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Gedney Church End and Lutton St. Nicholas Federated Primary Schools

Positive Behaviour Management Policy for Parents and Staff

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Introduction

We believe that good behaviour needs to be carefully developed over a sustained period of time. It is too important to be left to chance. We think that children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it. This policy is about how we aim to support our children to make positive behaviour choices and applies when they are in school and on any outside visit. We recognise that good standards of behaviour have a positive impact on educational attainment as well as contributing to the sense of community that we seek to develop throughout our Federation. The fundamental tenet of our policy is encapsulated in the notion of 'catching children being good.'

We believe that children will strive to reach high standards of behaviour. Low expectations will elicit low standards of behaviour, and therefore we endeavour to maintain high expectations through a consistent and positive behaviour management policy. We wish to ensure a happy and caring community that encourages respect for others' feelings, beliefs and possessions within a stable and caring environment. We understand that such a community needs a structure to support acceptable and agreed forms of behaviour. We wish to implement a positive behaviour management system in which all adults within the Federation consistently model the desired standard of behaviour. We expect all children to take responsibility for their behaviour and so give them every opportunity to be involved in managing the choices they make. As a Federation, we recognise that good behaviour is closely linked to lively and stimulating teaching and is supported by valued relationships between all members of the school community. Our behaviour management policy is structured so that those children who meet the required standards of behaviour will automatically receive a reward. As a Federation, we use the Social and Emotional Aspects of Learning (SEAL) materials to support our children in managing their own behaviour.

The implementation and monitoring of this policy is the responsibility of all staff.

The Purpose of the Policy

The purpose of the policy is to enable pupils to:

- develop responsibility for their own behaviour;

- develop respect for others;
- encourage and foster positive attitudes;
- develop an approach based on co-operation;
- develop an understanding of the need for responsible behaviour;
- develop an effective range of strategies for dealing with problems.

The purpose of the policy is to enable adults to:

- consistently model high standards of behaviour;
- encourage and support children to develop the same;
- consistently follow an agreed format of rewards and sanctions;
- support each other with the agreed format;
- provide children with a consistent framework of expectations during their time at school;
- ensure that opportunities and/or training is given to children so that they can become more responsible for their own behaviour e.g. Circle Time and Peer Mediation.

Federation Aims:

Within our Federation, we aim to:

- have high standards for everyone;
- promote effective learning and teaching;
- provide a positive, stimulating environment;
- promote a caring and sharing atmosphere within the schools;
- educate the whole child at the appropriate level;
- encourage self-discipline, independent learning and self reliance;
- generate self-worth and respect, and tolerance for others.

The Federation Mission

In order to achieve these aims the Federation will provide:

- skilled teachers and support staff;
- appropriate resources;
- support from all stakeholders;
- opportunities for learning beyond the curriculum;
- effective monitoring of the Federation's provision;
- appropriate evaluation of, and response to, national and local educational initiatives.

Expectations of Behaviour

We expect children to:

- be polite and well-mannered;
- be kind and caring;
- respect the school environment;
- be safe and responsible at all times;
- work hard and do their best.

We have established Golden Rules as follows:

1. Do be honest.
2. Do work hard.
3. Do be gentle.
4. Do be kind and helpful.
5. Do listen to people.
6. Do look after property.

Rewards

All children have a responsibility to apply themselves to their work and not prevent others from learning. Older children are encouraged to care for younger pupils and set a positive example.

Clear systems have been established at both schools that encourage application within the classroom, striving for high standards and showing a wider care and concern for every member of our small school communities. School House Points and Star of the Week are the primary means by which these aims are achieved but each system will access different aspects of our children's attitudes, thus informing their behavioural choices.

School Houses:

All children are placed into one of four School Houses. These are vertically arranged and create opportunities for older children to show a pastoral awareness for the needs of younger children. House Points are awarded by all members of staff whenever they see examples of children caring for each other, being a good friend, and offering encouragement or support to others. School Houses and Colours are as follows:

- The House of Nene: Blue
- The House of Ouse: Yellow
- The House of Welland: Red
- The House of Witham: Green

Staff are also placed into School Houses but it is the responsibility of Captains (drawn from Year 6) and Vice-Captains (drawn from Year 5 or 6) to manage their Houses. Colours are worn by all children and staff to bestow that wider sense of belonging on an individual school basis and also across the Federation.

At the end of each week, House Captains collate all of the House Points that have been awarded and these build across the duration of a term to culminate in the awarding of the House Points trophy. House Colours are then added to the trophy and this is displayed prominently in the school hall as a visual reminder of the children's success.

