or welfare of the pupil or others, such as staff or pupils, in the school.

The school follows the Department for Education (DfE) statutory guidance, Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, September 2023.

9. Special Educational Needs and Disabilities (SEND)

Children identified as having special educational needs or disabilities (SEND) are placed on the SEND

register and an Individual Behaviour Plan is agreed by parents, teacher and the SENCo, which includes targets. Where a child's EHCP specifies behaviour targets, these will be incorporated into the school's overall approach, but effective recognition and consequences may be specified.

10. Resources:

Certificates and stickers are available for all staff to use. The nurture room is available for restorative / reconciliation work and de-escalation.

11. Monitoring and Evaluation:

The head teacher, SLT, and class teachers and governors will monitor standards of behaviour.

Class teachers will:

- Keep records of stages reached weekly by individuals where a pattern begins to emerge.
- Establish and monitor targets for children.
- Maintain accurate records of incidents triggering stage 4 and above.
- Review with SENCO progress towards targets where appropriate.

SLT members will:

- Monitor the number of children reaching stage 4 and above regularly.
- Observe behaviour in classes during monitoring and evaluation visits around school.

The headteacher will:

- Observe behaviour.
- Collate and interpret data to report to governors and provide feedback to staff, children and parents.
- Meet with parents when appropriate.

Governors will:

- Monitor and evaluate behaviour via data presented to them in meetings.

12. Links with parents

- Initial information explaining the behaviour code is sent to all parents.
- Behaviour booklets are issued to every child.
- Feedback will be requested every two years from parents to monitor their response to the effectiveness of the behaviour code.
- Telephone calls, informal conversation and/or letters may be used when appropriate to communicate with parents about their children's behaviour, both positive and negative.
- Complaints will be responded to at the earliest opportunity and every effort will be made to resolve issues.
- We seek parents' support in our policy of encouraging children not to 'hit back' but to seek help from an adult.

Parents are encouraged to support the policy by:

- Recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- Making every effort to attend parents' evenings and functions and to develop informal contacts with school.

13. Success Criteria

All teachers and children are able to work in an environment conducive to learning, feeling safe and secure and valued as an individual.

The criteria for success are:

- Staff feel able to focus on teaching and learning.
- Parental feedback indicates they perceive their child is happy, secure, and behaving appropriately and that incidents are dealt with fairly and effectively.
- Children demonstrate in discussion through meetings that they feel behaviour issues are dealt with firmly and effectively and they report incidents of bullying when they occur.

Anti-bullying Policy

Arnesby Primary School believes that everyone has the right to come to school without the fear of being bullied. If bullying does occur, pupils should be able to tell an adult without fear of further bullying or discrimination. Incidents will be dealt with promptly and effectively with support for both the perpetrator and the victim. We believe that pupils learn best in a safe and calm environment that is free from disruption and in which education is the primary focus.

1. Aims

- To help all members of our school community, including children and parents, to understand what bullying is and what they can do about it if they are being bullied.
- To make sure all members of school staff follow the same approach in dealing with bullying (this includes governors and visitors to the school)

2. What is Bullying?

Bullying is defined as 'behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally.' Preventing and Tackling Bullying 2017.

Our school uses the working definition of Several Times On Purpose (STOP).

Bullying can take many different forms:

- Relational: Repeatedly being unfriendly, excluding, teasing, or threatening ridicule.
- Material: Damage to belongings, extortion.
- Physical: Pushing, kicking, hitting, punching, or any repeated use of violence.
- Verbal: Repeated name-calling, sarcasm, spreading of rumours, teasing.

Specific types of bullying can be:

- Related to race, religion or culture.
- Related to disability/ SEN, making fun or mimicking someone with SEN or with a physical or mental disability.
- Related to appearance or be sexual in nature.
- Homophobic.
- Cyber bullying, intimidating or offensive emails, texts, instant messages and through social networking sites.

Bullying can occur between pupils, as well as between adults to pupil or pupils to adult.

3. Reporting and Responding to Bullying

Everyone in the school community has a responsibility to report bullying, including pupil bystanders, parents and any member of school staff (including governors and school visitors).

Procedures for Children:

1. Tell someone: report incidents to a member of staff, a family member or another child who can tell an adult.
2. Post a message in the red worry box to tell staff if you are worried about a bullying incident you have been involved in, or you have seen happening.
3. All people involved in the reported incident(s) will be spoken to.
4. The bullying behaviour or threats of bullying will be investigated, and the bullying stopped as quickly as possible.

