



Positive Behaviour & Anti-Bullying Policy

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Positive Behaviour Policy

Vision statement

'Moss Lane is a happy, safe and inclusive community where expectations are high and where everyone is cared for and valued. Through an active approach, we promote independent, enthusiastic, confident and successful learners.'

Good behaviour and mutual respect for all members of the whole school community are essential in order to achieve the objectives of our Vision Statement.

Introduction

At Moss Lane we believe that our positive behaviour & anti bullying policy should allow us to respond to the changing demands within society and our local community whilst ensuring that all staff are empowered to respond to the needs of all the children in our school. We believe that the management of pupil behaviour is best achieved through praise and reward. We appreciate that children are still learning about acceptable behaviour and will need guidance and support as they evolve their own internal understanding. We also want children to appreciate the consequences of their actions and that this will involve the use of consequences when appropriate. We acknowledge that learning about acceptable behaviour is not confined just to timetabled activities in the classroom but permeates the whole of the time which children spend on the premises engaged in school related activities. The importance of involving parents in this aspect of the school's life cannot be stressed enough.

The school will promote equality in all its forms, and be committed to improving outcomes for all pupils. We are committed to eliminating all forms of discrimination, harassment and bullying, and to promoting the welfare of pupils and good relations across the school community. Vulnerable pupils, including looked after children, children with SEND, physical or mental health needs, will receive behaviour support according to their need.

Our policy is based on being consistent and positive about behaviour but it is also flexible enough to recognise the professionalism of each member of staff and his/her unique insight into the individual needs of each child in his/her care. It is important that staff are able to work within the policy and yet, are able to be flexible where some children are concerned.

This policy is all about saying what we want to see happening and not about what we don't want to see happening. It will help staff to deal with children consistently and fairly and enhance the standards of good behaviour in the school. It will also allow teachers to fulfil their teaching role more positively and give children a better opportunity to take advantage of the curriculum we offer.

Development

The policy was developed in consultation with all staff, Governors and parents and with reference to previous policies.

Structure

Each member of our school's community can expect support from the structure that this behaviour policy will provide.

- A. We all **acknowledge** the distinct nature of this school as one, which positively values individuals. Each individual has the power to make choices and is expected to learn to take the responsibility and realise the consequences that go with that power.
- B. We actively **build** good relationships, which raise self-esteem. This contributes to the "I can" philosophy at this school, which motivates everyone to fulfil their potential.
- C. We are **consistent** in our rewards and sanctions so that everyone has the security of knowing the outcomes of their behaviour.

Aims

All children in the school are entitled to full participation in the social and academic life of the school, as stated in the school aims. In order to achieve this certain patterns of behaviour must be established. We aim to encourage:-

- a positive self image
- respect for others and their belongings
- an awareness of the needs of others
- respect for their own property and that of others
- positive interaction between peers, teaching and support staff and parents

We interpret these aims for the children, in order that they may achieve acceptable standards of behaviour by:-

- being kind and friendly
- being polite and sensible
- being able to play and share with others appropriately
- working hard (both individually and collectively)

To achieve acceptable standards of behaviour in school we need:-

- close co-operation between pupils and staff
- a close relationship between parents and teachers
- an attractive curriculum coupled with effective teaching methods
- appropriate and interesting resources to use at play time
- a discipline policy adhered to by all staff (lunch time staff, teachers, LSA's and leadership)

Expectations

Acceptable standards of behaviour, work and respect depend upon the example of us all. Everyone within the school community has positive contributions to make. Good behaviour has to be worked at. It does not simply happen. We will identify and assertively encourage good behaviour at all times – before school, during lessons, when children are moving around the school, in assemblies, at all break times and after school – at clubs and when leaving the school buildings grounds, for example.

All concerned must have high expectations, set good standards and apply rules firmly, fairly and consistently. To achieve good standards, staff should deal with disciplinary problems as and when they occur, if necessary involving other members of staff. Inappropriate behaviour must not be ignored. Good behaviour is essential to the smooth running of the school and to the development of good work habits. It helps to set high expectations and high standards of work.

