

Good Behaviour Policy:

**including: 'Anti-Bullying Strategy' and
'Use of Force to Restrain Pupils' Statement**

November 2016



This policy was adopted by the Governing Body of Leven CE (VC) Primary School in the Autumn Term 2016 and implemented from September 1st 2016.

1. WE BELIEVE

Pupils have a right to learn, to feel safe and be happy.

All adults must implement this behaviour policy consistently and fairly.

All adults including staff have a right to feel safe and be happy in carrying out their respective duties.

Children behave best when they are happy.

Children are happiest when they are well motivated and learning to do things such as reading, writing, discovering, creating and working together.

It is essential therefore, that there is a partnership between every member of the school community (Teaching and non-teaching staff, governors, parents/carers and pupils).

Messages to pupils about their behaviour must be the same and pupils need to know that teachers and parents/ carers support each other and that we all care about them.

There must be a whole school approach.

The school will never 'give up' on any child and always find time for individuals whether they are a victim of bad behaviour or the cause of it. Exclusion would be a last resort and only applied if in the best interests of the pupil concerned and as a result of fears for the safety of other members of the school community.

Discipline is about caring for the individual child and a positive standpoint is essential to achieve ultimate success.

2. AIMS

- To involve all members of the school community.
- To provide children with strategies to modify their own behaviour when necessary.
- To provide children with clear guidance on how they should deal with any incidence of bullying they suffer or witness.
- To define good and bad behaviour.
- To achieve a consistency of approach from all staff, teaching and non-teaching.
- To raise the esteem of children.
- To reward positive behaviour.
- To apply a system of sanctions, fairly and consistently when bad behaviour occurs.
- To be clear and unambiguous as to what is expected, and when and how the rewards and sanctions apply.
- To ensure that special arrangements will be made for children with behavioural difficulties and that their needs are met. (See also S.E.N. Policy)
- To provide strategies that enable staff and pupils to reduce tension and avoid conflict.
- To reduce the opportunity for bad behaviour to occur.
- Never to accept bullying or the notion of the 'Natural Victim'.

Good Behaviour Policy:

**including: ‘Anti-Bullying Strategy’ and
‘Use of Force to Restrain Pupils’ Statement**

November 2016



- To reduce the incidences of bullying to as low a level as possible.
- To build relationships.
- To base any criticism on the behaviour not the child.
- To provide all staff with the skills required to be adaptable and proactive.
- To provide confidence that the policy will and does work.
- To provide support mechanisms for staff, parents and pupils where needed.

3. ROLES AND RESPONSIBILITIES

STAFF

Ultimate responsibility for the day to day management of school discipline rests with the Head Teacher, which may be delegated at times to the Deputy Head Teacher and other members of the Senior Management Team.

Every member of staff when in contact with children has a responsibility for conducting themselves in a manner which is consistent with this policy. All staff should be entitled to support from the school management when they are having difficulties in dealing with bad behaviour. If necessary INSET will be provided. Personnel will normally be involved with behaviour issues as follows:

- i) PARENT – STAFF – SENIOR MANAGEMENT TEAM – HEAD TEACHER.
- ii) SUPERVISOR - SENIOR SUPERVISOR – SENIOR MANAGEMENT TEAM - HEAD TEACHER

STAFF TRAINING

Discipline should be annually an agenda item on the meetings of teaching staff, governors and lunchtime staff. This is to ensure evaluation, review, improvement and reinforcement of the policy and the procedures.

Termly meetings will be held for lunchtime supervisors. The extra time will be paid for out of the school budget. Advice and support on discipline and policy issues will be offered. The school aims to ensure at all times, an informed approach to lunchtime procedures, which are totally consistent to the school’s policies and ethos.

4. GENERAL OVERVIEW

EXPECTATIONS

Expectations should always be high. Staff should engage in conversation with children regularly to build relationships so that when a child does fall foul of the system he/she knows that the member of staff is a fair person who is genuinely interested in their well being. Staff should remain positive and in control at all times.

DEFINITIONS

What is Good Behaviour?

Good Behaviour Policy:

including: 'Anti-Bullying Strategy' and
'Use of Force to Restrain Pupils' Statement

November 2016



The following definition has been formed through consultation with all pupils at Leven CE (VC) Primary School during 2007 and 2008.

Good behaviour is everyone treating others, as they would wish to be treated himself or herself. In school it also means completing work to the best of one's ability.

The following words and phrases can therefore describe good behaviour.

BY BEING:

caring	forgiving	generous	supportive	quiet when required
nice	sensitive to the needs of others		polite	kind helpful
friendly	trustworthy	patient	on time	tidy gentle
co-operative	considerate	loving	responsible	truthful
good mannered		sensible	respectful	

THROUGH ACTIONS OF:

playing fair	standing up for what is right	saying please and thank you	
following rules	working hard	holding the door for others	
joining in	sharing	taking turns	working as a team
playing with friends	smiling	giving	thinking of others
doing as we are told	listening to others	walking on paths	
walking inside buildings	making people happy	being on time	
following instructions	letting others go first	fair play	clearing up our
own mess	getting on	cheering others up	thinking for yourself
letting people join in	saying sorry	anticipating the needs of others	
making good use of time	learning	calming down	
putting others first	helping your classmates	respecting people's opinions	
being considerate			

What is Bad Behaviour?

The following definition has been formed through consultation with all pupils at Leven CE (VC) Primary School during 2007 and 2008.

Bad behaviour is treating others badly, making life uncomfortable or dangerous for them. It is also not getting on with work or preventing others from getting on with theirs.