Key Stage and class specific rewards can be used at the discretion of each class teacher and will take account of the age of pupils and engender high staff expectations. Many of these help classes and houses within school to gain a clear identity. By using this approach, the expectation is such that pupils will show loyalty to their class, house and each other. This, in turn, fosters a clear sense of belonging and enables our children to feel valued by staff and other pupils. In summary, these rewards are as follows:

Behaviour Management – Agreed Rewards

EYFS KS1:

- verbal praise;
- House Point;
- informal parental contact;
- whole class reward;
- visit Head Teacher.

KS2:

- verbal praise;
- House Point;
- copy of work sent home with covering letter;
- whole class reward;
- visit Head Teacher.

Each week, a celebration assembly is held where the following awards are bestowed upon children, classes and houses:

- Merit certificates;
- Attendance reward (termly);
- cumulative House Points (visual representation);
- Star of the Week;

- Our Best Work;

Early Years – Foundation Stage 2, Year 1 and Year 2

Behaviour management in the Early Years Department depends upon the relationships built up between adults and children and the positive environment created in class. Modelling appropriate behaviour and praising children when they make positive choices are the main tools.

The progressive list of rewards that incentivise positive choices allows children to be aware of why they are being praised and also what will happen if they continue to make such choices. Class rewards can also be used to exemplify a sense of belonging and shared success but this is at the discretion of the class teacher and should be used sparingly.

To encourage children to start with a positive attitude, classroom rules are agreed and displayed prominently. It is very important that the children are involved in this process but the teacher will guide them to ensure that rules are low in number, high in impact and achievable for all.

Key Stage 2 – Year 3, 4, 5 and 6

As with Early Years, high quality relationships are the cornerstone of our approach to behaviour management. Where children respect each other and have high levels of self-esteem, negative behavioural choices will be less likely as the whole learning community is characterised by mutual trust and understanding.

Given the age and ability of children in Key Stage 2, it is right to have higher expectations of their choices and their ability to recognise the impact they have on others. Classroom charters are drawn up in conjunction with the class teacher that exemplifies our expectations and because the children have ownership over the contents, it is expected that the charter will be observed by all.

By having a clear and progressive system of rewards, children can take more responsibility for the choices they make as they will have a good understanding of how continued good behaviour is recognised and celebrated. All rewards are actively sought and therefore the children in Key Stage 2 have been further incentivised to make positive choices for the school, their class, their house and themselves.

The Role of SEAL and PSHE

Despite the existence of many systems across the Federation to incentivise children to make positive choices, it is also recognised that the curriculum plays a crucial part in equipping them to cope with the many different emotional challenges they will face both at school and in their communities. As a result, SEAL materials are used to ensure a whole-school focus on one core aspect of emotional intelligence and this is developed in a structured manner with acts of collective worship, displays and class-based provision linked to the theme.

Our progression is as follows:

- Autumn 1: New Beginnings
- Autumn 2: Getting on and not Falling Out
- Spring 1: Going for Goals
- Spring 2: Good to be Me
- Summer 1: Relationships
- Summer 2: Changes

Miss Jacobs is the lead teacher for the implementation of SEAL and has participated in training to carry out this role successfully.

Inappropriate Behaviour

Despite having a robust policy, as a Federation we recognise that children will display inappropriate behaviour on occasion. The following behaviour would be considered inappropriate as it does not support the Federation's values as embodied in its mission and ethos statement:

- bullying;
- racism;
- homophobia;
- any form of religious or cultural intolerance;
- cheating;
- fighting;
- verbal abuse;
- unkind remarks or actions;
- disregards of other's feelings or property;
- non co-operation;
- stealing;
- swearing;
- dishonesty.

Whilst we recognise the inappropriateness of such behaviours, it is also important to acknowledge that getting something wrong helps a child

to get it right in the future. Careful counselling, support and mentoring will help children to be aware of the trigger for the inappropriate behaviour, recognise the inappropriate choice they have made and know what a positive choice in the same situation looks like.

Health and Safety

Health and Safety is a key responsibility of all staff and certain procedures and expectations are evident in the Federation to ensure the Health and Safety of pupils, as follows:

- always walk when in the school building;
- sensible shoes must be worn at all times;
- no jewellery will be allowed, apart from stud earrings which must be removed for P.E. lessons;
- children must change for P.E;
- children must never leave the school between the hours of 8.45 and 3.15 (Gedney) and 8.55 and 3.30 (Lutton) unless a written arrangement has been made with parents;
- no child in Early Years or lower Key Stage 2 will be allowed to walk home unaccompanied;
- swinging on chairs can result in accidents and is therefore prohibited;
- Children will not be allowed to sit on tables unless directed to by the class teacher for a clearer view e.g. watching television, IWBs etc.