- Good behaviour can always be acknowledged by a smile or positive comment
- We should give attention for success not just misbehaviour
- We need to ensure that all children experience success
- Allow children, whenever possible to take responsibility for themselves in their behaviour by, for instance, providing choice whenever possible
- Give children strategies to resolve their own conflicts, see that children carry them out and reach a successful conclusion
- Encourage children to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse
- It should be clear from the member of staff's actions that it is the behaviour that is unacceptable and not the child

Implementation

For teaching purposes aims are broken down (progressive success criteria) and phrased in a positive manner. All staff use agreed strategies to model prompt and reward good behaviour.

All staff should ensure that the pupils are aware of the rules and be consistent when enforcing them. It is important that all the children have the opportunity and time to learn and discuss the school/ classroom rules, their rewards and consequences. This will be covered by each class at the beginning of each school year and reinforced throughout through circle times, PSHCE sessions and assemblies. This will involve the class in the following activities:-

- adopting a class identity
- creating a class rules/promise (for Yr 2 this may be a class 'agreement')
- deciding on weekly targets for the whole class
- setting up a system of achievable class rewards
- creating individual targets in key areas of learning for each child

In this way children will learn what is acceptable / not acceptable. Thus, they will be able to make informed choices about their own behaviour.

The general strategies are:-

- to use clear, positive language at all times including language of 'choice'
- to praise good behaviour regularly and treat minor disruptions as 'low key'
- to condemn the action and not the child
- to be calm, consistent and fair
- to enforce our high expectations with frequent reminders

ALL STAFF HAVE A RESPONSIBILITY FOR IMPLEMENTING THE POSITIVE BEHAVIOUR POLICY WITH ALL CHILDREN IN THE SCHOOL

Rewards and Sanctions

Mutual respect between children, staff and parents should be fostered within our caring community. In order to create a positive atmosphere we need to establish a healthy balance between rewards and consequences. Staff must encourage children in good behaviour and deal calmly, but firmly and consistently with the appropriate or disruptive behaviour. Recognition, praise and encouragement should be used as much as possible in all situations. Work worthy of praise can be shared by peers, the Headteacher and other members of staff. School assemblies can be used to give recognition of success of varying kinds. Each week we have a celebration assembly where 2 children from each class are chosen to share good learning and a sticker and gold certificate are given. These are then taken home. Children can also be given a Head teacher's awards for special work/learning. Each class will also have distinctive systems for instant praise for work and good behaviour, including stickers and opportunities to show work to others. Children enjoy and respond positively to our reward systems.

Rules will be clearly displayed within each classroom and the children will be made aware of the consequences of not keeping to the rules.

Consequences

Our success is tested not by the absence of problems but by the way we deal with them. It is important that those involved in settling disputes should not over-react. We avoid confrontation. We address the problem. We listen and try to establish the facts. We judge only when certain. We use consequences sparingly.

Consequences will be dependant on the needs of the class/ individual pupils and are to be used with discretion by the teacher. All staff should be reflective about the 'behaviour management' they have used.

Warnings

- 1st- state the behaviour e.g. I see you running. Allow the child to modify the behaviour. Staff to use reminder cues e.g. language of 'choice', a look, a reminder, praise for another child who is displaying good behaviour.....

- 2nd- Oral verbal teacher i.e. "I see that you are still running. The rule in school is we use our walking feet. If you don't stop you will have to go on a thinking chair". Verbal warning from the member of staff there at the time of the incident. It is up to this member of staff to ensure that the child has received every opportunity to improve their behaviour and that all resources and support that should be available are available. All staff will ensure consequences are relevant to the primary behaviour and not secondary behaviour
- 3rd- If unwanted behaviour is repeated the child will receive a formal warning and asked to sit on thinking chair with a 1 minute timer (also to do on the playground by lunchtime staff)
- 4th – Miss 5 minute of play. If in the afternoon after play, they go to the team teacher's class for 1 minute.
- 5th – Miss 10 minutes of play. If in the afternoon after play they go to team teachers class for 5 minute
- 6th – Visit member of SLT and miss 10 minutes of play. If in the afternoon after play they go to SLT member's class for 10 minutes. Parents will be spoken to.
- 7th- If unwanted behaviour is repeated again the child will see the Head Teacher. Parents will be spoken to.