5. Staff will decide the best strategies to use support both the victim and the perpetrator to prevent any further incidents taking place.
6. Staff will decide what consequences to apply following the school's behaviour policy.
7. If bullying is confirmed, parents will be told and asked to discuss the issue with the headteacher.
8. The headteacher will always be informed if bullying is confirmed and this will be logged in the school bullying log.
9. Staff will periodically 'check-in' with recipients of bullying to ensure they feel safe and happy at school and that there is no reoccurrence of the bullying behaviour.
10. If you witness a bullying incident or suspect that there has been one, it is your responsibility to tell an adult.

Procedures for members of staff:

1. Record all behavioural incidents on CPOMs. Apply consequences in accordance with the behaviour policy. Class teacher to routinely monitor CPOMs for patterns of behaviour.
2. Reassure whoever has reported the incident that they have done the right thing in telling someone and that the incident will be fully investigated before future action is decided upon. If it is the victim who is reporting the incident, reassure them that they have done nothing to 'deserve' the bullying.
3. Remain vigilant to the 'silent' signs that bullying may be taking place (see appendix 1)
4. Following any reported bullying incidents, talk to all children involved separately and record any vital information. If unable to investigate the incident fully it should be referred to the class teacher or a senior member of staff.
5. In the case of serious incident, it must be reported to the headteacher, and any confirmed instances of bullying recorded on CPOMs.
6. Parents must be informed of any given sanctions following the school's behaviour policy. In the case of a confirmed bullying incident, the parents of both the perpetrator and the victim will be contacted at the earliest opportunity.
7. Depending on the nature of the incident and whether it has happened previously, the incident will be dealt with through one of or a combination of :
 - Restorative discussion with the children involved, mediated by an appropriate adult.
 - Letter to parents (in line with stage 5 of the behaviour code).
 - Time off the playground.
 - Internal exclusion.
 - Missing a visit or special events.
 - A suspension.
 - A permanent exclusion.
8. In all cases, the perpetrator will be warned that a repeated incident could lead to exclusion.
9. In serious cases the headteacher, or senior member of staff, will decide upon appropriate sanctions depending on the severity of the incident. The perpetrator, and their parents, must be helped to understand any given sanctions and that bullying will not be tolerated.
10. The headteacher, in conjunction with the class teacher and parents will decide upon, apply, and monitor appropriate strategies to support both victim and the perpetrator, such as:
 - Strategies to build confidence, friendship skills, self-esteem, and assertiveness.
 - Strategies to manage aggression, build friendship skills and to structure 'trigger' moments.
11. Following an incident of confirmed bullying all members of staff will be informed and the perpetrator(s) and victim monitored for future occurrences.
12. At any point during this process if the incident is thought to be severe, suspension procedures may be decided upon by the headteacher.

13. The headteacher will analyse information provided in CPOMs termly and decide any appropriate further actions (e.g. policy change, training requirements etc.)
14. If an incident reported to a member of staff, it is their responsibility to investigate it fully or ensure it is referred to someone who can. Details must be recorded using the guidance above.

Procedures Specifically for Lunchtime Supervisors:

1. Inform class teachers of all incidents that happen during lunchtimes.
2. Investigate any incidents as fully as possible at the time of reporting. If it is not possible to do this, refer any incidents to the class teacher, learning mentor or senior member of staff.
3. Be vigilant to patterns of behaviour, including warning signs suggestive of bullying (see appendix 1) and report any concerns.
4. Report to the headteacher if there are any concerns.
5. If an incident reported to you, it is your responsibility to investigate it fully, or ensure it is referred to someone who can. Details must be recorded using the guidance above.

Procedures for Parents:

1. If you think that your child is being bullied, reassure them of your support and contact your child's class teacher or the headteacher at school.
2. If your child will talk to you about the bullying, write the information down and try to include details such as the name of the perpetrator, any witnesses and the time and place of each incident. This information can then be passed on to the class teacher or headteacher. This will help to gain a clearer picture, and everyone involved can discuss the incidents.
3. It is important to contact a member of staff as soon as possible if you have concerns.

Procedures When Bullying Occurs Outside of the School:

Conduct that threatens the health and safety of pupils, staff or members of the community will not be tolerated. The headteacher has the power to regulate the behaviour of pupils off site.

