

Hemblington Primary School



Positive Behaviour & Anti-Bullying Policy 2020-2021

Aims and Statement of Intent

Everyone at Hemblington Primary School will be valued for who they are. Our Positive Behaviour and Anti-Bullying Policy will endorse and promote the sense of value of each individual and respect for each other.

Hemblington Primary School believes that all pupils are entitled to learn in a safe and supportive environment; this includes being free from all forms of bullying behaviour. This policy aims to give the whole school community clear guidelines as to the appropriateness and consequences of their behaviour.

All schools must have measures in place to encourage positive behaviour and prevent all forms of bullying amongst pupils. These measures are part of this policy, which is communicated to all pupils, school staff and parents.

It is our aim that our children grow up with strong moral values based on tolerance, mutual respect and self discipline. We aim to foster a caring school community and promote an inclusive, tolerant and supportive ethos across the school.

Legal framework

This policy has due regard to legislation, including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with DfE advice, including, but not limited to:

- DfE 'Preventing and tackling bullying' (2017)

This policy will be implemented in conjunction with the school's:

- Online Safety Policy
- Safeguarding Policy

The principles behind our Positive Behaviour and Anti- Bullying policy:

- Good behaviour is a necessary condition for safety, well being and effective learning and teaching.
- In our school, we focus on the positive, reinforcing and modelling good behaviour.

- Our rights, responsibilities, rewards and consequences are shared with the children at the beginning of each term and throughout the school year.

This policy is written on a basis of:

- Shared beliefs
- Shared values
- Shared actions
- Shared responses

It is essential that this policy is applied consistently throughout the school. The following table outlines the expectations of all members of the school community:

Staff	Pupils	Parents/Carers
To lead by example	To respect, support and care for each other both in school and the wider community	To be aware of and support the schools values and expectations.
To be consistent in managing behaviour with pupils.	To listen to others and respect their opinions	To ensure that pupils come to school regularly, on time with the appropriate equipment.
To encourage the aims and values of the school among the pupils.	To attend school regularly, on time, ready and equipped to learn and take part in school activities	To maintain regular communication with school regarding any issues within the home which may impact on behaviour or learning.
To have high expectations of all pupils.	To take responsibility for their own actions and behaviour	To take an active and supportive interest in your child's work and progress.
To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support.	To follow the instructions of all members of staff throughout the school day.	To work together with the school in developing appropriate strategies and support to manage behaviour consistently.
To encourage regular and effective , communication between home and school.	To be tolerant of others, irrespective of race, gender, religion and age	Where appropriate to work closely with the school's SEND team to ensure any additional needs are supported effectively.

Values Led Approach:

We follow a values led approach and use our monthly focus on specific values as the building blocks to develop our school community and excellent behaviour for learning. Opportunities to experience and practice these are built into all aspects of the school.

Personal , Social and emotional Health PSHE (Including SRE) will be taught by teachers weekly, following the PSHE Association curriculum materials and the Hemblington Primary Values to ensure these are explicitly explored. Each month a new value is explored through our assemblies and embedded into the curriculum.

Rights and Responsibilities

Rights and Responsibilities are explored with pupils at the start of each term. Some are created by the pupils and class teacher, others have been agreed by the whole school and are followed at break and lunchtimes, around the school etc.

Our school ***Rights*** are:

- To have rich and varied learning experiences
- To be happy and safe and to know who can help if we aren't
- To be listened to and to be given the opportunity to ask questions and learn from different people
- To be able to focus on learning
- To be respected
- To be helped to improve

Our school ***Responsibilities*** are:

- To work hard, to do our best and to make the most of school
- To make sure everyone is happy and do our best to help them if they are not
- To listen, to ask questions and talk to people to help our learning
- To set an example to other children, and to make everyone proud to be part of Hemblington Primary School.
- To respect everyone and everything.
- To value our differences.
- To value our learning at school, and think about how we want to improve in the future.

The x3 whole school responsibilities are :

1. RESPECT-We respect everyone and everything.
2. RESILIENCE-We keep trying, even if things are challenging.
3. READY TO LEARN-We are ready to learn.