The following words and phrases can therefore describe bad behaviour.

stealing	pushing	splashing	slapping	fighting	hurting
biting	kicking	punching	poking	damaging the gardens	
being rude	breaking things on purpose			swearing	
not doing as our parents, teachers and supervisors tell us					
picking on people		being nasty	name-calling	threatening	
being offensive		running inside buildings and on paths			
playing in the mud		not listening	bullying	jumping on people	
hitting	cheating	snatching	being untruthful		
smashing things		playing dangerously	being cheeky		

Good Behaviour Policy:

including: 'Anti-Bullying Strategy' and
'Use of Force to Restrain Pupils' Statement

November 2016



answering back	lying	throwing things at people			
	disobeying	being ignorant			
	interrupting someone's conversation	talking over someone			
areas	arguing with the teacher	nipping	avoiding our		
responsibilities	leaving people out	flicking	whipping		
spreading gossip	being mean	graffiti	rolling in the mud		
being abusive	holding grudges	vandalism	being		
impolite	littering	spying	pulling people's clothes	tripping up	pushing
people in the mud	pulling hair	climbing over toilets			
upsetting people					
hiding shoes	spoiling people's games	shouting in the food hall			
talking about people behind their back	teasing	going in people's bags			

How the school encourages Good Behaviour

Good behaviour is encouraged by example and is rewarded by:

- Praising all children for behaving well.
- Rewarding individual good behaviour.
 - Praise
 - Reward certificates
 - Extra privileges
- Motivating individuals
 - Target setting
 - Person of the day (KS1)
 - Recognising and rewarding achievement – merit cards and certificates
 - Making an entry in the Gold Book with an accompanying certificate.
- Rewarding group good behaviour.
 - Public praise
 - Class merits
 - Class award certificates
 - Extra privileges
- Stating quite clearly the type of behaviour we wish to see.
 - Golden Rules
 - Other expectations
 - Expectation of the week
- Teaching the children to develop self-discipline.
 - Through example
 - Through discussion
 - Personal, Social, Health and Citizenship Education (P.S.H.C.E) programme
 - Through assembly

How the school discourages Bad Behaviour

Good Behaviour Policy:

**including: 'Anti-Bullying Strategy' and
'Use of Force to Restrain Pupils' Statement**

November 2016



Encouragement of good behaviour is the main aim but occasionally this will not be enough and we will have to take further action to prevent bad behaviour. We therefore need to show the children, we care enough to help them by:

- gaining support of parents;
- reminding children of our rules;
- accompanying effective reprimands by pointing out the benefits of good behaviour;
- involving a senior member of staff;
- removing privileges or responsibilities;
- recording his or her name in the red book and missing the next playtime.

In cases of repeated or more serious failure to conform we:

- involve a senior member of staff;
- always inform contact the parents/carers to inform and seek support;
- create special programmes for the child;
- Use adult mentors;
- involve outside agencies (with the parents/carers agreement).

In very rare cases, where behaviour has become violent or completely unacceptable, despite all our efforts, a fixed term exclusion from school will be considered. Assurances as to future conduct will be sought. If further exclusions were required and if every initiative tried, had failed and if assurances as to the future conduct of the child were not attainable then a permanent exclusion would be applied for. Governors, parents / carers and the L.E.A. would all have rights of appeal.

5. RULES

The school Golden Rules will be posted in relevant positions to remind children of them.

A child who breaks a key rule will automatically be recorded in the 'Red Book' and miss the next playtime. The use of the next playtime is designed to reduce confrontation at the time.

The Golden Rules agreed with the children are:

1. Be respectful to each other.

2. Be kind to each other.

3. Help each other to learn.

Good Behaviour Policy:

**including: 'Anti-Bullying Strategy' and
'Use of Force to Restrain Pupils' Statement**

November 2016



The Golden Rules encompass a wide range of expectations. These will be highlighted as appropriate and will be displayed in appropriate places. A child who fails to follow these expectations will have a relevant sanction applied. Normally if this is outside of the classroom it will involve a five-minute 'time out' period. If in a classroom situation there would be:

1. a warning
2. five minutes deducted from break
3. loss of break
4. isolation in the room
5. removal to another classroom to work (Teachers should have a partner teacher to link with for this purpose.)
6. referred to the Key Stage Co-ordinator
7. referred to the Head Teacher

6. REWARDS AND SANCTIONS

EXPECTATION OF THE WEEK

The Head Teacher will select one of the 'other rules' or a particular issue to focus on per week. Therefore he may decide to highlight those who settle down to their task quickly when they enter school, or those who walk down to the playground. He will hand out merits/stickers to those complying with the expectation.

RED BOOK & AWARD CERTIFICATES

Description

The Red Book will contain space for the:

- name of the child who has broken the rule;
- a description of the incident;
- initials of the staff member who witnessed the incident;
- date;
- indication that the playtime has been missed.

Certainty

Names will only be entered when there is 100% certainty that the child did break the rule, i.e. witnessed by an adult. Retaliation is not an excuse. Children are taught not to hit back. If this occurs both children will be entered into the Red Book. The next playtime will be missed, supervised by the Head Teacher or member of the SMT. The child will sit in silence, the aim being total boredom. Work will not be used as a punishment. If a child talks they will miss the next playtime. If children come with a

Good Behaviour Policy:

**including: 'Anti-Bullying Strategy' and
'Use of Force to Restrain Pupils' Statement**

November 2016



complaint it must be taken seriously but if not witnessed, the incident will not be dealt with through the Red Book.