Following each consequence there must be a discussion with the child about what happened and why it happened. The child must be supported in understanding how they could have behaved differently and what a 'better choice' would have been.

All staff will be trained and supported in how to approach our vulnerable children so that rewards, consequences and discussions can be carried out with the child at the time of the issue.

Support with very challenging children

This is in exceptional cases when all other strategies above have been tried and failed and you feel that:

The behaviour of the child is extreme and seriously jeopardising the learning of others and/or the good discipline of the class is threatened and/or the safety of the children and/or your safety may be at risk. You should send for help immediately. It is advisable to use our red triangle system and this will immediately summon the headteacher or member of the leadership team. No member of staff or child should be left alone with challenging children. Therefore, the child will be asked to leave the playground or classroom by two members of staff (or in extreme cases the class will be removed to another room). At the earliest opportunity and certainly the same day, the class teacher should record brief details of this incident and discuss this with the Head. The child may only need to be withdrawn for this short time but the minimum should be half an hour in order for the child to calm down and be counselled. The schools agreed

behaviour management programme should be followed. The Headteacher may find it necessary to extend this time and the class teacher, with adequate notice needs to set appropriate work if this is the case. If a child persistently disrupts the learning of others or puts themselves or others at risk or threatens the good discipline of the school, then subsequent withdrawals from the class may be necessary. In this case the Headteacher will inform the child's parents of this very serious situation and arrange a meeting. Our Inclusion leader should be involved. Outside agencies such as the Educational Psychology Service and Home and Behaviour Support Services should be consulted. The positive behaviour management programme will then be extended to include home-school arrangements and a shared behaviour/home book. Discussions with children demonstrate that a book is regarded as a deterrent.

Exclusion procedures should only be considered when all other avenues have been explored and can only be initiated with the authority of the Headteacher. In most cases exclusion will only be considered after a range of strategies have been tried to improve inappropriate behaviour.

If a child's behaviour is of constant concern, exclusion can be considered as a last resort. A serious offence could by itself justify a pupil's exclusion e.g.

- Violence towards an adult or child
- Racist abuse
- Sustained bullying
- Frequent high-level disruption to lessons
- Frequent high levels of non-compliance

If the Headteacher is considering exclusion, he/she will consult the good practice flowchart in the first instance. If, after, consideration exclusion is considered appropriate he/she will follow the 2008 Exclusion Guidance (www.teachernet.gov.uk). There are two types of exclusion, fixed term or permanent. Detailed guidance is available as above.

In all instances the Chair of the Governing Body will be informed of all exclusions. The Behaviour Management File is kept in the Headteacher's office.

In serious incidents, even accidental ones, where a child has been hurt by another, both sets of parents must be informed after discussion with the Headteacher.

Where a child shows consistently challenging behaviour a 'risk assessment' will be put in place and the steps of the risk assessment must be adhered to.

Special Educational Needs and Disability

When children have repeated problems with misbehaviour the teacher and learning support assistant should make a record of these incidents. These records can form the basis of a discussion with the Inclusion leader to decide if the child meets the criteria to be placed on the SEND register because they need support which is in addition to or different from that detailed in the Behaviour Policy. This criteria is found in the Surrey County Council Directorate for Children and Young People – SEND: A Graduated Response. This is to be found in class SEND Files or on the SCC website www.surreycc.gov.uk. It includes ways to support children at each stage of the Code of Practice.

The (SMEH)Social, Mental and Emotional Health) category includes children and young people who demonstrate features of emotional and behavioural difficulties, who are withdrawn and isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex needs. Children with Attention Deficit Hyperactivity Disorder (ADHD) are included in this group, presenting overactive behaviour, impulsive behaviour and difficulty in paying attention. Pupils may be described as having ADD (Attention Deficit Disorder) or may have conditions such as Attachment Disorders, Fragile X or Autism. These pupils can easily be overlooked because they are quiet and withdrawn rather than disruptive.

