



Wimborne First School Behaviour and Anti Bullying Policy

June 2018

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Wimborne First School Behaviour Policy

At Wimborne First School we are a hard working school and expect high standards from our pupils in terms of work and behaviour. We are strongly committed to equal opportunities and believe that every member of the school community has the right to be able to realise his / her full potential in a secure, safe and happy environment. Each child has the right to expect support and action if their happiness or safety is threatened. Because we see education as a partnership between home and school, we have written this policy so that all of us – teachers, parents, carers, pupils, and the governors can work together to improve behaviour, attitude and standards of work.

“Good behaviour and good discipline are essential if effective teaching and learning is to take place.”

BEHAVIOUR POLICY - STATEMENT OF PRINCIPLES

We believe that ensuring desired standards of behaviour in all aspects of school life is necessary, in order to bring about effective teaching and learning. The Behaviour Policy is a key part of the process to create and maintain an inclusive, caring learning environment, through a set of clear principles and procedures, agreed by and applied by all involved in the school community.

Principles

- The school is proactive and not just reactive in this area of school life.
- Discipline, rewards and sanctions focus on the behaviour and not the person.
- The methods used to achieve good discipline reflect the overall aims of the school and follow best practice. In particular, they are an essential element of Wimborne First School being a Rights Respecting School and a Jigsaw Junction Lead for Dorset.
- The school’s policies and procedures are designed to:
 - bring about high standards of pupil behaviour;
 - promote self-esteem, self-discipline, a proper regard for authority and positive relationships;
 - enable all pupils, regardless of gender, race or special educational needs, to work to the best of their ability;
 - prevent all forms of bullying among pupils.
- Pupils will be set a good example and, wherever possible, be given rewards and praise. They will be encouraged and be expected to:
 - always try their best;
 - exercise appropriate self-discipline;
 - accept responsibility for the consequences of their own actions;
 - show appropriate respect for the feelings and needs of others;
 - show appropriate care for their school and the wider community.
- The school works to establish a positive, purposeful and relaxed atmosphere, based on mutual respect amongst all those who make up the school community. This in turn provides a safe environment, free from disruption, violence, bullying and any form of harassment.
- There is a strong emphasis on the recognition and reinforcement of positive attitudes and genuine effort whilst working to minimise poor and unhelpful behaviour or performance.

- There is a healthy balance of rewards and sanctions and every attempt is made to apply these consistently. The school rules, rewards and sanctions system will be communicated and explained to pupils regularly.
- The school's policies are clearly explained, easily understood, consistently and fairly applied and can be seen to be reasonable, sensitive and effective.
- Discipline is the concern of everyone connected with the school – staff, pupils, parents and governors.
- Everyone involved in the maintenance of good discipline within the school shares common expectations about acceptable standards of behaviour and how to maintain them. All members of staff are expected to enforce agreed standards of behaviour and to maintain them using the defined rewards and sanctions system, which will promote a culture of praise and encouragement in which all students can achieve.
- Job descriptions set out the responsibilities of members of staff in encouraging and maintaining good standards of pupil behaviour, including modelling these themselves in and out of school time.
- Parents are involved in establishing the principles for the Behaviour Policy. They are expected to support the school in the recognition of good and unacceptable behaviour and be involved in the maintenance of good discipline.
- There will be a regular review of the implementation of the school's policy and procedures.

THE ROLE OF THE GOVERNING BODY

- Governing bodies are expected to play a key role in influencing the ethos of the school – its general atmosphere and philosophy and, therefore, its standing in the community it serves. This influence carries with it a responsibility to support the head teacher and staff in maintaining high standards of discipline.
- The governing body has specific responsibilities in the application of the exclusion procedures and is expected to monitor the number of exclusions taking place.