Rewards and Consequences

REWARDS which pupils will receive for adhering to their responsibilities.

CONSEQUENCES which result when pupils choose not to adhere to their responsibilities.

Positive Recognition

A shared understanding of what is expected, and why gives teachers more opportunities for praising and rewarding (i.e. positive recognition) those children who are behaving well.

Positive recognition will:

- Encourage pupil's self esteem
- Reduce problem behaviours
- Create a positive classroom environment
- Help to teach appropriate behaviour
- Establish positive relationships

Every day pupils and staff are expected to adhere to their responsibilities. Alongside whole school rewards, teachers can also decide which form of recognition they will use to reward good behaviour within their own classes but this must still be consistent with our whole school values and behaviour policy.

A **Recognition Board** will be set up in each class which will focus on a core responsibility or aspect of learning each day. When all pupil names reach the Recognition Board, a whole class reward point will be given (class cheer or marble on jar). This will replace the traffic light system. (This approach has been taken from Paul Dix When Adults Change, Everything Changes.)

Other Reward Systems

Pupils can collect stamps for showing respect, resilience and being ready to learn, as well as for effort etc. These are collected on a Hemblington Hedgehog Merit Card: Bronze, Silver, Gold and Platinum. Certificates are awarded in assembly and rewards such as badges to wear are given to those who achieve platinum.

Praise and encouragement is given verbally and in writing. Praise is specific, with particular focus on progress, process, effort and attitude, reflecting a focus on characteristics of Growth Mindset.

There is a 'Celebration' Assembly on Friday to recognise effective learning and positive behaviour; a child from each class is awarded 'Star of the Week' and receives a certificate, which is displayed on a notice board.

For any special achievement or progress, children may visit the Headteacher and be awarded special stickers as appropriate.

Parents will be informed of excellent or improved behaviour and attitude to ensure parents are part of the celebration process of positive behaviour.

CONSEQUENCES

There are underlying principles behind consequences.

- Consequences will be given in a calm, professional manner.
- After a pupil receives a consequence, the first opportunity to praise should be found, encouraging their change of behaviour
- Consequences are communicated discreetly, where possible, and not publicly.
- EVERY DAY IS A FRESH START

	Steps	Actions
1	Reminder (i)	Reminder of x3 golden Rs delivered privately to pupil. May be an action or quiet word.
2	1st warning prompt (ii)	Clear warning delivered privately, where possible. Clearly outline consequences if they continue. Scripted phrases: Think carefully about... I need to see...You need to
3	2nd warning prompt (iii)	Speak to pupils privately if possible and give them the final opportunity to engage. Offer positive choice. Remind them of previous example of good behaviour
4	If 3rd warning prompt = 2 minute time out	Offer x2 minute timeout if necessary for a pupil to calm down, reflect and turn behaviour around.
5	Reflection/Repair Time	This may be in the form of a brief chat following the lesson or more formal meeting with other pupils and the Headteacher. The reflection sheet or repair questions can be used as guidance. Reflection/Repair time will be recorded in the Reflection Log and carried out at break or lunch time.

At break and lunchtimes, behaviour will be dealt with by staff on duty. If appropriate, this information will be referred to the class teacher. *All staff have a responsibility to deal with poor behaviour.*

4. Severe Negative Behaviour Severe negative behaviour includes any of the below:

- Verbal abuse (including swearing)

- Vandalism
- Deliberately hurting someone/fighting
- Other serious behaviour such as racism
- Spitting
- General and prolonged unacceptable behaviour

The chart below shows the appropriate course of action when severe negative behaviour occurs:

