



# Short Heath Federation

*“Every day, in every way, everyone matters.”*



## Behaviour Policy

February 2018

SHORT HEATH FEDERATION

<b>Date Adopted</b>	<b>September 2016</b>
<b>Headteacher Signature</b>	
<b>Chair of Governors Signature</b>	
<b>Date for Review</b>	<b>September 2018</b>



### **Code of Conduct**

We want Short Heath Federation to be a safe, secure and happy environment in which our children are able:

- To achieve to the best of their ability
- To give of their best at all times
- To respect and care for everyone and their belongings
- To think for themselves
- To be responsible for all they do
- To care for their school

We will not accept any behaviour that prevents this happening. We will not accept bullying, sexism, homophobia, racism or behaviour that is intended to hurt or upset others.

The federation does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (See Anti-Bullying Policy)

We therefore expect that everyone in school – children, staff, parents, helpers and visitors will show consideration and care for others at all times.

Children are positively praised and encouraged always, and good behaviour will be recognised. Unacceptable behaviour will result in loss of privilege or sanctions in line with each school's Behaviour Management Policy.

Parents/Carers are asked to support the school by encouraging appropriate behaviour at all times.

SHORT HEATH FEDERATION



## **Behaviour Management Policy**

### **Introduction**

At Short Heath Federation, we recognise the need for a consistent approach to behaviour management that sets clear, consistent and fair boundaries.

This document outlines the school's policy, aims and strategies for behaviour management and the procedures for their implementation at each school in accordance with the DfE advice - 'Behaviour and discipline in schools - Advice for headteachers and school staff' - (January 2016).

The implementation of the policy is the responsibility of all staff (teaching and non-teaching). It has the approval of the Governing Body.

It will be evaluated annually, and a full review will be carried out annually or as highlighted in the School Development Plan.

Behaviour for Learning will be monitored termly in school.

### **Aims**

We wish:

- All our children and staff will feel safe and secure
- To have a calm, purposeful and happy atmosphere within school, that facilitates exceptional attitudes to learning
- To develop children's independence and self-discipline and the ability to make decisions about and accept responsibility for their actions
- To have a consistent approach to behaviour management
- To involve parents and carers and seek their co-operation in behaviour management strategies

### **Responsibilities:**



- Children will be encouraged and expected to obey all the school rules and to behave in an acceptable way.
- Staff will have a consistent approach to behaviour management and will follow the school's policies and strategies.
- Parents will be asked to work with staff to encourage the children to behave in an acceptable way within a clear framework of school rules.

### **Implementation**

Children will be positively praised for good behaviour and encouraged at all times to behave within the framework of the school's rules using positive prompts.

This policy operates within the context of the Code of Conduct, the Anti-Bullying Policy, the Policy on Physical Restraint, the Special Needs Policy and the Child Protection Policy.

### **Our Golden Rules**



We are gentle  
We are kind and helpful  
We listen  
We are honest  
We work hard  
We look after property

### **Our Playground Rules**

We play together, and we look after one another  
We respect the grown ups on duty  
We let other children get on with their own games  
We stand still when we see the signal and walk sensibly to our lines

### **Hall Rules for P.E.**

1. At least two people should move each piece of apparatus
2. Four people to move a floor mat
3. Walk around the apparatus and mats
4. Put the apparatus back in its right place
5. Be Safe!

We encourage and expect all children to follow these rules!

The school follows a policy of 'It's Good to be Green'.



If unacceptable behaviour occurs, the school's 'Actions for Behaviour Management' will apply.

**Lane Head Nursery School**  
**Short Heath Federation**

**Behaviour and Anti Bullying Policy: September 2016**

At Lane Head Nursery School, we aim to create a friendly and caring atmosphere to ensure that each child and their family feel valued and unique. We aim to create positive relationships between adults and children; Children are encouraged to treat others as they themselves wish to be treated. All are expected to treat other people and their property with respect.

We recognise the importance of developing children's welfare - emotional wellbeing, social competence and disposition to learn. We believe that children need to gain the approval of significant others to develop a positive sense of self. The Group Leader (key person) system and the way staff are deployed ensure that each child has opportunities throughout the day to express him/herself and to be listened to.

Through the provision of an enabling environment, planned activities and routines, children are encouraged to take increasing responsibility for themselves. They are given reasons for constraints and encouraged to develop and understand the consequences of their actions.

At Lane Head Nursery we have high expectations of children's behaviour. These expectations are positively and explicitly stated. Children are encouraged to take part in discussions about what is acceptable behaviour. Our rules are displayed in the children's Story Corner and in the entrance and discussed with parents during induction meetings when children are new to the setting.

We follow the "Golden Rules":

- ✓ We are gentle....we don't hurt others
- ✓ We listen.....we don't interrupt
- ✓ We are kind and helpful
- ✓ We look after property....we don't damage things

These all reinforce positive prompt methodology.

Behaviour we wish to encourage:

- Kindness
- Friendship
- Helpfulness to everyone
- Sharing and turn taking
- Politeness
- Respect for self, others and the environment



- Co-operation
- Negotiation
- Concentration and perseverance
- Moving safely around the setting

#### Strategies to encourage good behaviour

- Adults acting as good role models, all of the time
- Rewarding positive behaviour and stating specifically what it is that is positive e.g. “Thank you for sharing the cars, that was kind” rather than just “Good girl” or “Well done”
- Giving rewards for positive behaviour and following the Golden Rules e.g. Golden Rule stickers, Golden time, reporting to parents through the use of Marvellous Me app and a group reward system (Yellow “sunshine” pom poms into a trophy cup leading to the group with the most pom pom winning the GOLDEN “sunshine” TEDDY BEAR award for the week)
- Planning an environment that promotes positive behaviour e.g. ensuring that there is sufficient space and resources labelled to encourage independence
- Staff deployment e.g. ensuring that there are sufficient staff to support child initiated play and help resolve disputes successfully
- Special Day responsibilities
- Promoting positive behaviour through circle time stories, role play and puppets
- Clear visual display of the Golden Rules around Nursery
- Use instruction card where possible as a visual clue to all children that they have been asked to do something

#### Behaviour we wish to discourage

- Physical aggression
- Verbal aggression
- Unkindness
- Bullying
- Damaging property and the environment
- Hiding or running away
- Unsafe behaviour indoors and outside

#### Strategies to manage negative behaviour (a continuum of responses from less serious incidents to more serious)

- Pointing out and rewarding positive behaviour, linking with The Golden Rules
- Ignoring negative behaviour and thanking children for positive responses – “Keith, I can see that you are looking at me and ready to listen, thank you” to encourage others to do the same