THE ROLE OF THE HEADTEACHER

- The Headteacher has the prime responsibility for promoting good behaviour and discipline at the school and is required to produce a written behaviour and discipline policy.
- The Headteacher is required to put in place measures to be taken with a view to:
 - promoting among the pupils self-discipline and a proper regard for authority through the schools high quality PSHE curriculum.
 - encouraging and securing good behaviour on the part of the pupils;
 - generally monitoring and regulating the conduct of the pupils through observation, school council and behaviour logs.
- The Headteacher is required to ensure the maintenance of good order and discipline at all times during and outside the school day, including break times and lunch times, whenever the pupils are engaged in authorised school activities, be it on or off the school premises.
- The Headteacher is required to take the lead in:
 - defining the expectations of the school in relation to standards of behaviour through a clear policy.
 - ensuring that these standards are consistently and fairly applied throughout the school.
- The Headteacher is required to ensure that the sanctions carried under the discipline policy are in proportion to the offence and enable the pupil to make reparation, where appropriate.
- The Headteacher is required to determine measures to prevent all forms of bullying, including sexual and racial harassment, among pupils.

THE ROLE OF THE KEY STAGE LEADER

Key stage leaders play an essential role in ensuring the good conduct of pupils. They are issued with job descriptions that set out their key areas of responsibility and the actions required discharging those responsibilities:

- providing professional leadership to the children in the year group so as to ensure the general welfare and good conduct of the pupils;
- developing a strategic view, within the context of the school's aims and policies, which guides policies and practices to ensure the general welfare and good conduct of the pupils;
- monitoring and, when required, taking action to maintain acceptable standards of conduct and appearance of the pupils in the year;
- working effectively with other adults from both inside and outside the school so as to provide the best possible leadership and support for the pupils in the year group;
- ensuring year group staff maintain detailed pupil behaviour, welfare and other records and that these records are used effectively and appropriately;
- contributing to the development and monitoring of whole-school policies.

THE ROLE OF THE CLASS TEACHER

Class teachers play an essential role in ensuring the good conduct of pupils. They are issued with job descriptions that set out their key areas of responsibility and the actions required discharging those responsibilities.

- being aware of, understanding and implementing school policies and guidelines on pastoral care and discipline;
- seeking to know every child in the class as an individual through a thorough knowledge of the pupil's records and through regular contact and interaction;
- monitoring and, when required, taking action to maintain acceptable standards of conduct and appearance of the pupils in the class;
- working effectively with other adults from both inside and outside the school so as to ensure the best possible support and guidance for the pupils in the class;
- maintaining clear, detailed pupil behaviour, welfare and other records and ensuring that relevant information is properly recorded and made available to those who need to know;
- contributing to the development and monitoring of whole-school policies.

THE ROLE OF SUPPORT STAFF

Support staff are an extremely important part of the school and implementing the behaviour policy in school. Support staff are expected to contribute to the maintenance of high standards of pupil conduct. These members of staff – Office, Premises, Teaching Assistants, Lunchtime Supervisors, – all have contact with pupils and should expect the same level of respect and behaviour from them as teachers do. In particular:

- Support staff should expect and enforce polite and respectful methods of address by the pupils and the standards of behaviour that are usual in lessons and around the school.
- Support staff should intervene if they see examples of bullying or inappropriate behaviour and do their best to establish the basic facts before passing the matter on to the appropriate class teacher, key stage leader, Deputy Head or Headteacher.
- Support staff should refer matters of concern to the teacher, the Inclusion Leader, or Key Stage Leader depending on the circumstances.

Wimborne First School Guidance on Behaviour

The following is for the guidance of all members of staff so that there is a common understanding regarding acceptable behaviour and good manners.

1. General

- a) Exchanges between staff and pupils and pupils and pupils should be conducted in a way that meets general rules of politeness. Children should be reprimanded if, for example, they fail to use the teacher's name, they speak to an adult in a disrespectful manner, they push through doorways and so on. If necessary, they should be reminded of the need to show gratitude, for example by thanking staff at the end of trips, visits etc. The conduct of the staff in their dealings with each other and with the children should be an example of the behaviour expected.
- b) Rudeness, insolence or disobedience of orders should not be tolerated and should be checked immediately. Repeated rudeness or disobedience is an extremely serious offence and should be reported to the key stage leader and, if necessary, the head teacher.
- c) Bullying, be it verbal or physical, is a very serious matter and should be dealt with in accordance with the school's *Anti-Bullying Policy*.
- d) Any racist or bad language by the children or comments should be firmly checked by the member of staff and the inappropriateness of such remarks explained to the child(ren) involved.
- e) Deliberate abuse of this kind is a form of bullying and should be treated as such. The school is required to record all incidents involving racial abuse. (see the school's *Equal Opportunities Policy*).