Additional Health and Safety information that is specific to the delivery of the curriculum can be located within subject-specific policies.

Sanctions

Those who choose not to follow school rules will attract sanctions. These sanctions depend upon the level of the transgression, the age of the child and consistent expectations on the part of the member of staff who is dealing with the incident. To reflect this, graded sanctions are used within Early Years and Key Stage 2 as follows:

Agreed Sanctions:

EYFS and KS1

- Warning;
- loss of break-time;
- removal from class and parents communicated with;
- formal meeting with pupil, parents, class teacher and Head Teacher to discuss next steps.

KS2

- Warning;
- loss of break;
- loss of lunchtime play;
- removal from class and parents communicated with;
- formal meeting with pupil, parents, class teacher and Head Teacher to discuss next steps.

In terms of the progression of sanctions, it is important for pupils to understand that each new day is a fresh start and therefore any child who has been added to the list needs to go back to the first step at the beginning of the next day.

Good discipline stems from clearly defined and consistent patterns of dealing with problems that are identified and subsequently followed through by all members of staff. Pupils must be able to see a developing system through which they will pass as the behavioural issue becomes more serious. By recognising the next sanction, they can make an informed choice about what they should do next. This is a form of Behaviour Modification but has more impact as the child is making the choice independently and not the adult simply telling the child what to do.

If a child misbehaves in class, they are given a verbal warning. This constitutes a first warning and should be sufficient to ensure that instances of negative behaviour cease forthwith. Where progression along the graded sanction list is observed, parental involvement is recognised as a necessary next step, thus ensuring a consistent and uniform approach to the management of behaviour.

A similar system operates at lunchtime. If a child makes negative choices, the Lunchtime Supervisor informs the class-teacher. It should be noted that the behavioural expectations of staff must be consistent but linked to the needs of individual pupils. In this context, an incident is defined as a refusal to follow instructions, dangerous play, interfering with the play of others or any form of aggression. If behaviour remains unacceptable, parents will be asked to discuss the situation with the school. Persistent negative behaviour will result in the development of an Individual Behaviour Management Plan for the child concerned, a copy of which is contained in the appendices to this policy. Reference is also made to the rewards system where classes have generally demonstrated negative choices and may result in the reduction or withdrawal of privileges.

Where a child has designated Special Educational Needs that require support and direction greater than normal, the sanctions outlined above may not be appropriate. In these cases, the Special Educational Needs Co-ordinator and in some cases external agencies may become involved after consultation with parents. At all times, adults must be sensitive to the individual needs of pupils. It is through the strong relationships that we seek to build with all pupils that appropriate expectations are established. Uniform expectations will never work because all children are different and our response must reflect this.

We understand that sometimes children will have difficulty conforming to the behavioural expectations of the Federation, and the graded list of sanctions might be insufficient to modify their behaviour. Prior to consideration being given to exclusions, either on a fixed term or permanent basis, the involvement of external agencies is the next step. The Head Teacher is the Designated Senior Person within the Federation and is responsible for ensuring external agency involvement. This is usually done by completing an assessment under the Common Assessment Framework (CAF). Parents are closely involved throughout the process and work in partnership with the school and any external agencies that are supporting the child.

Lunchtimes

Eating Lunch:

Children are expected to eat and sit properly at the lunchtime tables in the school halls. Social interaction is encouraged at lunchtime and staff recognise that this is an appropriate opportunity to develop PSED priorities in a different context. Although teaching staff will be available at lunchtime, it is the Midday Supervisors responsibility to ensure that:

- good behaviour is upheld;
- the eating of lunch is supervised at all times and that all children are given an opportunity to eat their lunch;
- children are supervised on the playground at all times.

Lunchtime Rules:

Expectations at lunchtimes are the same as in the classroom. Golden Rules have been prominently displayed in both school halls and these underpin the behavioural choices of the children.

If a child makes negative choices while they are eating their lunch, they are given a reminder of what behaviour is expected. If negative

choices persist, a reporting system will be used and the child will be moved up a step on the agreed progression of sanctions previously outlined

All members of staff have access to the graded rewards and sanctions system. By utilising these systems at lunchtime, Midday Supervisors have equal access to the same rewards and sanctions used by teaching staff. This will help to facilitate a whole-school approach to the management of behaviour as well as good levels of familiarity on the part of pupils, thus empowering them to make positive choices in respect of their own behaviour.