Bullying on school trips and at clubs off site:

- When out of school for trips/activities/clubs, members of staff should follow school policies and procedures to safeguard and protect the children, as we do in school.
- Bullying by a pupil from Arnesby School:
 - Parents or members of the community should report any bullying behaviour to the headteacher.
 - The headteacher will consider the evidence available and if confirmed, will impose sanctions in line with the school's behaviour policy. If the behaviour is considered serious and an offence may have occurred the headteacher will refer the incident to the local community police officer.
- Bullying of a pupil by a pupil from another school:
 - The head teacher will report the incident to the headteacher of the school involved and inform the local community officer if the incident is serious.
- Bullying of a member of staff:
 - All staff have the same rights of protection from bullying and intimidation as any citizen in a public place. They can report the matter to the police, and also to the headteacher who will apply disciplinary sanctions in line with the school's behaviour policy. This also includes cyber bullying outside of school.

4. Prevention of Bullying:

We are committed to creating an anti-bullying ethos and positive learning environment where all children and adults feel safe, valued and able to thrive and reach their full potential. We will be proactive in preventing bullying and recognise that a wide range of strategies may be necessary to address bullying depending on the circumstances and the age and ability of the children involved.

Ethos

- A strong Christian ethos is promoted throughout all aspects of school life.
- Our individual differences are celebrated and respected. We celebrate and encouraging positive and cooperative behaviour in all aspects of our school life.
- A clear behaviour policy consistently applied throughout the school that clearly defines acceptable and unacceptable behaviour together with clear consequences and rewards.
- A rigorous method of recording serious behaviour incidents in behaviour logs, monitoring this routinely for patterns of behaviour.
- Participation in anti-bullying week, teaching about what constitutes bullying and its consequences.
- Peace tables fostering independent problem-solving skills and use of scripted language.
- Staff actively demonstrate that every child is a valued member of our school community.

Curriculum:

- A comprehensive PSHE curriculum.
- Nurture groups support children who appear to be having difficulty with relationships within school.
- Links with local police informing children of their legal rights and responsibilities outside of the school.
- Cyberbullying taught routinely as part of the ICT curriculum.

Lunch and Breaktimes:

- Structured and varied activity and supervision zones on the playground ensuring the outside environment is stimulating and safe.
- Buddies / playleaders active during lunch and break times.
- Close supervision of any vulnerable children.
- All staff are alert to the 'silent' signs that children who may be bullied may show (see appendix 1)
- All staff receive up to date safeguarding training.
- All staff understand the school anti-bullying policy, procedures and local and national guidelines.
- Appropriate awareness training for all staff, including lunchtime supervisors, ensuring they have the knowledge needed to carry out prevention and support strategies effectively.

Home-school links:

- Classroom staff greet parents/carers at the door during drop off/pick up time. Opportunities for phone, email or appointments to be made easily allowing parents to voice any concerns with the class teacher or headteacher.
- Information available online and in communications sent home (ie, letters, flyers and newsletters) as to what constitutes bullying and the procedures to follow.

Preventing Bullying Outside of School:

- Reporting and monitoring system in place to record any incidents of bullying that occur outside of the school.
- Use of extended hours (ie, breakfast club, after school clubs) to stagger drop off/pick up times if necessary and to manage 'trigger times'.

5. Communication:

This policy is to be shared with parents, governors, and all staff at Arnesby Primary School. This policy, along with others, can be found on the school website where it is the responsibility of all staff to ensure that they understand the policy and the procedures of reporting a bullying incident.

Appendix 1 - Signs of Bullying

A child may indicate by signs or behaviour that she or he is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Becomes frightened walking to or from school or changes their normal route to school.
- Starts begging to be driven to school.
- Is unwilling to go to school.
- Changes their usual routine.
- Begins truanting.
- Becomes withdrawn, anxious, or lacking in confidence.
- Starts stammering.
- Has nightmares or cries themselves to sleep.
- Begins to do less well in school work.
- Starts to steal or frequently asks for money.
- Possessions are damaged or 'go missing'.
- Has unexplained cuts or bruises.
- Gives improbable excuses for any of the above.
- Becomes aggressive, disruptive, or unreasonable.
- Is frightened to say what's wrong.
- Is bullying other children or siblings.
- Stops eating.
- Is nervous to use the internet or mobile phone.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.