**If a child isn't following the Golden rules or an instruction given:**

- 1) Check that the child has understood the instruction by repeating clearly again. If possible, show the instruction card or a Makaton representation as a visual clue that you have asked them to do something. Always give the child thinking time to make a good decision
- 2) If the child continues to avoid following the instruction, give the child a clear decision to make (use hands to emphasise the decision is between TWO options– right or wrong – the 'right' option being the original instruction you gave earlier – be careful to use simple language in order to be understood by all children)
- 3) If the child decides NOT to follow the instruction (e.g. to listen to the Group Leader etc), they will be asked to sit apart from the group for up to 1 minute (youngest children or 2 minutes for the oldest N2 children). This "moving away" from the group will be at the discretion of the adult and their knowledge of the child's needs. If it isn't appropriate to the child's needs, then only the loss of privilege will occur. Timers are available on shelves in each area within Nursery. They will also lose the privilege of CHOICE at the next point in the timetable of the session (e.g. If it happens at snack time, the loss of privilege should occur straight after at Work Time)
- 4) If a child persists with the negative behaviour, the child will be taken to another area of Nursery to another Group Leader (for 3-5 minutes)
- 5) If the child continues to demonstrate negative behaviour the child will then be taken to a senior teacher away from the other children (by another adult)

Remember to always explain to the child that they have made you or another feel sad and give the reason why, linking it to the Golden rules

Dangerous incidents should be treated in a more serious manner showing child/children through your body language and voice that this behaviour will not be tolerated. E.g. incidents of bullying, physical aggression, damage to property – this will incur being moved away from other children or objects immediately and the child will need to be accompanied by another adult at all times. The child will take time out with a senior member of staff, who will log behaviours, inform the child of the loss of privileges and alert parents. In extreme cases, exclusion may be necessary, but only where working with parents and where necessary, outside agencies to improve behaviour has failed. This failure is extremely rare. At Lane Head Nursery, we view children's misbehaviour as a mistake to be corrected. We avoid giving attention to negative behaviour and instead, use the situation as a learning opportunity for the child. Often minor misdemeanours are ignored in favour of praising positive behaviour. The reason for this approach is that children will respond to any attention. Therefore, it is important that attention is given for positive reasons not negative.





Misbehaviour can also be indicative of other, underlying problems, and these will be explored fully with parents and, where appropriate, outside agencies.

In the unlikely event that physical restraint needs to be used, for example, to remove a child from a situation, another member of staff may be asked to intervene. If any other member of staff needs to use physical restraint immediately, e.g. for a child's own safety, the Head of School must always be informed. Physical restraint should only be used as a last resort and for safety reasons and recorded appropriately.

We value children's self-esteem and seek to manage their behaviour in ways that keep their self esteem intact.

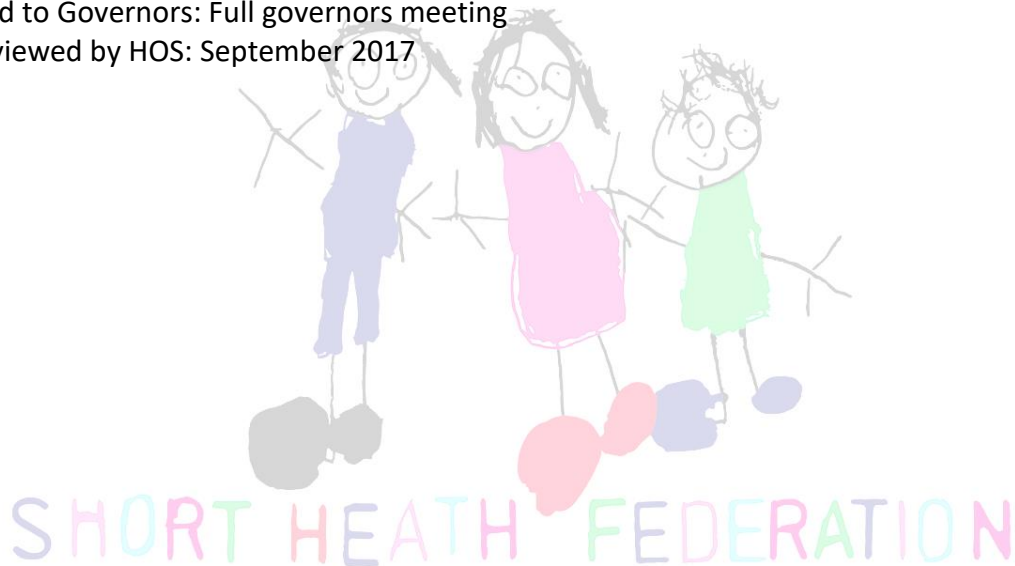
Any action that has been taken to correct negative behaviour needs to be followed up at the earliest opportunity and never follows on to the next day (with the exception of an exclusion where the child will be reintegrated into school after the fixed term exclusion ends).

The child needs to feel forgiven and the relationship between adult and child strengthened.

Reviewed October 2016 by D Walton

Presented to Governors: Full governors meeting

To be reviewed by HOS: September 2017







**LANE HEAD NURSERY SCHOOL**  
**STEPPED SANCTIONS AND SCHOOL ACTIONS FOR BEHAVIOUR MANAGEMENT**

	<b>Behaviour</b>	<b>Sanctions</b>	<b>Steps</b>
<b>S T A G E  1</b>	<p style="text-align: center;"><b>AGGRAVATING BEHAVIOUR</b></p> <ul style="list-style-type: none"> <li>• Calling/shouting out in a group activity</li> <li>• Interrupting adults/pupils</li> <li>• Ignoring instructions</li> <li>• Talking when not appropriate</li> <li>• Making inappropriate noises</li> </ul>	<p>Adult stops behaviour through:</p> <ul style="list-style-type: none"> <li>✓ Expression/gesture</li> <li>✓ Reminder of expectations / Golden Rules</li> <li>✓ Change of child's position within the activity</li> </ul> <p>The child is always given praise for resulting positive behaviour</p>	<p>Behaviour is discussed during Reflection meetings to ensure consistent approach.</p> <p><i>If behaviour continues over a week, move to Stage 2</i></p>
<b>S T A G E  2</b>	<p style="text-align: center;"><b>MORE SERIOUS BEHAVIOUR</b></p> <ul style="list-style-type: none"> <li>• Persistent aggravation (above)</li> <li>• Challenging behaviour</li> <li>• Repeated refusal to follow instructions or carry out tasks</li> <li>• Annoying peers through actions</li> <li>• Hurtful unkind talk</li> <li>• Inappropriate language</li> </ul>	<ul style="list-style-type: none"> <li>✓ Talking to child about affect on others if appropriate</li> <li>✓ Removal from group for a short time (no more than 5 mins)</li> <li>✓ Informal contact with parents</li> </ul> <p>The child is always give praise for resulting positive behaviour</p>	<p>Behaviour monitored by group leader and other nursery staff. Strategies and outcomes discussed in Reflection meetings. Wellbeing monitored and supported.</p> <p><i>If behaviour continues the group leader completes ECM form which is passed to Family support advisor. Parent meeting arranged. Move to Stage 3</i></p>
<b>S T A G E  3</b>	<p style="text-align: center;"><b>REPEATED OR PERSISTANT MISBEHAVIOUR</b></p> <ul style="list-style-type: none"> <li>• Persistent serious behaviour (above)</li> <li>• Physically harming other children/adults</li> <li>• Emotionally hurting other children</li> </ul>	<ul style="list-style-type: none"> <li>✓ Removal from situation to/by HoS/Family Support Advisor</li> <li>✓ Behaviour logged in behaviour book</li> <li>✓ Parents informed</li> </ul>	<p>Meeting with parents (HoS/Family Support Advisor)</p> <p>Behaviour targets initially set at Notification of Concern level</p> <p>Advice sought from Educational Psychologist/Advisory Teacher re further action needed</p>



### **Rosedale Behaviour Strategy**

*“Every day, in every way, everyone matters.”*

At Rosedale, we use a positive behaviour management strategy which celebrates good behaviour and encourages our children to make the right choices for themselves. Our school motto is demonstrated in practice as we show each and every child that their actions and choices really do matter every single day. We all have a shared responsibility to provide the very best learning environment for our children in order for them to flourish and grow into responsible and caring individuals.