Rewards

Every child who does not appear in the Red Book for half a term will be awarded a Bronze Certificate. At the end of each term Silver Certificates will be awarded to those who do not appear in the Red Book for a full term. Gold Certificates will be awarded to those who have kept all the Golden Rules for a full academic year. Class certificates will be awarded to classes if every member of the class has achieved the standards listed above.

Parental Contact

If a child appears in the red book on three occasions in any half term a letter will be sent to parents and the child will be placed on 'Report'. Should a child be placed 'On Report' twice within one half term, the parents would be asked to come into school for discussions with the Class Teacher, Head Teacher and possibly the S.E.N co-ordinator. (see S.E.N.)

'REPORT'

If a child is placed on 'Report' it means that the privilege of playtime is totally removed. All breaks and lunchtimes will be supervised inside. A report will be required after each lesson to ascertain the child's attitude. When there is certainty that the child has shown that they are ready to have a break restored, one morning break will be awarded. The report will continue with a view to restoring a second break. Eventually the lunch break will be restored. If while on report a child breaks a key rule the report system will return to the beginning again. When a child has all breaks restored the 'Report' is over.

Merit Cards

All staff are encouraged to reward particular behaviour and work. This could be on an individual or class basis. When the desired behaviour is being exhibited the teacher can award a merit. Full merit cards will be rewarded with a certificate. Merits should never be removed from the pupil's card as punishment.

7. DEALING WITH CONFLICT BETWEEN PUPILS

IN GENERAL

We believe that staff should always try to bring tension down and prevent escalation. Retaliation and revenge only exacerbate the situation. One party might win but the other cannot and therefore no permanent solution can be achieved this way. Conflict is likely to escalate if there is an increase in anger, frustration or perceived threat. Conflict is likely to be defused if the ISSUE is focussed on, rather than the

Good Behaviour Policy:

**including: 'Anti-Bullying Strategy' and
'Use of Force to Restrain Pupils' Statement**

November 2016



personalities involved and also if there is a decrease in anger, frustration and perceived threat.

FOUR BASIC RULES

The four basic rules, which we subscribe to, are therefore:

1. Focus on the issue not the personalities
2. Comment on / Criticise the behaviour not the offender.
3. By doing this you will bring down tension and prevent escalation.
4. Leave the child with integrity and self esteem intact.

STRATEGY

Analyse the conflict situation

Make notes, gaining all sides of the story and witnesses comments. (Ultimately this should be handed into the Head Teacher for filing.)

Questions to ask

- Who was involved?
- How did it start?
- Why has it happened?
- What does each side/person hope to gain?
- What does each side/person feel?
- What might happen next?
- Is there a solution each side/person would feel happy with?

Decide on possible responses

Negotiation is generally the most helpful way of resolving conflict as it respects both parties' needs and views the conflict as a shared problem.

Use a negotiation card (see Appendix B) if the pupils are mature enough to help them through the process.

Serious situations

Hand the investigation so far to a member of the Senior Management Team.

Parental Concerns

Deal with thoroughly as above. Ensure that the concerned Parent is made aware of the outcome of all investigations.

8. THE USE OF PHYSICAL FORCE TO CONTROL PUPILS

Good Behaviour Policy:

**including: ‘Anti-Bullying Strategy’ and
‘Use of Force to Restrain Pupils’ Statement**

November 2016



It is not anticipated that there will be a need to use physical force to control pupils except in extreme and very rare circumstances. We recognise however that there may be a need to restrain pupils on occasions.

All members of staff will be trained in the use of restraint and de-escalation through Team Teach.

WHEN FORCE CAN BE USED

The 1996 Education Act allows teachers, and other persons who may be authorised by the Head teacher to have control or charge of pupils, to use such force as is reasonable in all the circumstances below to prevent a pupil from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the pupils were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the pupil's own property);
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

WHO CAN USE FORCE

The Act allows all teachers at a school to use reasonable force to control or restrain pupils. It also allows other people to do so, in the same way as teachers. (Provided they have been authorised by the Head teacher to have control or charge of pupils.).

SITUATIONS WHEN FORCE MIGHT BE APPROPRIATE

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

1. where action is necessary in self-defence or because there is an imminent risk of injury;
2. where there is a developing risk of injury, or significant damage to property;
3. where a pupil is behaving in a way that is compromising good order and discipline.

In some circumstances it may be more appropriate to remove others rather than confront the perpetrator.

Good Behaviour Policy:

**including: 'Anti-Bullying Strategy' and
'Use of Force to Restrain Pupils' Statement**

November 2016



Examples of situations that fall within one of the first two categories are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous or objects;
- a pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- a pupil absconds from a class or tries to leave school. (N.B. This will only apply if a pupil could be at risk if not kept in the classroom or at school.)

There are two relevant considerations.

The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.

The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

DECIDING NOT TO INTERVENE

Sometimes a teacher should not intervene in an incident without help (unless it is an emergency). For example, when dealing with an older pupil, or a physically large pupil, or more than one pupil, or if the teacher believes he or she may be at risk of injury. In those circumstances the teacher should remove other pupils who might be at risk of injury. In those circumstances the teacher should remove other pupils who might be at risk, and summon assistance from a colleague or colleagues, or where necessary phone the Police. The teacher should inform the pupil(s) that he or she has sent for help. Until assistance arrives the teacher should continue to attempt to defuse the situation orally, and try to prevent the incident from escalating.

APPLICATION OF FORCE

Physical intervention can take several forms.
It might involve staff:

- physically interposing between pupils;

Good Behaviour Policy:

**including: ‘Anti-Bullying Strategy’ and
‘Use of Force to Restrain Pupils’ Statement**

November 2016



- blocking a pupil's path;
- holding;
- pushing;
- pulling;
- leading a pupil by the hand or arm;
- shepherding a pupil away by placing a hand in the centre of the back; or
- (in extreme circumstances) using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of reasonable force. (For example to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.)