Children from both schools have also been trained as Play Leaders and Peer Mediation was introduced during the spring term 2018, which will help them to resolve minor disagreements without the need for adult support

Playtime and Lunchtime Sanctions:

For minor misbehaviour, the child will be reminded of the Federation's expectations and rules.

More serious or persistent misbehaving will result in the child missing some of their lunchtime. At Gedney, they will be asked to stand outside the staffroom and at Luton, they will remain in the hall while others have gone outside. Supervision will be the responsibility of teaching staff and Midday Supervisors will give notice that a child has been sent in.

Serious misbehaviour will result in the child being sent to the staffroom and they will normally miss break the following day. In this instance, the child will report to a designated member of staff who will then ensure that the child remains inside. Supervision will be the joint responsibility of all members of staff and this will be further facilitated by keeping the staffroom door open.

If unacceptable behaviour persists, the Head Teacher and class teacher will develop a Behaviour Management Plan that the pupil, Head Teacher and parents sign. The Behaviour Management Plan will result in the daily monitoring of behaviour for a 2 week period and consideration should also be given to a Behaviour Contract which will need to be signed at the end of each day. Additional support will also be given to the child and this will be written into the Behaviour Management Plan.

In the most serious cases, the Head Teacher will consider a temporary lunchtime exclusion or institute other arrangements that are specific to the needs of the child.

The final sanction is longer-term or even permanent exclusion where it will then become a legal issue and must be appropriately documented. This will only ever be considered after all other possible avenues have been explored.

The Role of Staff

In order to provide a secure, stimulating and friendly school, all staff should:

- create and sustain a positive, supportive and secure learning environment;
- keep their classrooms and shared areas attractive, tidy and well organised;
- help pupils to achieve their full potential and prepare work at an appropriate level.

Discipline should be seen as fair and all pupils are encouraged to take responsibility for the choices they make. It is therefore important that all staff:

- apply school rules uniformly;
- work to agreed procedures;
- demonstrate respect for individuals;
- deal with unacceptable behaviour at all times;
- set high standards of speech, manner and dress.

Educational Visits and Extended Provision

Our behavioural expectations apply to all children whether they are in school during normal hours, on a school trip or participating in any form of extended provision. All adults are aware of our approaches and have access to teaching staff who can provide support whenever necessary. Where children recognise a consistent approach, expectations are easier to maintain and standards of behaviour will improve as a result.

During an Educational Visit, the nominated group leader will assume overall responsibility for the behaviour of the children. In-line with our Educational Visits policy, a full Risk Assessment, both on a specific and generic basis, will be completed and behavioural expectations and challenges are written into this. All adults are issued with a copy of the Risk Assessment and contact procedures are established for the

duration of the visit. During trips, our school rules are applicable at all times and control measures articulated within the Risk Assessment will be used to ensure that children are properly supported.

Extended Provision refers to any activity that takes place out of school hours. Within the Federation, this applies to after-school clubs as no breakfast facility is available. The majority of clubs are run by members of staff, but occasionally parents also have involvement and it is thus important they are aware of our procedures for the management of behaviour and also the referral system that can be used if more serious incidents occur. It is the Head Teacher's responsibility to ensure that parents receive this information, thus ensuring that Extended Provision reflects the overall ethos of the Federation.

Bus Travel

Three separate bus services supply the schools within our Federation and we need to ensure that clear expectations are in evidence that will maintain the health, safety and well-being of all pupils. We also need to be mindful of the fact that all children will be unsupervised and sometimes their age makes them more vulnerable.

Our expectations for bus travel are as follows:

- children will wait in the designated areas calmly;
- a member of staff will lead the children to the bus and check to ensure that they are all seated correctly;
- seatbelts must be worn at all times;
- children must remain in their seats at all times;
- children will not be permitted to sit on the front two seats or the middle seat at the back of the bus for reasons of Health and Safety;
- children will conform to the normal expectations that are established within class and this will govern their conduct;
- no food or drinks will be allowed on the bus unless by prior arrangement with the bus company;
- the bus driver will only allow the children to leave the bus at the designated stop;
- all incidents of poor behaviour will be passed back to the Federation by the bus companies.

A generic Risk Assessment is in place for all coach travel and is contained as an annexe to the Educational Visits Policy.