	ACTION	NOTES
1.	Discussion with class teacher or appropriate adult	Class teacher or other appropriate adult discusses the incident with the child and uses a restorative script. Parents contacted if appropriate.
2.	Reflection/Repair time given without x3 warning if appropriate.	If the behaviour is severe this can trigger a reflection/repair time immediately without the x3 warning system. This is generally carried out by the member of staff who dealt with the incident. Parents are informed of reflection/repair time by class teachers at the end of the day or other appropriate means such as phone call, email, meeting etc. Recorded in Reflection Log.
3.	Discussion with Headteacher	Headteacher or other appropriate staff member discusses the incident with the child and uses a restorative script. Parents contacted if appropriate.
4.	Communication with parents.	The behavioural difficulties are discussed with parents.
5.	Behaviour Plan	If there is persistent negative behaviour the class teacher, with support from the Headteacher and SENDCO will draw up a Behaviour Plan to support the pupil in partnership with parents. All staff working with the pupil will be informed of this. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil.
6.	Exclusion (i) Internal (ii) Fixed term (III) Permanent	Continued misbehaviour of a very serious nature may result in internal exclusion, a fixed term exclusion or permanent exclusion. We work very hard to support children with improving their behaviour, and so this would be a very last resort. This would be a decision taken by the Headteacher. Where internal exclusion is deemed to be an appropriate sanction, careful thought will be given to an appropriate space as well as an appropriate activity for the child concerned.

4.1 De-escalation strategies

We recognise and fully understand that not all children choose to behave the way they do 'consciously'. Some children, as a result of their experiences or difficulties, have developed subconscious behaviours.

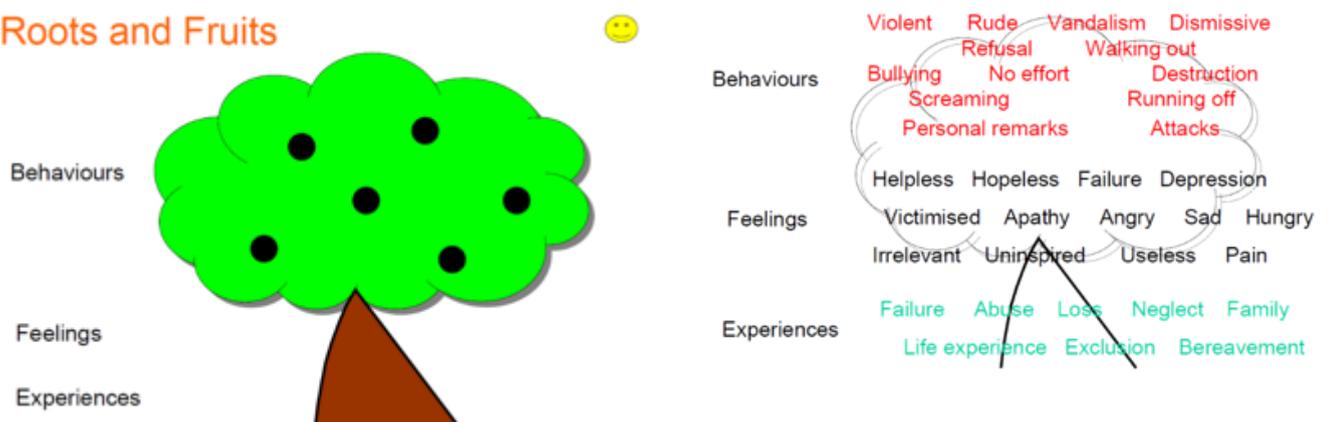
With such children, *external* discipline will not always work – in fact it is often unlikely to, and when it does, only results in a short term change. Our aim as a school with such children is to empower them with *internal* discipline.

In essence, subconscious behaviours are behaviours that choose us. These are based on anxiety, fear, frustration, confusion etc. These can also be medical, habitual, entrenched and learned behaviours.

With such behaviours, it is important to be sure of what happens before, during and after situations, or ‘crises’. We use a restorative approach to determine this with pupils.

We have an understanding of the ‘Roots and Fruits’ background to these behaviours. This shows how previous experiences (such as bereavement or abuse etc.) can lead to specific feelings (such as anger, sadness, pain etc.), which in turn can lead to negative behaviours (such as violence, rudeness, screaming).

Roots and Fruits



With such behaviours, children are more likely to exert behaviours that could result in harm to themselves, other children, or property. As such, we will use de-escalation strategies with such children in order to prevent that from happening.