WHAT NOT TO DO

In other circumstances staff should not act in a way that might reasonably be expected to cause injury, for example by:

- holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe;
- slapping, punching or kicking a pupil;
- twisting or forcing limbs against a joint;
- tripping up a pupil;
- holding or pulling a pupil by the hair or ear;
- holding a pupil face down on the ground.

Staff should always avoid touching or holding a pupil in a way that might be considered indecent

RECORDING INCIDENTS

An up to date record of all such incidents, is recorded immediately in an incident book. The member of staff concerned will tell the Head or a senior member of staff and provide the written report as soon as possible afterwards. That should include:

- the name(s) of pupil(s) involved, and when and where the incident took place;
- the names of any other staff or pupils who witnessed the incident;
- the reason that force was necessary (e.g. to prevent injury to the pupil, another pupil or member of staff);
- how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long;
- the pupil's response, and the outcome of the incident;

Good Behaviour Policy:

**including: ‘Anti-Bullying Strategy’ and
‘Use of Force to Restrain Pupils’ Statement**

November 2016



- details of any injury suffered by the pupil, another pupil, or a member of staff and of any damage to property.

Staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling a report. They should also keep a copy of the report.

Incidents involving the use of force can cause the parents of the pupil involved great concern. It is always advisable to inform parents of an incident involving their child, and give them an opportunity to discuss it. The Head teacher, or member of staff to whom the incident is reported, will consider whether that will be done straight away or at the end of the school day. The Head teacher will decide when Parent/Carers will be informed.

9. PHYSICAL CONTACT WITH PUPILS IN OTHER CIRCUMSTANCES

There are occasions when physical contact with a pupil may be proper or necessary other than those covered by Section 550A of the 1996 Act. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sports coaching, or if a member of staff has to give first aid. Young children and children with special educational needs may need staff to provide physical prompts or help.

Touching may also be appropriate where a pupil is in distress and needs comforting. Teachers will use their own professional judgement when they feel a pupil needs this kind of support.

There may be some children for whom touching is particularly unwelcome. For example, some pupils may be particularly sensitive to physical contact because of their cultural background, or because they have been abused. It is important that staff will receive information on these children.

10. ANTI-BULLYING STRATEGY

DEFINITION

“Bullying is the abuse of power by a person who is somehow stronger, resulting in some distress, harm, or neglect of necessary attention for another.” (Eve Brock, *A Positive Approach to Bullying*, Pearson Professional Education, 1992, ISBN-10: 0582214904)

Children and young people in Warwickshire wrote this definition of bullying:

When a person’s or group of people’s behaviour, over a period of time, leaves someone feeling one or more of the following:

Good Behaviour Policy:

including: 'Anti-Bullying Strategy' and
'Use of Force to Restrain Pupils' Statement

November 2016



- Physically and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve
- 'Badly different', alone, unimportant and/or unvalued
- Unable to see a happy and exciting future for yourself

it **could** be bullying. When a person, or group of people, has been made aware of the effects of their behaviour on another person, and they continue to behave in the same manner, this **is** bullying.

If someone is made to feel like this, or if they think someone they knows feels like this, it should be investigated. This should happen straight away as it can take a long time to build up the courage to tell. However, lots of things can make us feel bad, sometimes it depends on the situation we are in, and it is not always bullying – so we think the following definition, adapted from one written by the Anti-bullying Alliance, is also useful:

Bullying is any behaviour by an individual or group that:

- is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it
- happens more than once – there will be a pattern of behaviour, not just a 'one-off' incident
- involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves

It can be:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM)

THE POLICY

The policy is based upon a series of effective strategies and procedures, which are outlined below and will be reinforced regularly.

WHAT VICTIMS SHOULD DO:

- Say “**Please stop, I don’t like it.**”
- This is to give the bully a chance to stop, recognise that they are bullying and correct their own behaviour;
- Not retaliate;
- Walk towards a supervisor / teacher;
- Seek help;
- Recognise that ‘it’s strong to tell’.

Good Behaviour Policy:

**including: 'Anti-Bullying Strategy' and
'Use of Force to Restrain Pupils' Statement**

November 2016



WHAT PUPIL WITNESSES SHOULD DO:

- Tell their class teacher or another member of staff in whom they have confidence;
- Be truthful and only report facts not guesses;
- Recognise that telling is trying to help someone else.

WHAT PARENTS / CARERS SHOULD DO:

- Keep calm;
- See the class teacher or head teacher;
- Discuss the facts with the member of staff;
- Have an open mind;
- Give the member of staff time to investigate;
- Discuss with the member of staff the findings;
- Agree a strategy for preventing a reoccurrence;
- Reinforce with their child that they must tell the appointed member of staff as soon as it reoccurs;
- If needed, return to school as it could be that the school is unaware that there has been a reoccurrence because the victim has not divulged the information again.

WHAT THE SCHOOL WILL DO

Create the right ethos.

The ethos and caring nature of the school as reflected in the curriculum statement, should be explicit in every aspect of school life. It will be particularly emphasised through assemblies, a P.S.H.C.E. programme, Religious Education and by example. Staff will always model appropriate behaviour towards one another and to the children. This behaviour will respect the individual regardless of age, sex ethnic origin or position in the school. Human rights are equal and everyone in the school is of equal value. The issue of bullying will be covered in assemblies as a matter of contract and also as required, should there be a need. In addition through an annual P.S.H.C.E week (which will consider a whole range of personal and social as well as health and safety issues), anti bullying strategies will be tackled. (See P.S.H.C.E. Programme). The school will provide each family with a leaflet summarising the policy and what to do when there is an incidence of bullying. (See Appendix)

Take bullying seriously.