Our behaviour strategy is based upon the Christian values of love and forgiveness. We forgive wrong choices and we support children in making the right choices. On a daily basis, through everything we say and do, the adults in our school demonstrate our core Christian values and we expect our children and staff to work and play harmoniously alongside each other.

***“Be kind to one another, tender hearted, forgiving each other, just as God in Christ also has forgiven you.” Ephesians 4:32***

We believe that everyone in the school community has a part to play in achieving this vision.

### **Our Golden Rules**

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

Our golden rules are shared across the whole federation.  
They are displayed in every workspace.  
They are a constant conversation in our school.



## **Our Behaviour Strategy**

*“It’s good to be green  
It’s super to be silver  
But it’s great to be gold!”*

### **Rewarding positive behaviour**

#### **Rosedale’s Rewards**

1. Lots of praise!
2. ‘Marvellous Me’ stickers/messages sent home
3. Weekly Golden Celebration Assembly
4. House points linked to special criteria
5. Termly Celebration Assembly to celebrate special success and awards.

Every day, each child starts their day on the green board. Every day is a new day and each child is given a new opportunity to shine. If the child finishes their day on green, this is celebrated with lots of praise as it is good to be green! The reward for a child who finishes each day on green will be to participate in a full session of golden time on a Friday afternoon.

Every day, every child is given the opportunity to move onto the silver board. Children will be moved for consistently following our golden rules, for super effort or for having a super attitude. It’s super to be silver – so a special ‘Marvellous Me’ badge will be sent home for this achievement.

A child who is on silver can also be moved onto the gold board. This is for outstanding behaviour, effort or attitudes. To recognise this special status, a super ‘Marvellous Me’ badge and message will be sent home.

House points will be given for excellent attitudes to learning and will cover criteria such as good attendance, completion of family learning projects, regular reading at home and practising spellings. Children who have been on green, silver or gold all week will also receive a house point which will be collected and exchanged at the end of a term for a special reward/treat. The children will choose their own rewards, which will be discussed and selected by the Pupil Leadership Team.



### **Golden Time**

Golden time is 'special' time that is reserved for 'special' activities that give the children something to look forward to. Golden time may take place for a short period on a daily basis or at the end of the week. This will depend on the age of the children, the class and/or the term. It is important that 'Golden time' activities are shared with the children at the beginning of the week and that children are given the CHOICE to say which activity they would like to do. This can then be used as an incentive for good behaviour. Whenever possible, both teachers and teaching assistants are involved in golden time and opportunities should be provided for the children to experience a range of fun, interactive games or activities which appeal to the varying interests of the children. This is also a time to share resources and skills between the schools in our federation.

### **Preventing negative behaviour**

#### **Rosedale's Consequences**

1. Friendly reminder of golden rules
2. Clear INSTRUCTION given. Instruction card used to emphasise that action is needed.
3. If instructions are not followed, the child will be moved to yellow. This is time to 'stop, think and make a DECISION. Consequences of making right/wrong decision clearly shared with child. Three minutes time away may be used to encourage the child to re-focus.
4. If child chooses not to follow instruction, the child will be moved onto red. Five minutes time away should be given, to give the child opportunity to stop, think and re-focus. The incident will be recorded in the class behaviour log and shared with Head of School and parents. Golden time will also be lost in five-minute intervals. When Golden Time is lost, children observe others taking part, so that they will want to join in fully next time.
5. If a child does not follow our golden rules, then a number of simple sanctions are applied. We have adopted the 'CDI' strategy (Choice, Decision, Instruction) across the school. Our aim is to have a whole school approach that reduces negative behaviours to an absolute minimum. Instead, we aim to encourage children to quickly change any negative behaviour into positive behaviour, to make right decisions and to get back onto green!

Firstly, a child will be given a friendly reminder of the golden rules. This should include a positive statement specifically stating what the desired behaviour should look like. It will be followed by a clear INSTRUCTION stating clearly what we expect the child to do. If this is ignored or the inappropriate behaviour is consistent, the child will be moved on to the yellow board. This acts as a warning. The child should be given a brief period of 'reflection' where they will be asked to make a DECISION and think about how they are going to change their behaviour. The adult should check that the child understands specifically how their behaviour should change and what it should look like. The consequences of making right/wrong decisions should be clearly verbalised.



Every opportunity should be taken to encourage the child to move back onto the green board, however if inappropriate behaviour persists the child should be moved onto the red board and the following consequences will be applied:

1. If required, five minutes 'Time Away' to reflect upon their behaviour. Depending upon the circumstances, this may be taken away from the rest of the class, possibly in the class reflection area, in another classroom or outside the classroom with a Teaching Assistant. If Time Away is used, then the child must complete any missed work later in the lesson/day.
2. Loss of golden time (in five-minute intervals). This cannot be earned back.
3. Name and incident recorded in class teacher's behaviour book. This must be reported to the Head of School.
4. Behaviour reported to child's parents at the end of the day by the class teacher and/or Head of School.

If a child ceases to move from red or if another incident occurs in the same day, then a further slot of golden time shall be lost. At all times, the child must be reminded about making good decisions and must be warned about the consequences of not making the right choice. Under no circumstances should children be 'shouted' at and no further sanctions will be applied without the consent of the Head of School or other senior member of staff.

Persistent or unusual cases of behaviour should be referred to the Family Support Advisors through the completion of an ECM referral. Appropriate interventions to support the child will be discussed and organised in conjunction with the class teacher and parents.

Class behaviour books will be monitored each half term to ensure all persistent cases are being addressed and in order to update the whole school behaviour tracker.

### **Reporting of serious incidents**

If a very serious incident occurs, e.g. aggressive/violent behaviour then the incident should be brought to the attention of the Head of School or other senior member of staff, who will investigate and decide on the consequences. This will most probably result in immediate movement to red but may result in exclusion depending upon circumstances. Serious cases must be reported to parents on the day that the incident has occurred. Decisions are taken in consultation with parents and, in cases of persistent, serious misbehaviours, outside agencies will be involved in order to support the child in school. Ongoing conversations will take place between parents and the class teacher.

If an allegation is made of bullying or racist or homophobic behaviour, the Head of School/CGS manager should be informed and the matter investigated. In this instance, an incident log will be completed by the Head of School or the person in charge at the time. The log should detail what was found out, any conclusions and any further necessary actions to be taken. A copy of the Incident Log is attached below.