Positive Phrasing

‘Come join us for a story’

Limited Choice

‘Would you like to sit on the chair or bean bag for the story?’

Disempowering the behaviour

‘You can listen to the story from there!’

Consequence

‘I will talk to you about that after the lesson, and we’ll discuss what the consequence will be for you.’

We will avoid negative phrasing and be mindful of our body language in such situations.

Escalating body language includes being inside of an outstretched arm, too close, toe to toe, eye to eye, blocking the path, aggressive gestures, or being overbearing.

De-escalating body language includes being outside of an outstretched arm, sideways stance, leaving an open door, relaxed hands, managing height.

When staff see a child about to have a critical situation, they will use a de-escalation script that is as follows:

- **I can see something has happened**
- **I am here to help**
- **Talk and I will listen**
- **Come with me and.....**

With children who require such intervention on a regular basis, a behaviour plan (Appendix 2) will be developed in collaboration with teachers, parents, the Headteacher and SENDCO

If additional support is needed with behaviour then a discussion will take place with the Class Teacher, Headteacher, SENDCO and parents/carers in order to implement appropriate support through a collaborative approach.

Safeguarding is of paramount importance and when managing behaviour, all staff are following the school safeguarding policy.

Positive Handling

Positive handling of a child is used as a last resort and only to ensure safety. Staff are instructed to use the minimum force required to prevent a child harming themselves or others. The Policy for use of Positive Handling should be referred to and any instances of Positive Handling be reported to the Headteacher immediately and recorded.

PART 2: ANTI-BULLYING

All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero tolerance policy for bullying at Hemblington Primary School.

Definition of Anti-Bullying

For the purpose of this policy, bullying is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.

- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the target of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils with special educational needs and disabilities.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

The aim of our anti-bullying procedures is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

All staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Types of bullying

Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

Bullying is carried out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Signs of bullying

Some of the signs that a pupil may be a victim of bullying include, but are not limited to, the following:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so should still be investigated.

Pupils who display a significant number of these signs should be approached by a member of staff, in order to determine the underlying issues, whether they are due to bullying or other problems.

Statutory Duty of Schools

Headteachers have a legal duty to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Prevention

The school's clear commitment to addressing bullying is regularly promoted across the whole school, using a range of means.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, teaching, regular assemblies, participation in Anti-Bullying Week, online safety work and by addressing the issues in all subjects areas, as appropriate, in an attempt to eradicate any poor behaviour. In addition, inclusive displays and books are available and will be referred to.

All reported or witnessed instances of bullying in the school are investigated by a member of staff. Staff encourage pupil co-operation and the development of interpersonal skills through the use of group work and paired work.

All types of bullying are discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons.

Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.

All members of the school community are made aware of the school's Anti-bullying Policy. All staff members receive training on identifying and dealing with the different types of bullying.

A safe, supervised place is available for pupils to go to at breaktimes if they are involved in conflict with their peers, or wish to avoid being bullied.

Advice to Parents

As the parent of a child you suspect is being bullied:-

- Report suspected bullying incidents to the class teacher
- The incident will be recorded by staff and the Headteacher notified
- Parents will be informed if bullying is going on and will be given the opportunity to come in to school and to discuss the problem
- The allegation of bullying will be investigated and any negative behaviour stopped quickly
- Support will be given to both children, including the child whose behaviour needs modifying

Do Not:

- Attempt to sort the problem out yourself by speaking to the child you think may be behaving inappropriately towards your child, or by speaking to their parents.
- Encourage your child to 'bully' back

Both of these may make the problem harder to resolve

Staff principles

Prevention is at the forefront of the school's Anti-bullying Policy.

All staff treat reports of bullying very seriously.

Staff do not ignore signs of suspected bullying.

Unpleasantness from one pupil towards another is always challenged and never ignored.

Staff take action immediately when they become aware of a bullying, or suspected bullying incident; this applies to all staff, not solely teaching staff.

Staff always respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless it is in a setting that the victim has given consent to.

If the member of staff believes the pupil is in serious danger, e.g. of being hurt, they will inform the Designated Safeguarding Lead immediately.