Children will be reminded that they must report any incidence of bullying. They will be reminded of their right to be happy and safe at school. The links to the school rules will be referred to, but that if the rules do not stop bullying that they should speak to their teacher. If they are still worried they should keep telling and can make an appointment to speak to the Head Teacher at any time.

Good Behaviour Policy:

**including: 'Anti-Bullying Strategy' and
'Use of Force to Restrain Pupils' Statement**

November 2016



The guarantee.

The school guarantees that everything possible will be done to ensure:

- all incidents will be recorded;
- pupils will be taken seriously;
- pupils will be protected from the bully;
- pupils will be helped to deal with and given skills to prevent a reoccurrence
- pupils will be told of the result of any investigation and what appropriate action has been taken;
- that pupils should return to their 'Contact Teacher' immediately there is a sign of a reoccurrence of the bullying behaviour;
- encourage people to come forward;
- that pupils will be helping not only the bullied but also the bully. (Bullies are not happy people.)

Witnesses will be reminded to come forward in confidence. They will be reassured that they should not fear confidentially speaking to their teacher or the Head Teacher if they know someone is being bullied.

Tackling a report of bullying.

When a report of bullying is received the following procedure will be followed:

The class teacher will be informed (if the report did not go to the teacher) so that the child is safe from any potential bullying. This may include special provision at breaks until the full picture is known.

Reports will be gathered from as many other sources as possible.

When a full picture is known the victim will be counselled and advised depending on the outcome.

Sometimes there is no bullying but an isolated incident blown out of proportion.

Often there has been bullying. The child will be given advice on how to deal with such incidents and told how the perpetrators are to be/have been dealt with.

The child is advised how to react to the perpetrators in the future and possibly a friendship group is brought in to keep an eye on the victim.

Parents/carers will be informed if there is evidence of bullying so that they can keep an eye on the situation and support the advice of the school and indeed keep the school informed.

Who ever correctly informed the school of an incidence of bullying will be praised and thanked.

Dealing with the perpetrators

- They will be asked about the reports and their point of view considered.

Good Behaviour Policy:

**including: 'Anti-Bullying Strategy' and
'Use of Force to Restrain Pupils' Statement**

November 2016



- Efforts will be made to find out why they were doing it.
- The effects of their actions will be discussed.
- Questions will be asked such as:
 - Did they realise the effect of what they were doing?
 - Did they realise they were bullying?
 - What must they do now?
- Clarification will be made of what is acceptable and unacceptable behaviour.
- The child who bullied will be informed of the checks that are to be made on his/her future conduct.
- The child who bullied will consider how he/she can they make amends and staff will try to catch the child "doing the right thing!"
- If there is evidence of a conflict situation, which is not purely bullying consideration of the CONFLICT RESOLUTION STRATEGY, outlined in the Appendix will be made.

Reoccurrence

If there is a reoccurrence of bullying, the issue will be discussed with the parents/carers of the child who was bullying.

There could be need for a specific strategy (See S.E.N.)

Review

Checks will be made that the bullying has stopped. An entry will be put in the school diary to actually talk to the victim to demonstrate that the concern is still there and to check that the child is not suffering in silence again.

11. P.S.H.C.E PROGRAMME

Caring and co-operative relationships are essential to the effective and happy school. To achieve this issues will be tackled in assembly but in addition there will be contracted time to develop these needs through a P.S.H.C.E. programme. The programme will link various themes together including Health and Safety and Sex Education but will also have fundamental links to the Discipline and Anti Bullying Strategies.

12. SPECIAL EDUCATIONAL NEEDS

Quite clearly if a child is appearing in the Red Book regularly and has reached the point where parents/carers have had to be invited into school, the child has exhibited the criteria whereby his/her special needs need to be identified and a programme devised to help the pupil.

The Individual Programme will reflect the child's personal needs and be individually tailored. Possible strategies include:

Good Behaviour Policy:

including: 'Anti-Bullying Strategy' and
'Use of Force to Restrain Pupils' Statement

November 2016



TARGET SHEETS STARS AND STICKERS BEING FRIENDLY STICKER CHART

They are described in the S.E.N STRATEGIES APPENDIX.

PUPIL CONTRACTS

These would be very detailed contracts worked out with the oldest children. These would clearly be based upon expectations not only of the child but what the child could expect of the staff. The contract would include special strategies to enable the child to cope with their aggression, bullying or other bad behaviour. They would provide routes for the pupil to take to avoid situations or prevent them getting worse. They would also guide staff on how it has been agreed that this individual child will be supported and the expectations made of all parties. Children in this category would be seen as those for whom the Golden Rules are not initially achievable without a lot of support. These children will need a planned programme to build them up to the point whereby they can achieve them without special considerations being made.

S.E.N COORDINATOR

The S.E.N. Co-ordinator will liaise with lunchtime staff whenever there is a special programme in operation for one child.

13. EQUAL OPPORTUNITIES

Every child has a right to receive help with their behaviour difficulties as indeed every child has a right to receive help with their learning difficulties. Every child has equal right to be safe and happy and should be protected from those who hurt and bully. **Those who hurt and bully have a right to be taught not to.** Girls and boys should not be treated differently, nor should those of different social or ethnic backgrounds. The aim is to stop and prevent unacceptable behaviour, not to change the humanity of the individual.