## **Individual Behaviour Plans**

There may be times when the whole school behaviour strategy does not work for individual children. This may occur when there the child has been diagnosed with special educational needs or when the child has experienced periods of emotional stress. In these circumstances, each case must be evaluated separately and the advice of external agencies, the SENCo and/or Family Support Advisors should be sought. Class teachers are responsible for meeting the needs of individual children and this may require developing individual behaviour plans, charts or reward schemes based upon the child's interests and responses. In these cases, separate and additional rewards will need to be immediately and consistently awarded. A nominated adult will need to support the child during the 'warning' period in order to encourage the child to make the right choice and to avoid the behaviour escalating. 'Time away' may need to be substituted with 'Time in' the aquarium (school sensory room) in order to calm down and reflect. At all times, the wellbeing and safety of both the individual child and the rest of the children in the class will be considered.

Individual behaviour plans will always be discussed with parents and the outcomes will be reported to parents at an agreed time scale, most probably on a daily basis.

### **Playtime/Dinner time Behaviour**

Children are encouraged to follow the golden rules at all times, including playtimes and lunchtimes. A playtime reward will be awarded for the class that play and line up the most sensibly. The class that win will be rewarded with an extra turn on the playground equipment.

A 'Happy Lunchtimes' strategy is used in school. This is just specific to lunchtimes.

- Pom poms are rewarded for good behaviour which translate into house points by lunchtime supervisors
- Certificates are awarded weekly for Happy Lunchtimes by lunchtime supervisors
- Half Termly, those earning the most pom poms are invited to the party table by lunchtime supervisors who will dine with them. Children choose the theme of the party, get party bags, sweets, hats etc

For any misbehaviour:

- Lunchtime staff have a quiet, advisory word with the child
- If the behaviour persists, the child has two minutes time away with the lunchtime supervisor and an apology is made to the lunchtime supervisor. This can be increased to five minutes if no apology is forthcoming
- If the behaviour persists, the child is taken to the member of teaching staff on duty. Following a discussion on how to follow the golden rules, the child is returned to the lunchtime supervisor for an apology to be made



### **Monitoring**

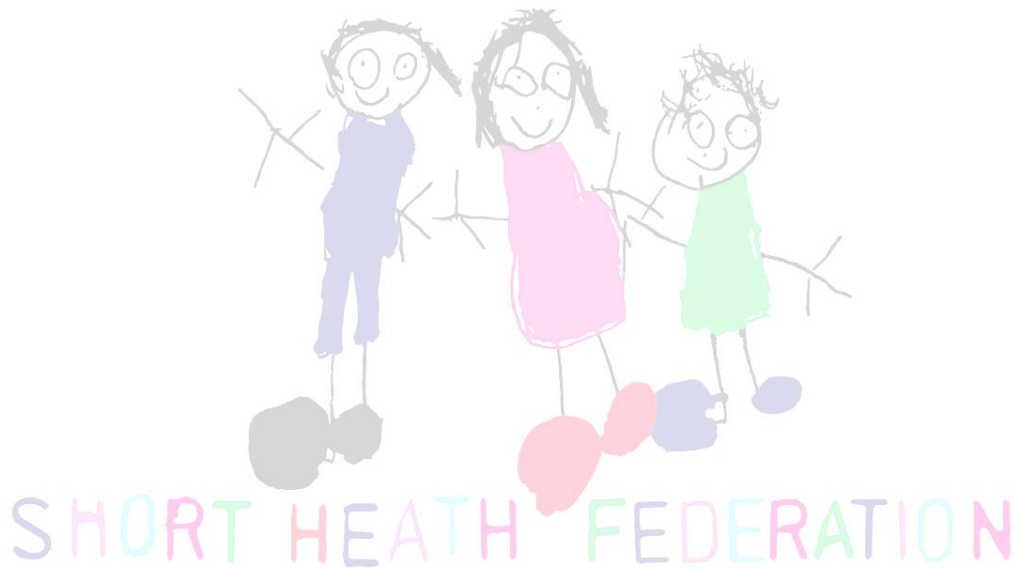
The behaviour strategy will be monitored by the Head of School informally through classroom visits, leading Golden Assemblies etc and formally on through undertaking a 'Behaviour Walk' with the Care Guidance and Support manager.

Mrs V. Stephen  
Head of School

Revised by: Mrs V. Stephen September 2016

Presented to Governors:

To be reviewed: September 2017







## Serious Incident Log



**Date:**

**Type of incident:**

**Reported by:**

**Investigated by:**

**Children involved:**

**Class:**

**Description of incident**



**Action Taken**

SHORT HEATH FEDERATION

**Signed:**

**Continued: Y/N**



**ROSEDALE C of E INFANT SCHOOL  
STEPPED SANCTIONS AND SCHOOL ACTIONS FOR  
BEHAVIOUR MANAGEMENT**

	<b>Behaviour</b>	<b>Sanctions</b>	<b>Next Steps</b>
<b>S T A G E 1</b>	<p align="center"><b>AGGRAVATING BEHAVIOUR</b></p> <p>Calling/shouting out in a group activity</p> <p>Interrupting adults/pupils</p> <p>Ignoring instructions</p> <p>Talking when not appropriate</p> <p>Making inappropriate noises</p>	<p>Adult stops behaviour through:</p> <ul style="list-style-type: none"> <li>✓ Expression/gesture</li> <li>✓ Reminder of expectations / Golden Rules</li> <li>✓ Moving child to Yellow/Red if persistent</li> <li>✓ Change of child's position within the activity</li> <li>✓ Time away/Miss out on Golden Time Slot</li> <li>✓ Parents informed</li> </ul> <p>The child is always given praise for resulting positive behaviour</p>	<p>Behaviour is recorded in class behaviour book.</p> <p>Behaviour is discussed with team/parallel class teacher/HoS to ensure consistent approach.</p> <p>Behaviour strategy is rigorously enforced.</p> <p><i>If behaviour continues, move to Stage 2</i></p>
<b>S T A G E 2</b>	<p align="center"><b>MORE SERIOUS BEHAVIOUR</b></p> <p>Persistent aggravation (above)</p> <p>Challenging behaviour</p> <p>Repeated refusal to follow instructions or carry out tasks</p> <p>Annoying peers through actions</p> <p>Hurtful unkind talk</p> <p>Inappropriate language</p>	<p>Adult stops behaviour through:</p> <ul style="list-style-type: none"> <li>✓ Consistently reinforcing behaviour strategy/consequences</li> <li>✓ Class teacher/HoS to formally meet parents</li> <li>✓ ECM referral/support provided by FSA</li> <li>✓ Application of individualised behaviour support plan</li> </ul> <p>The child is always given praise for resulting positive behaviour</p>	<p>Behaviour continue to be monitored by class teacher</p> <p>Behaviour recorded in an individual behaviour log.</p> <p>Strategies and outcomes discussed with CGS manager.</p> <p>Individual behaviour plan monitored by HoS/CGS Manager.</p> <p>Wellbeing monitored and supported by FSA.</p> <p><i>If behaviour continues move to Stage 3</i></p>
<b>S T A G E 3</b>	<p align="center"><b>REPEATED OR PERSISTANT MISBEHAVIOUR</b></p> <p>Persistent serious behaviour (above)</p> <p>Physically harming other children/adults</p> <p>Emotionally hurting other children</p>	<p>Adult stops behaviour through:</p> <ul style="list-style-type: none"> <li>✓ Individual Behaviour Plan consistently applied by all staff</li> <li>✓ HoS/CGS Manager direct intervention</li> <li>✓ Behaviour logged by HoS</li> <li>✓ Regular meetings with parents</li> <li>✓ In serious cases, fixed term exclusion</li> </ul>	<p>Behaviour targets initially set at Early Response level</p> <p>Advice sought from EP and other external agencies re further action needed in order to avoid escalation and possible exclusion.</p>



## **Short Heath Behaviour Strategy**

At Short Heath Junior School, we aim to create an environment in which people are comfortable to say, 'well done', 'thank you' and 'I need help', where children and adults see politeness as the norm and where attempting is celebrated as much as achieving. Whole school systems emphasise positive behaviour and sustained effort and achievement.

### **Our Golden Rules**

**We are gentle.** (We don't hurt others)

**We are kind and helpful.** (We don't hurt anybody's feelings)

**We listen.** (We don't interrupt)

**We are honest.** (We don't cover up the truth)

**We work hard.** (We don't waste our own or others' time)

**We look after property.** (We don't waste or damage things)

### **Good to be Green Behaviour Scheme**

The 'Good to be Green scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code.

The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day. Children are rewarded for positive attitudes and behaviours. G2BG events, designed by the children, are held each term and have included talent contests, quiz shows, craft competitions and sports events. Children always lead the initiative!

House points are given for exceptional attitudes to learning such as good attendance, completion of family learning projects, regular reading at home and being responsible citizens. Children who have been on green all week will also receive a house point; these will be collected towards a house total. At the end of every term, the children will choose their own house point treat, which will be organised by the House Captains. The House captains work with their Houses to encourage children to earn as many House points as possible. There is a healthy spirit of competitiveness between the Houses!

Another incentive for good behaviour is our Golden Time on a Friday afternoon where children can select activities as a reward. Children who have made wrong choices during the week will lose time from this, although they can contract to earn it back by showing their teacher that they are really trying to improve. Our ethos is to notice good behaviour and



give attention to children making right choices. This is very effective in encouraging children whose inclination might be to misbehave, to be noticed for doing the right thing!

There are, of course, always a few children who struggle hard with behaviour in any school. For these children, we like to work closely with their parents/carers to help the children to build up their self-esteem enough to give them the confidence to make right choice and decision.

### **The Principles of 'Choice, Decision, Instruction' (CDI)**

Our CDI (Choice, Decision, Instruction) approach to positive behaviour management enables our children to take responsibility for their behaviour and learning.

Where a child is having difficulty in regulating their behaviour, we are careful with the vocabulary we use. Some children need to be explicitly taught the expectation that when an instruction is given, it is followed immediately and is not to be questioned. Therefore, we are careful to give positive prompts and not to give instructions in the form of questions e.g. We say, "You need to sit down because...." rather than "Can you sit down please?" For some children, by giving instructions in the form of questions, they then feel they have an element of choice in their response.

When the instruction is followed, the response should be "thank you" and not "well done". If a child is refusing to follow a reasonable instruction for an adult, they will be asked to make a decision. A decision is an option of two. It is not a choice as the child cannot have an unlimited range from which to decide. Decisions are time limited and can often be ultimatums. E.g. "You have five minutes to make a decision. Either.... Or the consequence is this". The child is encouraged to consider their decision carefully as once the decision has been made, they must stand by it. They cannot change their mind and must accept the consequences of their decision. The decision they make will influence their behaviour in the future.

If unacceptable behaviour should occur, the following continuum of strategies is employed:

- Staff stop the behaviour with a look or frown
- The child is asked which of the Golden Rules they are breaking
- There is a verbal warning related to the Golden Rules e.g.: "Name, I'm giving you a verbal warning for not being kind and helpful". (Stage 1 behaviours)
- A Yellow Warning Card will be displayed over the top of the Green card by the child.
- The child then has the chance to earn their green card back as a result of changing his or her behaviour and following the Golden Rules. E.g., "Well done ...., I can see you are now being kind and helpful. You can put your card back to green now.
- If the yellow card remains at the end of a session, as five-minute 'Golden Time Penalty' is incurred and this is recorded on the child's record sheet.
- If the behaviour continues, a second yellow card is issued – this is then where a red card is awarded, with the comment "Name, you have continued to break the Golden Rules, as you aren't being kind and helpful. You have two yellow cards; please change your card to a red card." This is recorded by the adult on the class behaviour record giving the date, time and reason for the Red Card (this maybe in the Class Behaviour Folder or online through SPTO – school pupil tracker online); it also means a loss of all Golden Time for the week. At



this point, the child is removed to another classroom for the remainder of that lesson only. Class teachers should arrange this with a colleague in another year group. Children should NOT be sent to the other year group class.

- When a Red Card is issued a Red Letter should be sent home to parents.
- At the end of the day, any child who has received a Yellow or Red Card will lose the appropriate amount of Golden Time (5 minutes for any yellow Card and the whole session for a red card).
- Children missing any or all of their Golden Time should observe their friends joining in with the activity, so that they understand the consequence of their earlier actions. A sand timer should be used, so that they watch the time drain away.

**NB Each morning and afternoon session starts with a green – clean slate.**

### **Behaviour Record**

Each class has a Behaviour Folder, containing a weekly behaviour record for the class. Any yellow or red cards given must be recorded on the behaviour recorded on paper or through SPTO. **After 3 Red Cards, the teacher will make contact with the parents and inform the Head of School** as this is a cause for concern. Persistent Stage 2/3 behaviour could result in a temporary/ permanent exclusion.

Weekly records should be submitted to the Head of School.

Equally, pupils will often display behaviours where they go out of their way to be friendly, welcoming or helpful. Pupils also have the opportunity to be rewarded for very good behaviour by being awarded a Silver Award (which equates to 1 house point) or even a Gold Award (which equates to two house points). In addition, there are a wide range of school initiatives and programmes which reward appropriate/ good behaviour, including Marvellous Me badges. All children who have been green all week and avoided a Yellow or Red Card will enjoy full access to Golden Time,

At the end of each term, a letter will be sent home to inform parents about their child's behaviour. It will show the number of totally 'Green Days', the number of Yellow Cards given, and the number of Red Cards given. There should be no surprises for parents. Letters going home are the responsibility of the class teacher who will delegate administrative tasks to support staff. At the end of each day, children who have been 'Green' will receive an 'It's Good to be Green' sticker.

### **Procedures for dealing with inappropriate behaviour**

Sometimes children forget our aims for good behaviour. They will then be reminded of the school's Golden Rules.

Children will not be allowed to use the words 'only', 'just' and 'because' when giving their accounts of event. (e.g. I was just kicking, I was only shouting, because it was boring. These words lessen and self-excuse the action). There can be no excuse for violence, aggression or disrespect to others.



Children will always be encouraged to apologise to their victim and where appropriate help their victim. They will be encouraged to empathise with other people's points of view and to consider the consequences of their actions.

### **Stepped Sanctions**

If a child performs a dangerous or deliberate act that shows no respect for other children, adults or property – such as insubordination, biting, kicking, racist comments, homophobic comments, sexual or inappropriate language or leaving the classroom without permission, they will immediately be given a red card and the incident will be reported to the class teacher. At this point the class teacher will inform the Head of School. Local Authority Policy will be followed with regard to recording racist and homophobic incidents or incidents of bullying.

The safety of children and staff is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, the person in charge of the group/class will stop the activity and the child will be removed. If the child refuses to move, then the adult will remove all of the other children for their own safety.

### **Repeated, Persistent or Violent Misbehaviour.**

- The Head of School will be informed and will make contact with the child's parents to discuss their behaviour, in consultation with the class teacher.
- The child will have privileges removed, such as playtime, lunchtime or may be directed to work in isolation. Work in isolation should NOT be in view of visitors to school.
- A record will be kept, in class, of all incidents, including photographic evidence if a child is marked or if property is damaged. Any photos should be taken on school equipment and should not identify any child involved.
- A decision may be made to put the child on the Special Needs Register for behaviour.

### **More Serious Misbehaviour.**

- The Head of School will be informed.
- Parents/Carers will receive a formal letter concerning their child's behaviour and will be invited to attend a review meeting.
- A range of sanctions will apply as agreed at the review meeting or at the time of investigation of the incident.
- Appropriate strategies will be identified to support the child to improve their behaviour, under regular review.
- The child will have a home/school diary where all incidents are logged and where good behaviour is celebrated.
- The Chair of Governors will be informed by the Executive Headteacher of serious incidents that may ultimately lead to an exclusion from school.

### **Further Serious Misbehaviour.**

- The Executive Headteacher will be informed.





- It may be necessary to exclude the child for a fixed period of time, involving outside agencies as appropriate.
- Governors will be kept informed appropriately, as decided by the Executive Headteacher.

### **Bullying, Homophobic or Racist Behaviour and Serious Incidents**

If an allegation is made of bullying or racist or homophobic behaviour, the Head of School should be informed, and the matter investigated. The same is the case if an incident needs to be investigated. In this instance, an incident log will be completed by the Head of School or the person in charge at the time. The log should detail what was found out, any conclusions and any further necessary actions to be taken. A copy of the Incident Log is attached.

### **Vulnerable pupils**

Within our school community there are a few children who we regard as ‘vulnerable pupils’ whose particular needs are clarified on their behaviour plan, risk assessment, SEN Support Plan or EHCP. This policy acknowledges the school’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). Staff must support these children according to their plan. The plan will include reference to other people and agencies. These children may not follow the Good to be Green system as all other children do but will follow an adapted system with fair targets and consequences.

## **STEPPED SANCTIONS AND SCHOOL ACTIONS FOR BEHAVIOUR MANAGEMENT**

	<b>Behaviour</b>	<b>Sanctions</b>	<b>Next Steps</b>
<b>S T A G E 1</b>	<b>AGGRAVATING BEHAVIOUR</b>  Calling/shouting out Interrupting adults/pupils Ignoring instructions Talking when not appropriate Making inappropriate noises Out of seat Rocking on seat, slouching Not listening/ paying attention Pushing, shoving in line Running indoors In the wrong place Not working hard Not clearing up	Adult stops behaviour through: <ul style="list-style-type: none"> <li>• Expression/gesture</li> <li>• Reminder of expectations / Golden Rules</li> <li>• Moving the child to a different seat.</li> <li>• Repetition of task/ completion of work in own time.</li> <li>• Moving child to Yellow/Red if persistent</li> <li>• Change of child’s position within the activity</li> <li>• Time away/Miss out on Golden Time Slot</li> <li>• Parents informed</li> </ul> <p>The child is always given praise for resulting positive behaviour</p>	Behaviour strategy is rigorously enforced. CDI language/approach applied  Behaviour is recorded in class behaviour file to track patterns and identifiable triggers  Behaviour is discussed with team/parallel class teacher/HoS to ensure consistent approach.  A home/school link book may be used for a short period of timed to celebrate good choices and break any negative patterns.  <i>If behaviour continues, move to Stage 2</i>





<p><b>S</b> <b>T</b> <b>A</b> <b>G</b> <b>E</b> <b>2</b></p>	<p><b>MORE SERIOUS BEHAVIOUR</b></p> <p>Distracts others          Throws small objects to distract – not to hurt          Inappropriate physical contact, e.g. poking, flicking, pulling hair,          Complains or mutters          disruptively/persistently          Talking at an inappropriate time, or asking inappropriate questions to disrupt          Hides work or resources          Interferes with other’s property          Minor deliberate damage (pencils)          Leaves the room without permission          Lies (older pupils)          Telling lies to get others into trouble          Persistent rough play</p>	<p>Adult stops behaviour through:</p> <p>Consistently reinforcing behaviour strategy/consequences          Write letter of apology          5 minutes off playtime or lunch time.          Class teacher/HoS to formally meet parents          ECM referral/support provided by FSA          Application of individualised behaviour support plan through ‘Team Around the Child’.          Behaviour Log</p> <p>The child is always given praise for resulting positive behaviour</p>	<p>Behaviour continues to be monitored by class teacher          Behaviour recorded in an individual behaviour log.          Strategies and outcomes discussed with HoS/SENCo/Other agencies          Focused observations/assessments to support implementation of behaviour plan (see below) e.g. Boxall, Strengths/difficulties, ABC observation          Individual behaviour plan monitored by HoS.          Wellbeing monitored and supported by FSA.          Team around the Child strategy (level one) implemented if behaviour plan is not effective, to ensure clarity of expectation and home-school communication.          Behaviour targets initially set at Early Response level</p> <p><i>If behaviour continues move to Stage 3</i></p>
<p><b>S</b> <b>T</b> <b>A</b> <b>G</b> <b>E</b> <b>3</b></p>	<p><b>REPEATED OR PERSISTANT MISBEHAVIOUR</b></p> <p>Encourages others to misbehave          Uses obscene words to offend          Causes hurt intentionally          Verbal abuse of adults          Answering back or constantly questioning adult’s decision or request          Refuses to obey instruction          Destroys own work          Destroys others’ work          Insulting, name calling including racist and homophobic language          Petty theft          Damage to property or equipment (including play equipment).          Threatens violence          Bullying          Stealing</p>	<p>Adult stops behaviour through:</p> <p>Individual Behaviour Plan consistently applied by all staff          HoS/CGS Manager direct intervention          Formal Behaviour Log          Regular meetings with parents/carers          Lunchtime exclusion          Child uses ‘own time’ to try to make amends e.g. repairing property; re-doing work; apology</p> <p>In serious cases, fixed term exclusion</p>	<p>Further advice sought from IBSS/EP and other external agencies in order to avoid escalation and possible exclusion. Boxall profile completed and analysed to identify any underlying social/emotional needs and possible access to nurture provision          Positive Handling plan/risk assessment applied in conjunction with the HoS. SEN targets reviewed in order to assess whether the child should be at SEN Support/EHCP.          Team around the child strategy stepped up to level two.          ‘At risk’ intervention plan implemented          Wellbeing continues to be monitored and supported by FSA</p> <p><i>If behaviour continues move to Stage 4</i></p>