Swimming

In Key Stage 2, the children in years 3 and 4 from both schools will attend at Wisbech Swimming Pool on a weekly basis. In the second half of the summer term, pupils in Year 6 will attend for an intensive swimming catch-up programme. Our expectations for bus travel remain but given the potentially dangerous situations that can result from inappropriate behaviour in the pool, clear rules are discussed with the children prior to their attendance.

The rules are as follows:

- children must be appropriately dressed for swimming. Bikinis and long shorts in the Bermuda style are not acceptable;
- no jewellery will be worn;
- children must shower before entering the pool and after they leave the pool;
- children must listen to their instructors at all times;
- children must follow instructions at all times;
- any child who does not listen or follow instructions will be given one warning, after which they will miss the next lesson. They will also be asked to leave the pool. Any such instance will be referred back to the Head Teacher who will take appropriate action on the child's return. Parents will also be informed;
- children are expected to get changed quickly and quietly with clothes being stored appropriately;
- once changed, children will remain with instructors at the beginning of the lesson and with staff at the end;
- children who are watching will remain the responsibility of the duty staff and normal classroom expectations are in place.

Parental Involvement

Parents will be informed if a child's behaviour is unacceptable over a period of time or if there is a severe incident e.g. violence, racism or homophobia. Teachers will contact parents either personally, by telephone or by letter. The next step will be for the Federation and parents to work together to help the child. All parents receive a leaflet informing them of our approach to school discipline and how they can support our policy.

Where parents are unhappy with the approach taken by the Federation, they are directed towards the complaints procedures. A copy of these will be provided by the Head Teacher on request.

Exclusions

In exceptional circumstances, it may be necessary to exclude a pupil from school. If this is deemed to be necessary by the Head Teacher,

the exclusion will be arranged according to Local Authority and national guidance. Parents will be informed, in writing, on the day. The letter will explain the reasons for the exclusion and arrangements to see the child's records. Further guidance is available from the Federation and parents are requested to contact the Head Teacher if this is required.

Behaviour Policy Success Criteria

Our success criteria are as follows:

- a friendly, welcoming atmosphere in school at all times;
- conflicts are easily resolved as pupils will speak the truth and accept responsibility for their actions;
- access to and departure from school will be calm and orderly;
- classrooms and shared areas will be tidy, well-organised and purposeful;
- pupils are able to recite school rules and have a good awareness of the mission and ethos statements;
- visitors will make positive comments about the behaviour of all pupils;
- an agreed approach to the management of behaviour is being utilised by all members of staff.

Monitoring

The following monitoring arrangements are currently in place to ensure that our policy remains robust, purposeful and effective

:

- staff will review the policy at the beginning of each academic year;
- the Discipline Committee will review the policy on an annual basis and meet at least twice per year to ensure that national and local guidance is contained therein;
- the School Council will be asked to review the sanctions and rewards systems;
- a yearly audit will be conducted to ensure that all staff receive training that is appropriate for their roles, noting Federation strengths and development priorities

Approved by:



Chair of Governors

Ratified: November 2018 (FGB)

Date of review: November 2019

Appendix One

Strategies to Promote Self Esteem

- Praise and positive comments, both written and oral.
- Sharing good work e.g. reading stories to the class, class and/or achievement assemblies.
- Displays both to enhance the appearance of the schools and to celebrate children's work.
- Opportunities for personal and social education e.g. circle time, collaborative work, speaking and listening etc.
- Opportunities for success e.g. reinforcement work, work with a clear purpose or end product.
- Public congratulations from pupils, parents, governors, staff and the wider school community.
- Inclusion within either of the achievement assemblies.
- Systems that serve as an addition to normal classroom practice that may be instigated by the class teacher in order to encourage, establish and ensure good attitudes towards work e.g. smiley faces, stickers, class rewards etc.

- Valuing what children bring to school from home, be they specific achievements, unique talents or a deep and personal interest.
- Building relationships with children that recognise them as unique individuals who have a positive contribution to make to our Federation community.
- Sending copies of work home to parents.
- Referrals on to other members of staff and the Head Teacher for especially outstanding contributions that have been made.

Appendix Two

Strategies to Promote Good Behaviour in the Classroom

Appropriate strategies will naturally depend on the child and the class but the following suggestions may be useful:

- Praise good work and behaviour. By naming children who are behaving well, they will soon learn that attention will be received if they are making positive rather than negative choices. Avoid giving attention to disruptive or attention-seeking behaviour whenever possible. If the Health and Safety of any child is being affected, however, immediate intervention will be a requirement.
- Try to avoid answering or eye contact with those children who call out in class. Get into the habit of giving attention to good behaviour. If there is an interruption, decide whether it would be more effective in the longer term to resist it or deal with it.
- If a reprimand or sanction is required:
 - interrupt the behaviour as early as possible;
 - be consistent;
 - follow through with anything you promise;

- deal with the offence rather than the offender.
- Time-out can be used to reinforce behaviour expectations positively in the classroom. A child may be sent, with work and by prior arrangement (even if it is a note a few minutes beforehand), to another class for part of the day to avoid peer attention. An agreement exists between all teaching staff as to which class the child will be sent to.
- Always control body language and responses. A relaxed manner with good eye contact and a smiling interaction with those behaving and working well is essential. Postpone disputes with pupils until they can be settled in private. Confrontational situations should be avoided, where possible.
- Set achievable behaviour targets for those experiencing difficulty e.g. a child with a particularly short attention span could be told that if she/he perseveres with a task for a given amount of time then a chosen activity can be attempted afterwards or a specific reward selected.
- Set achievable work targets and make sure that the child realises that you care if the work is not finished. If the work is not finished, suggest that additional time will be available during lunch or break times.
- Children need practice to become responsible. If they are never given an opportunity to accept responsibility, there is little chance that the child will be able to make decisions in a responsible manner. Praise them when they do and offer support if they make mistakes. By reasoning through choices, children are given the best opportunity to become responsible for the choices they make.
- Take time to support children who are making negative behaviour choices. Let them know that you are there to help them make better choices and that good quality learning can result from what we get wrong. Help them to understand that some negative behaviour is acceptable on the condition they learn from their mistake and do not repeat it.
- Consistently addressing minor issues will help to offset major issues.
- Children must never be left unsupervised.

Appendix Three

Bullying

Bullying exists in all schools and to pretend otherwise is detrimental to its management. Children are actively discouraged not to hit back on the premise that two wrongs do not make a right. Staff will physically intervene, in line with agreed policy (see Physical Intervention Policy), if uncontrollable behaviour develops and the safety of others is clearly being compromised as a result.

Three Definitions of Bullying

1. 'Bullying is the wilful, conscious desire to hurt another and put her or him under stress.' (Tatum and Tatum, 1992).
2. 'Bullying is long-standing violence, physical or psychological, conducted by an individual or a group and directed against an individual who is not able to defend themselves in the actual situation.' (Roland, 1988).
3. 'Bullying is a behaviour which can be defined as the repeated attack, physical, psychological, social or verbal in nature, by those in a position of power which is formally or situationally defined with the intention of causing distress for their own gain or gratification.' (Behag, 1989).

No matter what definition of bullying we choose to adopt, we note that all have three common factors as follows:

1. it is persistent or constant in occurrence;
2. it occurs during an imbalance of power, be this physical, numerical or in terms of the perpetrator's confidence;
3. it can be verbal, social, physical or psychological.

Bullying can take five different forms:

1. Gesture – an aggressive attitude and stance as well as derogatory signs or pulling faces.
2. Verbal – ranges from name-calling and teasing to swearing and being offensive.
3. Physical – aggression resulting in pinching, nipping or some other physical abuse.
4. Extortion – threatening secretly with any type of punishment.
5. Exclusion – leaving out of the group, not speaking, not playing, ignoring etc.

As well as among children, bullying can also occur as:

- institutional bullying – by the systems of the institution imposing themselves on us;

- teacher/pupil bullying – teaching staff need to look carefully at how they treat/interact with all children;
- collusion bullying – leader and class targeting another pupil.

Factors to be aware of:

Bullying is predominantly a secretive activity. Adults frequently dismiss what is in fact bullying as an insignificant incident. Children are unwilling to tell adults about their experiences. Teachers need to be aware that they can contribute to a child's silence by dismissing their account and failing to listen carefully.

An Immediate Response

If a case of bullying is reported, it is recommended that a management approach to the progression of incidents should consist of the following six questions:

- What?
- Why?
- Who?
- Where?
- When?
- How?

How we aim to prevent bullying:

A proactive approach to the management of bullying is recommended, as preventing a recordable incident is preferable to solving a problem once it has occurred. The following strategies have proved to be effective:

- providing a safe and secure environment for all individuals;
- raising the self-esteem of all pupils;
- addressing issues of personal relationships through the taught curriculum (PSHE, worship, assembly, stories, drama, R.E. etc);

- circle time, following a progressive and age-appropriate scheme but also recognising that impromptu circle times can be used to help all pupils talk about an incident, their reaction to it and the ways in which the class can take a collective responsibility for what has happened and how to solve it;
- providing good role models that demonstrate respect for one another;
- being vigilant in identifying possible incidents of bullying;
- listening to the concerns of all children;
- dealing with all reported incidents and those that are detected through other means in a fair and consistent manner;
- involving parents at an early stage;
- informing all parents of the Federation's Behaviour Policy;
- dedicated classroom sessions to equip children to recognise the different types of bullying e.g. Cyber Bullying, and give strategies for managing these.

Record Keeping

A school that fails to take adequate steps to eliminate bullying may be held to be negligent. If bullying becomes a consistent problem, the Federation will record the action that has been taken. Records must show what has been done and the reasons for the actions that have subsequently been taken. A good record will show that proper consideration has been given to the victim.

Dealing with Bullying

Within our Federation, it is our intention to handle bullying and other forms of intimidation through a policy of openness whereby children are actively encouraged to report an incident knowing that it will be handled in the following way:

- all staff will investigate the incident and, if it is deemed to be bullying, perpetrators will be dealt with firmly, thus ensuring that the incident cannot be regarded as trivial but as something important and unacceptable;
- the Head Teacher will be informed of all incidents that have been reported;

- parents will be informed and the possibility be given of attending a formal meeting to discuss the incident and become part of the behaviour management plan that results;
- the bullying behaviour and any threats of bullying must stop immediately;
- positive steps will be taken to modify the behaviour of the perpetrator of the bullying with the expectation that their behaviour will change;
- it is reasonable to expect the perpetrator to offer an apology to the victim and appropriate consequences will be established and agreed;
- where possible, all pupils will be reconciled;
- if bullying behaviour persists, the perpetrator will be removed from the locations where incidents have been recorded and behaviour monitored for an agreed timescale, often one week, but this could be longer if necessary;
- a behaviour log will be created to ensure that such monitoring is carried out in a structured manner;
- in the most serious cases, suspension or exclusion will be considered.

Help Organisations

The following organisations assist victims and their families to cope with damaging consequences of bullying:

- Advisory Centre for Education: 01713 548321
- Children's Legal Aid: 01206 8733820
- KIDSCAPE (Parents' help line): 01717 303300
- Parent Line: 01268 757077
- Youth Access: 01817 729900

Appendix Four

Rights and Responsibilities

Within our Federation, all children have rights but they also have a responsibility to ensure that the rights of others are upheld. A copy of the rights and responsibilities that are applicable to all children within our Federation will be prominently displayed in each classroom and consistent references to this can be made throughout the school day, especially in a situation where the rights of one child have been compromised by another.

We have the right:	We have the responsibility:
To feel safe	To make sure that everyone else feels safe
To learn	To make sure everyone else can learn
To be happy	To make sure that everyone else is happy
To be spoken to in a nice, friendly, respectful and polite way	To speak to each other in a nice, friendly, respectful and polite way
To have our property looked after	To look after each other's property
To be told the truth	To tell the truth
To be told sorry	To say sorry when things have gone wrong
To be listened to without interruption	To listen to each other without interrupting
To work in a tidy and interesting	To keep the classroom clean and

Appendix Five

Dealing with Conflict and Steps to Resolve it

Dealing with Conflict Between Children

Where conflict between children exists, the following advice has proved to be effective in dealing with the incident immediately:

- de-escalation will be the aim;
- keep calm and talk quietly, thus modelling appropriate behaviour;
- provide a cooling-off time where appropriate;
- seek to resolve the problem.

Steps to Resolve a Situation of Conflict

Once a conflict has been dealt with, steps need to be taken to help all parties achieve a satisfactory resolution. The following advice should be considered as attempts at reconciliation are made:

- children should be given the opportunity to talk about the choices they have made;
- children should be supported to view the situation through the eyes of the other parties involved;
- children should be encouraged to make positive decisions about how the situation can be 'put right'.

Action to be Taken in the Event of Deliberate Physical or Abusive Racial or Homophobic Attack

Where such incidents are recorded or observed, the adult involved must:

- stop the attack;
- provide care for the victim;
- locate witnesses;
- report the act to the Head Teacher or Senior Teacher/s;
- record all incidents of racism in-line with Local Authority reporting procedures;

An annual return will be made that contains all records of racist incidents within Federation.