14 PARENTAL INVOLVEMENT

As developments have been tried, parents and carers have been kept informed of the philosophy behind them. This policy will be launched to parents/carers at an open meeting. This will be accompanied by a family booklet, which summarises the main points and will form the basis for home discussion. The booklet will be presented to all parents/carers as part of the induction pack. The contents of it will be discussed with every parent/ carer at the evening induction meeting for parents/carers of children starting school. The success of the policy rests on the success the school has in

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**including: 'Anti-Bullying Strategy' and
'Use of Force to Restrain Pupils' Statement**

November 2016



explaining and gaining the support of parents and carers. Parents and carers need sensitive support when their children are exhibiting bad behaviour. As we focus on the behaviour, not the child, similarly parents/carers must be made to feel comfortable with the staff and not that they are being pilloried because of the actions of their child.

15. PUPIL INVOLVEMENT

There are many ways indicated whereby the children are and have been involved in the development and implementation of this policy. Clearly as the children leave the school fewer will have actually been involved in the initial discussions and therefore feel ownership of the rules. It will be important therefore that not only does their full participation continue but also that the system of the Head Teacher going into classes to promote activities and discussion on behaviour in general continues.

16 SUMMARY INFORMATION

Policy written by: Head Teacher (A Dolman).

Contents of policy were discussed fully by the Governing Body, Teaching Staff, and Pupils before the policy was produced. Parents/carers were invited to contribute views during the period of the Policy's Development.

The final Policy was open to discussion by Governors, Staff (teaching and non-teaching, Pupils and Parents/Carers.

17. ANNUAL EVALUATION

The Head Teacher should evaluate the effectiveness of all areas of this policy document by considering:

- the incidence bad behaviour and bullying and forms completed;
- the numbers and patterns presented in the Red Book and
- the distribution of Award Certificates.

In addition the opinions of Teaching Staff, Lunchtime Supervisors and Governors will be sought annually.

This information will form part of the part B section of the termly Headteacher's report to governors.

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**including: 'Anti-Bullying Strategy' and
'Use of Force to Restrain Pupils' Statement**

November 2016



APPENDIX A. SEN STRATEGIES

Quite clearly if a child is appearing in the Red Book regularly and has reached the point where parents/carers have had to be invited into school, the child has exhibited the criteria whereby his/her special needs need to be identified and a programme devised to help the pupil.

The Individual Programme will reflect the child's personal needs and be individually tailored. Possible strategies include:

TARGET SHEETS
STICKERS
SPENDING POINTS

TARGET SHEETS

An archery target exhibits a continuum of behaviour, which has been highlighted. The child is aiming for the first three levels. After each lesson, break etc. a tick is placed to indicate where the child performed. At the end of the day the sheet goes home. If all the ticks are in the middle three rings the child is praised and rewarded. If some ticks fall in the outer rings there is no praise. If there is a tick in the outer ring (which exemplifies the worst case) a sanction occurs at home.

STARS AND STICKERS

The child has a grid sheet specially designed for him or her. This is done in the context of helping the child. A particular issue is selected and after each break/lesson either a sticker is given (if the child has achieved the desired behaviour) or a cross (if not).

POINTS

Similar to the above idea but points are given for sessions/breaks during which the child displays the correct behaviour or doesn't display the bad behaviour. Bonus points could be given. In advance a set of rewards would be worked out and how many points they would be worth. Parents/carers would be involved. Thus the child could spend their points at home e.g. 5 points 'visit the library', 15 points 'a trip to Burger King'.

PUPIL CONTRACTS

These would be very detailed contracts worked out with the oldest children. These would clearly be based upon expectations not only of the child but what the child could expect of the staff. The contract would include special strategies to enable the child to cope with their aggression, bullying or other bad behaviour. They would provide routes for the pupil to take to avoid situations or prevent them getting worse. They

Good Behaviour Policy:

**including: 'Anti-Bullying Strategy' and
'Use of Force to Restrain Pupils' Statement**

November 2016



would also guide staff on how it has been agreed that this individual child will be supported and the expectations made of all parties. Children in this category would be seen, as those for whom the Golden Rules are not initially achievable without a lot of support. These children will need a planned programme to build them up to the point whereby they can achieve them without special considerations being made.

SOCIAL LANGUAGE GROUPS (Friends Groups)

Older Group

These children have sticker charts. The stickers can be awarded by teachers or CSAs when the appropriate behaviour is displayed.

For example:

- saying 'hello' 'sorry' or 'thank you'
- taking turns, sharing, helping, joining in and taking messages.

Younger Group

These children receive stickers within the class or group when they achieve the class objective. It may be for sitting well, listening or for 'taking turns' etc.

These are not openly displayed in school.

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‘Use of Force to Restrain Pupils’ Statement
 November 2016



APPENDIX B. NEGOTIATION CARD

Name		DOB	Year Group
Teacher / s		Week Ending	
Behaviour to be worked on;			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Child's signature		Headteacher's signature	

Leven CE (VC) Primary School

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**including: 'Anti-Bullying Strategy' and
'Use of Force to Restrain Pupils' Statement**

November 2016



APPENDIX C. LEVEN CE (VC) PRIMARY SCHOOL GOLDEN RULES

Leven CE (VC) Primary School

Our Golden Rules



Enriching Life Through Learning

- 1. Be respectful to each other.**
- 2. Be kind to each other.**
- 3. Help each other to learn.**



APPENDIX D. EXAMPLES OF CERTIFICATES USED

Merit Certificate



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'Use of Force to Restrain Pupils' Statement**

November 2016



APPENDIX E. PUPIL AND PARENT GUIDE TO THE GOOD BEHAVIOUR AND ANTI-BULLYING STRATEGY AT LEVEN CE (VC) PRIMARY SCHOOL

SCHOOL DISCIPLINE

Parents/Carers are closely involved in the discipline procedures of the school. Discussion and debate is encouraged and pupils are involved in an annual evaluation process.