Follow-up support is given to both the victim and the child who has been bullying in the months following any incidents, to ensure all bullying has stopped.

Key Roles and Responsibilities

The Governors evaluate and review this policy to ensure that it is non-discriminatory.

It is the responsibility of all staff to be alert to possible bullying of pupils and to deal with incidents as the highest priority.

The Headteacher reviews and amends this policy, taking into account new legislation and government guidance, and using staff experience of dealing with any bullying incidents in the previous year to improve procedures.

Online bullying

The school has in place an Online Safety Policy, which supports the school's zero tolerance approach to online bullying.

Hemblington Primary School views online bullying in the same light as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents.

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with this policy.

Procedures including Recording of Incidents

The following steps should be taken when dealing with incidents of bullying:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
2. A clear account of the incident will be recorded and given to the Headteacher.
3. The victim, alleged bully and any witnesses will be interviewed separately.
4. Members of staff will do their best to ensure that there is no communication or contact between pupils being interviewed.
5. Premature assumptions should not be made, as it is important not to be judgemental at this stage.
6. Members of staff will listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
7. The Headteacher will interview all concerned and will record the incident, using the school's agreed proforma.
8. Teachers will be kept informed and if difficulties persist the Headteacher will be advised immediately.
9. Parents will be kept informed, particularly where bullying is confirmed.
10. Sanctions will be used in line with this policy and in consultation with all parties concerned.

Consequences

If the Headteacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.

If possible, the Headteacher will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

The perpetrator is made to realise the distress they are causing, and that they should change their behaviour.

Parents/carers are informed of bullying incidents and what action is being taken

Other sanctions may include:-

- Exclusion from activities
- Exclusion from certain areas of school premises.
- Fixed-term exclusion.
- Permanent exclusion.

Support

A pupil who has been bullied will be supported in the following ways:-

- Being listened to.

- Being given reassurance.
- Being offered continued support.
- Provision of on-going monitoring, help and support as needed by the child.

A pupil who has bullied will be supported in the following ways:-

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents/carers

Bullying outside of school

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre, or online bullying.

Where bullying outside school is reported to school staff, it is investigated and acted upon on a case by case basis. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff.

Monitoring and Review

- The school will review this policy every two years and assess its implementation and effectiveness.
- The policy will be promoted and implemented throughout the school.
- The head teacher will record and collect report forms of bullying and alleged bullying, and report this to the governing body. In cases of racial bullying, the incident will be reported to Norfolk County Council.
- Information from the school's behaviour records will be used to plan topics for PSHE and assemblies as necessary.
- Incidents of the use of racist language and homophobic bullying will be recorded in line with national and county expectations.
- Behaviour related consequences and rewards are reviewed regularly by staff and any appropriate changes made.
- The questionnaires given to staff, children and parents on an annual basis will include the opportunity for feedback on the issues addressed by this policy.

Written by:	Approved by:	Date of Policy:	Review date:
Headteacher & Staff at Hemblington Primary	Governors	18.12.20	18.12.22

Appendices

Appendix 1:

(i) Behaviour Reflection Sheet

Behaviour Reflection



Name: _____

Date: _____

Reasons for my behaviour

Description of my behaviour

Consequences of my behaviour

How do I feel?

How has my behaviour affected others?

Other consequence(s)

Plan for improvement _____

Pupil	
Parent	
Teacher	

(ii) Restorative Questions to ask during Repair:

1. What happened?
2. Who has been affected?
3. What could we do to put things right?
4. How can we do things differently in the future?
5. What have we learned from this?

Appendix 2 Behaviour Plan

Name of Pupil:

DOB:

Class:

What do we want to see:	Rewards in place when this happens:	Photo:
Triggers:	Consequences in place:	Strategies to support what we want to see:
Stage 1: Low level behaviours we are trying to avoid		
Stage 2: Next level behaviours we are trying to avoid		
Stage 3: High level behaviours we are trying to avoid		

Date plan completed: Review date of plan:

Names and signatures of those involved in completing the plan: