



WORTHAM PRIMARY SCHOOL

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BEHAVIOUR AND ANTI BULLYING POLICY

Policy	Behaviour and Anti bullying policy.
Summary	The purpose of Wortham's behaviour and anti- bullying policy is to outline the school's high expectations for exemplary behaviour. In addition it clearly states the procedures that will be followed when behaviour does not meet these expected standards.
Applies to	Teaching Staff / All Staff / Governors / Pupils / Whole School / Public
Reviewed again	Autumn 2021
Date of next review	Autumn 2022
Reviewed by	School staffing team/Governors
Approved by, on	Governing body

CFL March 15

Reviewed Dec 2011, Feb 2013, Feb 2014 March 2015, Autumn 2016/Autumn 2017/Autumn 2018/Aut 2019/Aut 2020/Aut 2021

Worham Primary School

BEHAVIOUR AND ANTI BULLYING POLICY

Introduction:

At Worham Primary School we want to make sure that our children are happy as we all know that children learn best in a happy, secure and friendly environment. We strongly believe that every child and adult in the school has the RIGHT to be in a safe environment and that every child and adult has the RESPONSIBILITY to be in control of his or her own behaviour.

We have therefore developed this policy to enable us to fulfil our vision, which is:

**At Worham Primary School we work together to enable our children to become successful learners, to know and understand that they are valued and to prepare them for life in the local and world wide community.
Together we achieve**

This policy has been shared with staff, children and parents and is reviewed at least once a year.

The Benefits of Good Behaviour:

At Worham Primary School we believe that when staff, pupils and parents value good social behaviour:

Children will:

- Learn what good behaviour means;
- Learn to care for one another;
- Learn the value of friendship;
- Develop self confidence;
- Reach their true potential in academic studies.
- Develop, learn and use effectively a range of social skills that relate to maintaining good behaviour.

Teachers are able to:

- Teach effectively;
- Meet the needs of individual pupils;
- Work in partnership with parents for the benefit of the children;

Parents will:

- Feel confident that their children are growing personally, socially and academically;
- Know that their children receive support when they need it;
- Feel welcome in school to discuss their children's progress in a positive atmosphere.

We strive to work in partnership with parents to encourage all our pupils to grow and develop personally and socially as well as academically. Parents and children are asked to read, agree to and sign a Home School Agreement for behaviour annually.

Our School Rules

We expect all pupils, parents and staff to respect everyone and everything in our school. This aim is translated into a Code of Conduct, which is written in a form that is easily understood by all our pupils:

- **Everyone has the right to feel safe**
- **Everyone has the right to learn**
- **Everyone has the right to do their job**

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These rules also apply to behaviour outside of school (i.e. on visits and residential trips) or when children are in school uniform. The school will share the expected behaviour on residential trips with the parents and children before the trip and parents will be asked to sign an agreement that makes clear these expectations and the consequences of bad behaviour.

To encourage 'good' behaviour:

- Staff will follow the guidance in this policy
- Teachers will display our three golden rules in each classroom: **Everyone has the right to feel safe. Everyone has the right to learn. Everyone has the right to do their job.**
- Teachers will have a class rewards system in place which is shared with the class
- All staff will recognise and highlight good behaviour as it occurs.
- Teachers will introduce the listening action plan in each classroom.
- Teachers will organise their classrooms to provide the best possible learning environment for all children.
- Desirable attitudes and skills will be taught during Religious Education (RE) and Personal, Social and Health Education (PSHE) lessons, whole school, class and house assembly times
- Teachers will differentiate work to meet the needs of individual children.
- Teachers will attempt to identify reasons for poor behaviour and if appropriate the child will be put on our SEND programme and will have a Pupil Passport. The targets in this will be discussed with the parents and other staff so that a consistent approach is adopted.
- Teachers will work with parents, sharing with them the positive behaviour as well as the inappropriate behaviour.

Lunchtime Behaviour Guidelines have been produced to ensure that our mid-day assistants act in a consistent way and parents and pupils understand what is expected of our children during the lunchtime period (details later)

Children will be rewarded for good behaviour through,

- Praise from members of staff;
- Stickers and certificates
- Children exhibiting especially good behaviour, kind deeds or producing good quality work may be sent to the Head teacher for a reward;
- Being awarded 'Star of the week' in Celebration Assembly;
- House Points
- Orange stickers from the MDSAs/Merits and Classroom marbles.

To discourage inappropriate behaviour:

All Staff will -

1. Use positive behaviour as a desired model to divert unacceptable behaviours. ;
2. Remind the child of the class rules;
3. Give a reminder to make the right choice.
4. Offer the child an opportunity to have time out.
5. Set tasks as a consequence of unacceptable behaviour.

For situations where a child continues to disrupt children's learning then the child will be removed to another classroom with their learning and be expected to complete their work.

In the event of this not working then the child is removed and sent to the Headteacher.

All staff-

6. Make appropriate records of the behaviour and take appropriate action which may include exclusion from class activities, loss of activities or fixed term exclusion from school. Parents will be informed of the sanctions put in place.
7. Tell the pupil to make a report of the incident/behaviour or complete social stories to go on record.
8. In cases where the child is brought to the Headteacher then the Headteacher will feedback on the incident to the parents of that child.

Lunch and playtime:

To enable all our pupils to enjoy safe, happy lunchtimes, we have a set of lunchtime rules -

In the dinner hall

Children are expected to:

- Show good table manners
- Talk quietly to those on their own table
- Speak politely to adults
- Put up their hand if they need to ask for anything
- Remain seated unless told otherwise
- Leave the dinner hall in a quiet manner when dismissed

Children who do not behave appropriately will

- Be reminded of the expected behaviour
- Be moved to take time out and reflect on their behaviour
- A member of teaching staff will be called to support in this instance.

On the field / playground

Children are expected to:

- Play sensibly
- Keep out of 'hidden areas' such as the Forest School.
- Respect play equipment, rules and rotas
- Report any problems and accidents to the staff on duty

Children who do not behave well will be

- Reminded of the expected behaviour
- Be encouraged to take time out and reflect on their choices
- Be taken to a member of staff if necessary

Playtime rules are displayed around school.

Confiscation of inappropriate items

The law allows school staff to confiscate a pupils property if it is inappropriate in school. The school will hand any confiscated items back to the parent of the child at the end of the day.

Note - Weapons and knives would be handed over to the police. Staff (two together) may search bags for inappropriate items if they have good reason to believe that a child is hiding an inappropriate item.

Exclusions

A child at Wortham can be excluded for a fixed period of time if...

- A child is in breach of the school rules
- Allowing them to stay in school would seriously affect their / other pupils education or welfare.

Any child, including Special Needs children, deliberately assaulting a member of staff or another child could receive a Fixed Term, or Permanent Exclusion from school, depending on the severity of the attack. **Assault includes hitting, pinching, kicking, punching or any other action intended to harm the member of staff including verbal attacks.**

It is only the Executive head teacher who can exclude a child. The Chair of Governors would be informed immediately of the decision to exclude.

The school will contact the parents/carers on the day the exclusion is given. A letter explaining

- the period and reason for exclusion,
- the parents duty during the first 5 days of any exclusion to ensure that the child is not present in any public place during normal school hours.

If a child is excluded for longer than one day, the school will set work for them and mark it on return to school.

Strategy for dealing with uninhibited dangerous behaviours

Some categories of behaviour will come into categories that bypass the procedure as outlined above. When this occurs staff will need to follow the procedure above and those following.

- When the incident occurs, an immediate assessment of the effects of the behaviour on the pupil, other adults and other children must be made.
- Medical aid, if needed, is a priority
- A risk assessment is carried out and if appropriate the child must be isolated from other children.
- Full accounts must be written, dated (including year) and signed. It must be decided at this point if a County Incident form is to be completed (this is kept in the school office)
- The head teacher/most senior teacher present will make the decision as to whether the incident requires sanctions as follows
 1. Withdrawal from lessons/playtimes for a specified period commensurate with the severity of the behaviour
 2. Exclusion from school for a fixed term
 3. Exclusion from school permanently
 4. Executive Headteacher (2 and 3 only).
- For pupils with a known difficulty it would be expected that a programme of support in place where particular behaviours are targeted for action and where monitoring is happening, for example a Behaviour Support Plan / Pupil Passport, identification of a key person to co-ordinate and maintain links with the home.
- It is important that parents are aware of incidents and that they are involved in the support programmes being used.
- The chair of Governors and/or the designated child protection governor should be informed.
- Following an incident of this nature pupils and staff will need a debriefing session and paperwork, policies and procedures will need to be reviewed.
- The incident should be resolved and measures put in place so that the risk of re-occurrence is minimised and all parties can move forward in a positive way.

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Taking Account of SEN, disability and the circumstances of vulnerable pupils

The school will seek to make reasonable adjustments to the application of this behaviour policy where it is felt that a child's behaviour is a consequence of his or her SEND.

Children with an Pupil Passport (PP)/Education and Health Care Plan (EHCP)/Pupil Support Programme (PSP) will be supported with reference to these documents and sanctions will be used with reference to the pupil targets set for an individual. These targets should not be used to undermine this policy but to reinforce the aims set out in it.

Bullying

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school.

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is the ongoing use of aggression or intimidation with the intention of hurting another person. Bullying results in pain and distress to the victim. It is persistent and targeted.

Bullying is not 'one off' actions of aggression or intimidation.

Bullying can be:

- Emotional being unfriendly, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse
Misuse of associated technology , i.e. camera & video facilities

Why is it Important to Respond to Bullying? Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Wortham School has a responsibility to respond promptly and effectively to issues of bullying.

Signs and Symptoms

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

- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating

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- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet

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

Procedures

- 1) When bullying is reported to staff a 'Bullying incident report form' will be completed (TA's MDSA's and teachers will share this information)
- 2) Staff will investigate the incident and make notes of any action taken and if appropriate contact parents for a discussion. (This may involve parents of the bully and/or the child being bullied)
- 3) If necessary and appropriate, police will be consulted
- 4) The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- 5) An attempt will be made to help the bully (bullies) change their behaviour.

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Sanctions imposed.
- 2) In serious cases, fixed term exclusion or permanent exclusion will be considered
- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Please see Racial Incidents and Bullying Log Policy for more details.

Prevention The school will teach children about the issues of bullying through our PSHE curriculum – Jigsaw.

Parents have access to leaflets which provide contact numbers and websites (at front office).