How the school encourages Good Behaviour

Good behaviour is encouraged by example and is rewarded by:

Praising all children behaving well

Rewarding individual good behaviour

Praise

Reward certificates

Extra privileges

Motivating individuals

Target setting

Recognising and rewarding achievement

Rewarding group good behaviour

Public praise

Class award certificates

Extra privileges

Stating quite clearly the type of behaviour we wish to see

Golden Rules

Other expectations

Expectation of the week

Teaching the children to develop self discipline

Through example

Through discussion

Personal, Social, Citizenship and Health Education

Through assembly

How the School discourages Bad Behaviour

Encouragement of good behaviour is the main aim but occasionally this will not be enough and we will have to take further action to prevent bad behaviour. We therefore need to show the children we care enough to help them by:

getting support of parents;

reminding children of our rules;

accompanying effective reprimands by pointing out the benefits of good behaviour;

involving a senior member of staff;

removing privileges or responsibilities;

recording their name in the red book and missing the next playtime.

In cases of repeated or more serious failure to conform we:

Good Behaviour Policy:

including: 'Anti-Bullying Strategy' and
'Use of Force to Restrain Pupils' Statement

November 2016



involve a senior member of staff;
always inform/contact the parent/carers to inform and seek support;
create special programmes for the child;
involve outside agencies (always with parents/carers' agreements).

PASTORAL CARE

All teachers share responsibility for the pastoral care of the children in their teaching group and in the school.

THE GOLDEN RULES

1. Be respectful to each other.

2. Be kind to each other.

3. Help each other to learn.

ANTI BULLYING

DEFINITION

"Bullying is the abuse of power by a person who is somehow stronger, resulting in some distress, harm, or neglect of necessary attention for another." (Eve Brock, 1992)

Children and young people in Warwickshire wrote this definition of bullying:

When a person's or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following:

- Physically and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve
- 'Badly different', alone, unimportant and/or unvalued
- Unable to see a happy and exciting future for yourself

it **could** be bullying. When a person, or group of people, has been made aware of the effects of their behaviour on another person, and they continue to behave in the same manner, this **is** bullying.

If someone is made to feel like this, or if they think someone they knows feels like this, it should be investigated. This should happen straight away as it can take a long time to

Good Behaviour Policy:

including: 'Anti-Bullying Strategy' and
'Use of Force to Restrain Pupils' Statement

November 2016



build up the courage to tell. However, lots of things can make us feel bad, sometimes it depends on the situation we are in, and it is not always bullying – so we think the following definition, adapted from one written by the Anti-bullying Alliance, is also useful:

Bullying is any behaviour by an individual or group that:

- is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it
- happens more than once – there will be a pattern of behaviour, not just a 'one-off' incident
- involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves

It can be:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM)

THE POLICY

The policy is based upon a series of effective strategies and procedures, which are outlined below and will be reinforced regularly.

WHAT VICTIMS SHOULD DO?

Say “**Please stop, I don’t like it.**”

This is to give the bully a chance to stop, recognise that they are bullying and correct their own behaviour;

Not retaliate;

Walk towards a supervisor / teacher;

Seek help;

Recognise that 'it's strong to tell'.

WHAT PUPIL WITNESSES SHOULD DO?

Tell their class teacher or another member of staff in whom they have confidence;

Be truthful and only report facts not guesses;

Recognise that telling is trying to help someone else.

WHAT PARENTS / CARERS SHOULD DO?

Keep calm;

See the class teacher or head teacher;

Discuss the facts with the member of staff;

Have an open mind;

Give the member of staff time to investigate;

Good Behaviour Policy:

**including: 'Anti-Bullying Strategy' and
'Use of Force to Restrain Pupils' Statement**

November 2016



Discuss with the member of staff the findings;
Agree a strategy for preventing a reoccurrence;
Reinforce with their child that they must tell the appointed member of staff as soon as it reoccurs;
If needed, return to school as it could be that the school is unaware that there has been a reoccurrence because the victim has not divulged the information again.

WHAT THE SCHOOL WILL DO

Create the right ethos.

The ethos and caring nature of the school as reflected in the curriculum statement should be explicit in every aspect of school life.

It will be particularly emphasised through assemblies, a P.S.H.C.E. programme, Religious Education and by example.

Staff will always model appropriate behaviour towards one another and to the children. This behaviour will respect the individual regardless of age, sex ethnic origin or position in the school.

Human rights are equal and everyone in the school is of equal value. The issue of bullying will be covered in assemblies as a matter of contract and also as required, should there be a need.

In addition through an annual P.S.H.C.E week (which will consider a whole range of personal and social as well as health and safety issues), anti bullying strategies will be tackled.

Take bullying seriously.

Children will be reminded that they must report any incidence of bullying. They will be reminded of their right to be happy and safe at school. The links to the school rules will be referred to, but that if the rules do not stop bullying that they should speak to their teacher. If they are still worried they should keep telling and can make an appointment to speak to the Head Teacher at any time.

The guarantee.