<b>S T A G E 4</b>	<b>REPEATED OR PERSISTANT STAGE 3 MISBEHAVIOUR</b>  Physical or violent assault causing injury, or persistent violent behaviour Sexualised behaviour or assault Serious damage to property (e.g. vandalism) Carrying a weapon with the intention to wound (e.g. knife) Persistent Bullying including homophobic, racist threats and abuse Carrying, supplying or abusing drugs	Meeting with parents/and HT with follow up letter Fixed term exclusion Lunchtime exclusion Reduced timetable Managed move Permanent exclusion	Further advice sought from IBSS/EP and other external agencies in order to avoid escalation and possible exclusion.  SEN targets reviewed in order to assess whether the child should be EHCP.  Advice sought from Exclusions Team
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### **Lunchtime Behaviour**

Lunchtime Supervisors are 'in charge' at lunchtime. If a child asks a member of staff if they can do something during lunchtime the staff member should respond "You need to ask a Lunchtime Supervisor." This will avoid staff being 'played off' against each other. There is at least one Lunchtime Supervisor (LTS) for each year group, the idea is that they get to know the children within both classes and can report back to the teacher at the end of each lunchtime, when they hand the children over. LTSs will be looking for good/improving behaviour and then give pom-poms out to children.

A 'Happy Lunchtimes' strategy is used in school. This is just specific to lunchtimes.

- Pom poms are rewarded for good behaviour which translate into house points by Lunchtime Supervisors
- Certificates are awarded weekly for 'Happy Lunchtimes' by Lunchtime Supervisors
- LTSs will be invited to 'Star of The Term' assembly to speak about consistently positive behaviour by children or individuals.
- Half Termly, those earning the most pom poms are invited to the party table by lunchtime supervisors who will dine with them. Children choose the theme of the party, get party bags, sweets, hats etc


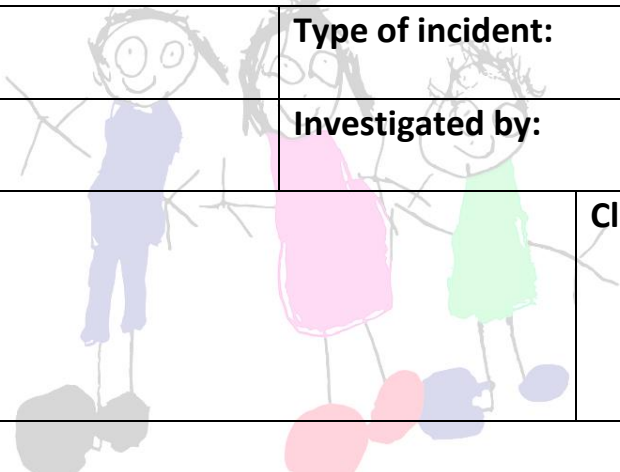

### **Rewards for Good or Improving Behaviour / Positive actions**

- Step 1 ~ children to be awarded coloured pom-poms for targeted behaviours ~ these represent our Houses and are to be displayed in the Hall and compared weekly.
  - Step 2 ~ children to receive a special certificate from each of the Lunchtime Staff which will be awarded in Celebration Assembly on Monday. The reason for the award should be given to re-inforce positive behaviours.
  - Step 3 ~ 'Top Table' each half term each LTS nominates a child and (a chosen friend) to have their lunch at a 'Top Posh Table' with a member of the Lunchtime Team.
- It should be made clear to ALL children that each of the rewards can be awarded for good or improving behaviour.*





**Sanctions for disappointing Behaviour / Negative actions**

- Step 1 ~ quiet word/raised eyebrow/amicable resolution.
- Step 2 ~ 2-minute Time Out (to be spent with Lunchtime staff) and apology to be made. This is a 5-minute Time Out (again, to be spent with Lunchtime staff) when a child needs to be spoken to following disappointing/uncooperative behaviour etc; apology to be made.
- Step 3 ~ referral to a member of the senior staff if a serious incident has taken place eg racist comment, deliberately hurting another child (to be dealt with according to the school's Behaviour and Discipline Policy and a 5-minute Time Out and apology to follow). In this case it is important that the child is brought back to the original supervisor to complete step 2 above, re-enforcing the authority of the LTS.

<u> Serious Incident Log </u>		
<b>Date:</b>	<b>Type of incident:</b>	
<b>Reported by:</b>	<b>Investigated by:</b>	
<b>Children involved:</b>		<b>Class:</b>
<b>Description of incident</b>		
		
<b>Action Taken</b>		
<b>Signed:</b>		<b>Continued: Y/N</b>



## Short Heath Junior School

 **Good to be Green Weekly Monitoring** Class \_\_\_\_\_ Week beginning \_\_\_\_\_ 

	Monday	Tuesday	Wednesday	Thursday	Friday
Home time					
5 <sup>th</sup> session					
4 <sup>th</sup> session					
Lunchtime					
3 <sup>rd</sup> session					
2 <sup>nd</sup> session					
Playtime					
1 <sup>st</sup> session					
Assembly					
Registration					

### **Monitoring**

The behaviour strategy will be monitored by the Head of School informally through classroom visits, leading Assemblies etc and formally on through undertaking a 'Behaviour Walk' with the Care Guidance and Support Manager and termly Deep Reviews.

Miss. Sarah Harris  
Head of School

Revised by: Miss. Sarah Harris (February 2018)  
Presented to Governors:  
To be reviewed: September 2018



# Short Heath Federation

*“Every day, in every way, everyone matters.”*



**Anti-Bullying Policy**

**FEBRUARY 2018**

SHORT HEATH FEDERATION

<b>Date Adopted</b>	<b>FEBRUARY 2018</b>
<b>Headteacher Signature</b>	
<b>Chair of Governors Signature</b>	
<b>Date for Review</b>	<b>September 2018</b>



*“Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally.” (DfE Preventing and Tackling Bullying, advice for headteachers, staff and governing bodies. October 2014)*

### **Short Heath Federation statement regarding bullying**

At Short Heath Federation, we implement a positive behaviour policy, which encourages attitudes of self-discipline, caring and friendliness. We work together to create a safe, supportive environment where bullying is unacceptable regardless of how it is delivered or what excuses are given to justify it. We recognise the detrimental effect on children who may be subject to bullying and will work actively to minimise the risks. The Governing Body has a zero-tolerance approach to extremist behaviour

for all community members.

If any parent has any concerns regarding bullying issues the following members of staff should be informed:

- Class teacher / Group Leader
- Parent Support Advisor
- Head of School
- Executive Headteacher

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

We will measure the success of our commitment in this policy by analysing bullying logs and actions in our schools to reduce or eliminate incidents of bullying.

### **Definition of bullying**

We have defined bullying as "deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, name calling), and indirect (e.g. spreading rumours). Bullying involving the use of technology e.g. the internet or phones is also included.