2. Corridors and Classrooms

- a) The school is, in general, a quiet place of work. Noise should always be kept to the minimum necessary for the work being done.
- b) Classes should be trained to keep noise to the minimum when moving around the school in corridors or along paths, or when they are on the field or playground during lesson times.
- c) Teachers should take positive action to stop behaviour by the pupils that is a danger to themselves or others. Running in corridors or anywhere around the school is forbidden.
- d) Good order is greatly helped if teachers and support staff are in their rooms or on the playground at break times, ready to receive their classes and ready for work to begin.
- e) Routines for the orderly entrance to and exit from classrooms should be enforced.
- f) Coats should be hung on the pegs in the corridors.
- g) Adequate time should be allowed at the end of the lesson for clearing up. Chairs should be put under desks, books and other equipment tidied away and rubbish put in bins. At the end of the day, lights should be switched off. Windows and doors should be shut to conserve heat in winter.
- h) Staff responsible for classrooms should see that their rooms are kept in good order.
- i) Children should not be allowed to leave the room during lesson time except when absolutely necessary e.g. toilet breaks etc.
- j) The teacher, being legally in charge of the children, should also only leave the room when absolutely necessary.
- k) Children are expected to use the toilets designated to their year group during breaks and lunchtimes in a sensible manner.

3. Assembly

- a) Teachers must bring the children to the hall, ensuring that the class they are with is quiet at all times.

- b) The teacher must accompany children into the hall. Teachers are responsible for ensuring that the children in their class walk in with minimal noise.
- c) Teachers should be vigilant for children talking or misbehaving in assembly and take appropriate action to restore proper behaviour. Children who misbehave in assembly should be reported to their class teacher.
- d) All members of staff are responsible for ensuring that children leave the hall sensibly and walk back to their classrooms.

4. Break Duty

- a) Duty staff should always be at their place of duty promptly.
- b) Children should be outside during breaks, unless at a supervised activity or if it is a wet break. Staff should only allow children to stay in rooms when the member of staff is prepared to remain with them.
- c) The staff on duty must play an active part in supervising the children, encouraging playground games and staff are not to congregate in groups. Staff should be spread out around the playground to ensure coverage and supervision of all children.
- d) The climbing wall should be supervised by an adult at all times or it is not to be used.

5. Care of Property

- a) Children must be encouraged to look after all items of school property. Deliberate damage or defacement of textbooks, furniture, ICT equipment, displays, etc. is a very serious offence and should be reported to the year leader or Head teacher.
- b) Children must be encouraged to look after their personal property. Children should be discouraged from bringing valuables to school. All items of electronic equipment are banned from school, unless a teacher has given specific permission.

6. Classroom Charters

- a) Each classroom should clearly display their classroom charter. Class teachers should draw their class' attention to this at the beginning of each school year.
- b) Teachers should ensure that the charter is enforced and obeyed at all times.

Rewards and Praise

Frequent praise and positive responses from the staff are powerful tools to motivate and enthuse pupils. Praising good behaviour and action creates a positive atmosphere in a school and as a result pupils are less inclined to be disruptive and anti-social, particularly if they see that it is against the 'norm.'

The following methods of praise are used by the staff of WFS:-

- Lots of verbal praise!
- Stickers and head teacher certificates

The pupils in all year groups will receive stickers for a variety of different reasons relating to their work and effort in school. Once a child receives 20 stickers they will be awarded with a bronze certificate from the Headteacher, 40 stickers, a silver, 60 stickers gold and then 100 stickers will be a platinum award. As the children collect their stickers they can bank their amounts and save up for a 'goodie' from the Headteacher's reward shop. The children can choose something small or save their points to get something bigger. This part of the behaviour policy is based around individual behaviour.