The school guarantees that everything possible will be done to ensure:

- all incidents will be recorded;
- pupils will be taken seriously;
- pupils will be protected from the bully;
- pupils will be helped to deal with and given skills to prevent a reoccurrence
- pupils will be told of the result of any investigation and what appropriate action has been taken;
- that pupils should return to their 'Contact Teacher' immediately there is a sign of a reoccurrence of the bullying behaviour;
- encourage people to come forward;

Good Behaviour Policy:

**including: 'Anti-Bullying Strategy' and
'Use of Force to Restrain Pupils' Statement**

November 2016



Those pupils will be helping not only the bullied but also the bully.

(Bullies are not happy people.)

Witnesses will be reminded to come forward in confidence. They will be reassured that they should not fear confidentially speaking to their teacher or the Head Teacher if they know someone is being bullied.

RED BOOK & AWARD CERTIFICATES

Certainty

Names will only be entered when there is 100% certainty that the child did break the rule, i.e. witnessed by an adult. Retaliation is not an excuse. Children are taught not to hit back. If this occurs both children will be entered into the Red Book. The next playtime will be missed, supervised by the Head Teacher or Deputy. The child will sit in silence, the aim being total boredom. Work will not be used as a punishment.

If a child talks they will miss the next playtime. If children come with a complaint it must be taken seriously but if not witnessed, the incident will not be dealt with through the Red Book.

Rewards

Every child who does not appear in the Red Book for half a term will be awarded a Bronze Certificate. At the end of each term Silver Certificates will be awarded to those who do not appear in the Red Book for a full term. Gold Certificates will be awarded to those who have kept all the Golden Rules for a full academic year. Class certificates will be awarded to classes if every member of the class has achieved the standards listed above.

Parental Contact

If a child appears in the red book on three occasions in any half term a letter will be sent to parents and the child will be placed on 'Report'.

'REPORT'

If a child is placed on 'Report' it means that the privilege of playtime is totally removed. All breaks and lunchtimes will be supervised inside. A report will be required after each lesson to ascertain the child's attitude.

When there is certainty that the child has shown that they are ready to have a break restored, one morning break will be awarded.

The report will continue with a view to restoring a second break. Eventually the lunch break will be restored. If while on report, a child breaks a key rule the report system will return to the beginning again. When a child has all breaks restored the 'Report' is over.



APPENDIX F. ONLINE RESOURCES

Resources

- **Bullying Online**
Bullying Online is a UK charity helping parents and children deal with school bullying.
- **BBC**
Information & advice for Parents
- **BeatBullying**
Beatbullying aims to reduce and prevent the incidence and impact of bullying, (physical, emotional, verbal, genderised, racist, inter-faith, homophobic) between young people.
- **Britkid**
This is a website about race, racism and life - as seen through the eyes of the Britkids.
- **BullyFreeWorld.com**
Bullying guide: Learning about and dealing with Bullying.
- **Childline**
ChildLine is the free helpline for children and young people in the UK. Children and young people can call us on **0800 1111** to talk about any problem – our counsellors are always here to help you sort it out.
- **Parentlineplus**
Because Instructions aren't included. Parentline Plus is a national charity that works for, and with, parents.
- **Youngminds**
We all have a right to feel good. A national charity committed to improving the mental health of all children and young people.
- **Success Unlimited**
Books to combat bullying by enriching interpersonal and behaviour skills.

APPENDIX D. EXAMPLES OF CERTIFICATES USED

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including: 'Anti-Bullying Strategy' and
'Use of Force to Restrain Pupils' Statement

November 2016



APPENDIX G. CHECK LIST

“Towards a safe and bully free school”

A check list and for schools to use to

- Consult with Staff
- Develop their own policy through discussion and consultation with all groups in school: Staff pupils, parents, governors

Notes to HTs

Since September 1999 schools have had a legal duty to take measures to prevent all forms of bullying. It is statutory to have a behaviour policy including bullying.

The DFES have produced: -

- Do not suffer in silence pack. This contains guidelines that has been sent to all schools – it provides a comprehensive approach to issues of bullying
- Promoting mental health within early years and school settings
- SEBS materials
- Key stage 3 behaviour and attendance
- Anti – Bullying pact for anti – bullying week November 22 – 26 (with ABA)

Schools need clear policies on vital issues such as behaviour and anti – bullying to create a safe climate where: -

- Emotional health and well being can flourish
- Children can learn well and achieve their potential free from intimidation

Context to school ethos

Gathering evidence: guidance

When examining a school's practices **OFSTED** may ask for the following evidence

Policy

- Needs to contain a definition of bullying
- Needs clear aims and objectives
- Needs to indicate where anti – bullying may be covered in the curriculum and the strategies schools may use to deliver PSHE
- Needs clear procedures that are easy to follow –

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**including: 'Anti-Bullying Strategy' and
'Use of Force to Restrain Pupils' Statement**

November 2016



- Needs to identify sanctions and rewards and the circumstances in which they apply
- Identify links with behaviour policy – AB and behaviour policy should dovetail

Records of incidents

Trends

- Are there any?
- Has school take account of any
- What measures are taken

Sanctions and rewards

- Circumstances in which they applied
- Intervention strategies

Staff training

- Training / assistance and support offered to staff
- Dates of training – evidence of training

Monitoring effectiveness of school's provision

- How? Where bullying takes place.
- Evidence of consultation with pupils
- Review of school policies
- Dates – updates
- Where anti – bullying is covered in the curriculum

APPENDIX H. OTHER POLICIES TO BE READ WITH THE GOOD BEHAVIOUR POLICY

- **216 Child Protection**
- **216 a Safeguarding**
- **216B Initial Allegation Management**
- **216d Social Media Policy**
- **217 Esafety & Internet use**
- **220a Record of investigation into bullying allegations**