The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm)." Cyber bullying is bullying that is done online or on mobile devices, often using social networks. Racist bullying is where the victim is targeted for belonging to a particular minority group. Homophobic bullying is aimed at gay, bisexual, lesbian and transgender targets. Bullying is NOT when children have the odd argument, fall out or engage in a one-off tussle.

### Aims

We aim:

- to promote the federation Anti-Bullying Policy and Behaviour Policy.
- to state clearly that "bullying is unacceptable behaviour".
- to encourage children, parents, school staff and helpers to report any incidents of bullying.
- to reassure children and parents that action will be taken if bullying is suspected.
- to deal with incidents of bullying immediately.
- to support the victim and to help the bully to modify their behaviour.
- to provide after-care should an incident of bullying occur.

### Dealing with bullying

We have agreed to combat bullying by:

- following this policy and the Behaviour Policy.
- teaching and observing the Golden Rules.
- providing the children with strategies to protect themselves i.e. "Stop it, I don't like it,", moving away from the bully, asking for help.
- Using the support of outside agencies e.g. Integrated Behaviour Support Service for staff training/pupil support as appropriate.
- Dealing with all bullying concerns and allegations promptly

### Is there a typical bully?

Bullies are often bigger, stronger and older than their victims.

They are impulsive and often wish to dominate others.

Bullies are associated with general anti-social, rule breaking behaviour.

Bullies are often aggressive towards parents, teachers and brothers and sisters.

In specific instances of bullying the following steps may be taken





### **The Victim**

- The victim will be reassured that action is being taken and be reminded of the strategies for self-protection.
- Opportunity will be given to the child to discuss their feelings and possible future responses.
- If bullying continues the parents/carers will be informed and may be invited to school to discuss the situation.
- Staff will monitor the situation and try to give support.

### **The Person exhibiting bullying behaviour**

- The perpetrator will be given the opportunity to discuss the problem.
- They will be encouraged to make an appropriate apology.
- They will be helped to understand why the behaviour is unacceptable.
- Strategies will be given for dealing with their feelings in a more appropriate way.
- If bullying occurs a warning will be given that parents/carers will be informed if the bullying continues.
- If bullying continues the parents/carers will be informed and may be invited to school to discuss the situation.
- Parents/Carers may be invited to meet the class teacher or Headteacher at a certain time each week to discuss progress.
- The child may lose privileges.
- The child may be excluded at dinnertime for a specific number of days.
- In rare cases, it may be necessary to exclude a child from school until they can agree to behave in a more safe and acceptable way.

Any improvement in behaviour will be given positive re-enforcement.

### **CYBER-BULLYING**

Cyber-bullying can be defined as 'the use of Information and Communications Technology (ICT), to deliberately upset someone.

It can be an extension of face to face bullying with technology providing the bully with another route to harass their target.

It differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages, the size of the audience, perceived anonymity, and even the profile of the person doing the bullying and their target.

Cyber bullying takes different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), vilification/defamation; exclusion or peer rejection, impersonation, unauthorized



publication of private information or images and manipulation. If an image is shared/posted without someone's consent then this can be considered to be an act of bullying, especially if it is forwarded to others.

Some cyber-bullying is clearly deliberate and aggressive, but it is important to recognize that some incidents of cyber-bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as what the sender considers to be a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. In cyber-bullying, bystanders can easily become perpetrators, e.g. by passing on or showing to other people images designed to humiliate, or by taking part in online polls or discussion groups. They may not recognize themselves as participating in bullying, but their involvement compounds the misery for the person targeted. It is important that pupils are aware that their actions have severe and distressing consequences, and that participating in such activity will not be tolerated.

There are particular features of cyber-bullying that differ from other forms of bullying which need to be recognized and taken into account when determining how to respond effectively. The key differences are:

**Impact** – the scale and scope of cyber-bullying can be greater than other forms of bullying. Cyber-bullying is as serious if not more serious than other forms of bullying.

**Targets and perpetrators** – the people involved may have a different profile to traditional bullies and their targets. **Access and Location** – the 24/7 and any-place nature of cyber-bullying.

**Anonymity** – the person being bullied will not always know who is attacking them.

**Motivation** – some pupils may not be aware that what they are doing is bullying.

**Evidence** – unlike other forms of bullying, the target of the bullying will have evidence of its occurrence.

### **Implications**

Implications for the teaching and non-teaching staff

Teachers and TA's will:

- Give time to listen to children, in a quiet place if this would be helpful. Always take seriously any complaints of bullying and keep records.
- Give all children regular opportunities to talk about their feelings in a safe, group situation.
- Be aware and observant of potential bullying.
- Take action immediately if bullying is suspected.
- Inform the Head of School / Executive Headteacher of any bullying.



- Support other colleagues in any agreed action.
- Recognise that we as teachers sometimes need help and ask for it if necessary.
- Teachers and TA's should lead by example.

### **Implications for Lunchtime Supervisors**

Lunchtime Supervisors will:

- Give time to listen to children, always taking seriously any complaints of bullying.
- Be aware and observant at all times of potential bullying.
- Take appropriate action immediately bullying is suspected.
- Report all incidents to the Head of School / Executive Headteacher or class teacher. Positive behaviour may also be reported.
- Support other colleagues in any agreed action.
- Recognise that as Lunchtime Supervisors we sometimes need help, and ask for it if necessary.
- Lunchtime Supervisors should lead by example.

### **Implications for parents and carers**

Parents will:

- Encourage children not to be aggressive, even in response to provocation, giving children alternative strategies.
- Try to establish the facts and keep an open mind.
- Help their child to feel able to talk to them about any fears or worries, and take seriously any talk of being bullied (they may not use the word 'bullied').
- Be aware of what is happening in their child's life and discuss any awareness or suspicion of bullying with the class teacher.
- Actively endorse and support the Anti-bullying policy.
- Support the school in any agreed action.

### **Implications for governors**

Governors will:

- Be thoroughly conversant with the Behaviour and Anti-Bullying Policies of the federation.
- Ensure that everyone is aware of the policy and his/her responsibilities.
- Support staff in implementing the Anti-bullying policy
- Be active in the maintenance and review of the policy.



- In the event of a complaint being made about the school's handling of alleged bullying conduct a formal investigation into the processes and procedures carried out by the school and ascertain the appropriateness of these.

### **Resources**

Staff, pupils, parents;

Support Services; eg Safeguarding, Education Psychologist, Behaviour support;

Walsall Safeguarding team policy, advice and CPD;

Resources for Circle time and PSHE and children's books on the theme of bullying; eg Willy the Wimp by Anthony Browne, The Angel of Nitshill Road by Anne Fine, The Eighteenth Emergency by Betsy Byars.

### **Helpful Organisations**

[www.mywalsall.org/parents](http://www.mywalsall.org/parents)

Childline 0800 1111

Parentline Plus 0808 800 2222

KIDSCAPE Parent Helpline 0845 1 205 204

Bullying online [www.bullying.co.uk](http://www.bullying.co.uk)

[www.anti-bullyingalliance.org.uk/alltogether/all-together-hub](http://www.anti-bullyingalliance.org.uk/alltogether/all-together-hub)

SHORT HEALTH FEDERATION