- Special Person – Each child once a year will have a chance to bring something in from home and talk about it to the other children in the class. They will receive a special certificate from the class teacher to say they have completed their talk.
- Other Certificates – Each week in a celebration assembly two children from each class will be nominated to receive a certificate which are given out for good work, behaviour etc.

Sanctions and Punishments

There are 2 different levels of sanctions in the school. The first level is for an odd misdemeanour that the teacher is unhappy about but not unduly concerned:-

Level 1 Sanctions

- A verbal warning
- A second verbal warning and the child told they will have time out if it continues.
- The child will have 5 minutes on the 'time out' chair. This is where a child is sent to sit on the 'time out' chair to reflect on their poor behaviour. A child can only be sent to the time out chair twice in one day. If it is needed more than twice then a teacher needs to move up to level 2 sanctions.

(sometimes a child might receive all of the above in one incident depending on its nature)

Level 2 sanctions

1. A child who is regularly placed at least once a day on the time out chair or is repeatedly in trouble for odd misdemeanours (over a period of time which are logged in the behaviour logs) may be exited to another class. The incident must be logged in their behaviour log. The teacher will contact the parent informally in these circumstances to alert them about their child behaviour. Once a child has been exited more than 3 times the Headteacher must be informed and she may contact the parents for a meeting.
2. If the child returns to the class after being exited and continues to be disruptive they will be immediately sent to the HT or AH/Key Stage Leader who will decide the next appropriate course of action. This might include:-
 - Severe verbal warning
 - Missing playtime or a series of playtime
 - Sitting outside the HT office for some reflection time.
 - Parents may be contacted and the child is sent home
 - Temporary or permanent exclusion.

Parents of any child who has been sent to the Headteacher following an exit will always be informed by the Class Teacher and depending on the severity of the incident the Headteacher

Pupils who do not seem to be able to follow the normal behaviour policy and are causing serious concern will be required to have a behaviour plan written. This plan will be written in conjunction with behaviour support, school and the parents.

UNACCEPTABLE BEHAVIOUR

All the following are seen as totally unacceptable behaviour and will result in the child (unless it is first offence or the child was unaware they were breaking a rule or there were particular mitigating circumstances) being sent immediately to the Headteacher.

1. Throwing stones.

2. Unprovoked physical attack.
3. Spitting.
4. Vandalism.
5. Repeated swearing.
6. Repeated stealing.
7. Any form of racism.
8. Repeated bullying.

Fixed term and Permanent exclusions

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Only the Headteacher (or the Acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents as soon as possible, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing Body and how to do so through the letter of exclusion.

The Head teacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion or fixed-term exclusions. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. However, the Governing Body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

Special Educational Needs

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist.

Recording, monitoring and evaluating behaviour

Behaviour in school will be logged on the school's electronic recording system. The Leadership Team will monitor behaviour and evaluate the impact of this policy through the records listed above, through informal observations, comments from formal lesson observations and discussion with pupils, staff and parents and action plans may be put in place.

Parents' Responsibilities

Parents have a vital role to play in their children's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site, including parents, to model positive behaviour at all times and in particular in their interactions with each other.

We display the school's rules, rewards and consequence systems and explain them in the school prospectus. We have a Home/School agreement which is signed by pupils, parents and teachers. We expect parents to read these and support them. If a member of school staff has concerns about a child's welfare or behaviour, parents will be contacted as outlined above. If the school has to use reasonable consequences as the result of unacceptable behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Assistant Head/Key Stage Leader may then be involved, then the Head teacher and, if the concern remains, they should contact the school governors.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher and/or Governors who will take appropriate action in line with Local Authority policy.

Anti Bullying Policy

At Wimborne First School we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment.