All incidents of bullying will be recorded.

All children must recognise that the response, 'I was only teasing/playing' to explain the behaviour does not make it acceptable.

Adults must recognise that:

- watchfulness can often pre-empt conflict, thus preventing situations developing;
- physical contact should be avoided but if it is necessary to prevent a dangerous situation developing, hold the child from behind and call for help immediately (further guidance can be found within the Federation's Intervention Policies).

Appendix Six

Behaviour Management Plans

When a child consistently behaves inappropriately, it may be necessary to implement a Behaviour Management Plan. As a first step, liaison with the Special Educational Needs Co-ordinator and the child's parents will be a requirement. Well-documented records are essential and these should cover how and when such behaviour occurs and also the actions that have been taken to address it. Collating evidence is crucial when attempting to support a child with a behavioural challenge.

It may be that the majority of the behaviour displayed by a particular child is unacceptable. In these circumstances, it is necessary to:

- prioritise. Identify one specific behaviour choice as a starting point;
- always record the preceding behaviour to the one you are seeking to deal with as this will help in the identification of possible trigger factors;
- handle the behaviour consistently;
- understand that unacceptable behaviour will often increase in the early stages of a Behaviour Management Plan. Record how situations are handled and how the child is reintegrated back into their working or peer group;
- seek to reward acceptable behaviour;
- make targets small and manageable;
- gradually increase the scope and challenge of the short-term targets;
- ensure that intermittent rewards are available to the child.

Children must be made to feel there is something to be gained by engaging in alternative, more acceptable forms of behaviour.

The Head Teacher will provide copies of the accepted format for a Behaviour Management Plan and will also help staff to ensure they are completed appropriately.

Appendix Seven

Expectations

Within our Federation, we have high expectations of behaviour.

We expect children to:

- be polite and well-mannered;
- be kind and caring;
- respect the school environment;
- be safe and responsible at all times;
- work hard and do their best.

Well-behaved children are rewarded as follows:

- 1:1 verbal praise with own teacher and sometimes other members of staff;
- public verbal praise within class, other classes and whole-school assembly;
- stickers (Early Years Department);
- sending copies of special work home;
- informal contact with parents;
- personal comments on children's work specifically linked to how they have succeeded;
- House Points (social).

Each week, class teachers nominate a Star of the Week who is singled out for additional effort in the classroom, showing an awareness of the needs of others and making a positive contribution to the wider school communities. Class teachers will make this presentation during the weekly achievement assembly and a small trophy is awarded, a certificate given and a gift of a school pencil provided. The child will then keep the trophy for the duration of the week after which it is presented to another child in the class.

Children are actively taught that it is much more enjoyable to be well-behaved because the consequences of behaving otherwise are far less fun! These consequences are:

Agreed Sanctions

EYFS KS1:

- Warning;
- loss of break-time;
- removal from class and parents communicated with;
- formal meeting with pupil, parents, class teacher and Head Teacher to discuss next steps.

KS2:

- warning;
- loss of Golden Time up to a maximum of 5 minutes per day (initials placed inside the box);
- loss of break;
- loss of lunchtime play;
- removal from class and parents communicated with;
- formal meeting with pupil, parents, class teacher and Head Teacher to discuss next steps.

In terms of the progression of sanctions, it is important for pupils to understand that each new day is a fresh start and therefore any child who has been added to the list needs to go back to the first step at the beginning of the next day.

If a child misbehaves in class, her/his name is written on the class board. This constitutes a first warning and should be sufficient to ensure their behaviour changes in line with class rules. Where this does not happen, parents will be invited into school to discuss and agree what to do next.

Please note that where a child has Special Educational Needs that require support and direction greater than normal, the sanctions listed above may not be appropriate. In these cases, the Special Educational Needs Co-ordinator and in some cases external agencies provided by the Local Authority may become involved after consultation with parents.

A similar system operates at lunchtime. If a child is making negative behaviour choices, the Lunchtime Supervisors will inform the class teacher. This will result in the child moving up a step on the graded list of sanctions listed above.

You can help your child to become one of the children who enjoy rewards by:

- stressing the importance of positive behaviour choices;
- being positive about school and your child's many achievements;
- supporting home-school links;
- encouraging your child to report any worries or concerns they may have to an adult.

1. Name of pupil being bullied and class group

Name _____ Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

3. Source of bullying concern/report (tick relevant box(es))*

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

4. Location of incidents (tick relevant box(es))*

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

5. Name of person(s) who reported the bullying concern

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6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