Bullying of any kind is unacceptable and will not be tolerated in school. We take all incidents of bullying seriously. Dealing with, and ways to stamp out bullying are considered by the whole school on an annual basis as part of the Jigsaw PSHE curriculum. This takes place in the Autumn Term and national anti-bullying week is incorporated into this work. Children are taught not to stand by if they think bullying is happening but always to tell a member of staff. A 'worry box' system is used with the older children to help make reporting bullying easier.

What is Bullying?

Bullying is a deliberate, persistent action by an individual or group which hurts other people either physically or emotionally.

Bullying can take different forms:

Physical Emotional

Attacking e.g. hitting, spitting name calling

Biting isolating

Stealing criticising

Damaging belongings taunting

Hiding belongings eye-balling

Threatening / blackmailing

Children are taught to recognise when bullying is occurring and also to consider what is not bullying. The occasional falling out with friends, disagreements etc can be the cause of some name calling or unkind actions. Developing skills to deal with this part of life is addressed through the 'Jigsaw' PSHE scheme and through talking things through with children when it happens.

Bullying is something done repeatedly and on purpose to intimidate, belittle, isolate or otherwise hurt the intended victim.

Racism In line with our Racial Equality policy no form of racism is tolerated. Any racist incident will be dealt with and logged on the school's electronic recording system. (My Concern)

Vulnerable children Everyone in school is aware that some children with learning difficulties or other disabilities, or in difficult social circumstances may be especially vulnerable to bullying and we are particularly vigilant in these circumstances.

High attaining or gifted pupils can also be affected by bullying and any incidents will be treated in the same way as other bullying is dealt with.

Strategies to prevent bullying

- Maintain a raised awareness of bullying issues with pupils and staff through PSHE and taking part in anti-bullying weeks.
- Ensure all staff are alert to possible indications of bullying.
- Maintaining adequate supervision of all areas of school, in the classroom and at play.
- Provide equipment/activities for breaktimes including home/school link
- Regularly review the play environment
- Constant reinforcement of whole school and class charters.
- Ensure pupils know that 'telling' is the way to make sure bullying doesn't continue and maintain a listening environment for all those who are raising concerns about bullying e.g. worry boxes.
- Ensure that all members of the school community understand the communication pathways i.e. Staff and parents can approach the Class Teacher, Assistant Headteacher or the Headteacher

Wimborne First Schools' approach to tackling bullying

The school takes all allegations and incidents of bullying seriously and will respond calmly and consistently to ascertain the facts.

School will help and support any children who have been bullied and will work with the bully to help them change their behaviour.

School will involve all parents concerned, being sensitive to the nature of all issues involved.

Wimborne First School recognises the following strategy as being effective in dealing with bullying.

- **Talk with the child**

When the teacher finds out that bullying has occurred they begin by talking to the child about their feelings. They do not question them about specific details, but need to know who was involved.

- **Meet with the people involved**

The teacher arranges to meet with the group of children who have been involved. This will include some children who were present, but did not participate in the bullying. A group of six to eight seems to work best.

- **Explain the problem**

They are told about the way the child is feeling now. At no time does the teacher discuss details or specific incidents. It is important not to allocate blame to the individuals or the group.

- **Share Responsibility**

The teacher does not apportion blame but states they know that the group can do something about it, something to help.

- **Ask the group for their ideas**

Each member of the group is encouraged to suggest a way in which the bullied child could be helped to feel happier. The teacher gives some positive responses but does **not** go on to extract a promise of improved behaviour.

- **Leave it up to them**

The teacher concludes the meeting by passing responsibility to the group to solve the problem. They arrange to meet with them again a week later to see how things are going.

- **Meet them again**

About a week later the teacher discusses with each child, including the bullied how things have been going. This allows the teacher to monitor the bullying and keeps the children involved in the process.

Child Protection

Wimborne first School recognises that under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is “reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm”. Where this is the case, our school staff will report their concerns to the Designated Senior Person for Child Protection who will refer to Children’s Services Social Care.

Monitoring and Evaluation

This policy will be reviewed annually to ensure it remains effective. Following review any amendments will be made to the policy and everyone informed.

This policy is to be read in conjunction with all other safeguarding policies.