If suggestions made by the Inclusion leader at wave 1 are not helping the child to improve their behaviour, then advice from LEA multi-professional team and health professionals can be sought.

Children on the SEND register who struggle with behaviour will sometimes need:-

- individual behaviour programmes
- involvement of outside agencies e.g. behaviour support
- Individual reward charts should be used in class. Rewards should be daily/twice daily and always involve the child earning the reward.
- A red card system to support vulnerable children in asking for adult help e.g. at playtimes, in class.

Playtime arrangements

Most behaviour problems occur during the greater freedom break times. This behaviour also has a knock-on effect on lesson times if problems are not resolved. We expect that all staff will ensure that the children keep to the school rules. No dangerous games are allowed. Keep to designated areas and acceptable, safe games. Any form of bullying is totally unacceptable. All staff should make every attempt to resolve conflicts and all serious incidents must be reported to the Headteacher. All staff are to record any incidents of poor behaviour, lunchtime staff record incidents in the lunchtime book. These are shared with teaching staff at the end of playtime. If it is a serious incident then a behaviour log needs to be completed and given to the headteacher. Children can go into the library or Computer suite at lunch time or work with the play time leader if they need extra support.

- minor incidents at playtime will be dealt with by the staff on duty following the above outline procedures
- child may be required to spend playtime alongside the duty member of staff
- more serious incidents/ accidents staff on duty to send a red card to the HT/Staffroom/office asking for support/assistance
- more sensitive incident related to bullying, equality issues or racism child to sent with red card to summon the HT/SLT who will respond instantly

- teachers to be ready to collect children from the playground promptly at the end of each play. Particular emphasis will be placed on calm and reasonably quiet movement from the playground to class

Wet playtimes

All children will stay in their respective classrooms where children will be supervised by the class team. (Staff to take a quick 5 minute break in turn for a drink/ use of bathroom and then return to class.

Lunchtime behaviour expectations

Please refer to Lunchtime handbook

Wet lunchtimes

- Children in year R will be supervised by 2 members of lunch time staff
- Named children to go to the Computer suite and be supervised by the play leader
- Year 1 children to go to Foxes class
- Year 2 children to go to Hedgehogs class
- Remaining 2 members of staff to supervise Foxes and Hedgehogs

Off-site behaviour

The code of behaviour used in and around school should be evident at all times but especially when the children are acting as ambassadors for our school, enjoying after school clubs or the enhanced learning experiences that our school activities offer. School uniform is worn on most occasions.

Teaching & Learning about behaviour

At this school the "catch them being good" approach applies. We look for opportunities to reinforce good behaviour and say "well done!" We actively teach listening skills. We expect children to listen to us. In turn they can expect us to listen to them. We do not pre-judge issues and listen to both sides of a dispute. We give children frequent opportunities to develop self-discipline and make good choices. We actively teach good behaviour through our scheme of work for PHSEC. We use the powerful tool of drama and role play. Circle time is timetabled once a week for every class or more often, if necessary. We ensure that we are consistent so that when children change classes they have this security. We all adopt the "eyes one me" strategy for class control and we make our expectations explicit. We use and regularly refer to class/school rules which we have agreed with the children. We support behaviour management programs as a team, if it becomes necessary.

We encourage children to take an active part in school life.

We believe that the success of our behaviour policy is vital if children are to have the best possible educational life-chances at Moss Lane School. It will not only underpin our Learning, Teaching and Curriculum policy but all school activities.

Monitoring and Evaluation

Monitoring and evaluation of the Behaviour Policy is the responsibility of the Governing Body, but is a particular responsibility of the Headteacher. This is to be achieved in a variety of ways:

- regular observation of playground and classroom environments
- regular monitoring of recorded incidents
- reviewing to evaluate standards of behaviour and thus the quality of the learning environment throughout the school.
- have an open door policy at School Council meetings to discuss pupil's thoughts on behaviour management.

Discussion on behaviour and progress will be held as appropriate, and Governors will be informed by the Headteacher's termly report.

Other procedures concerning incidents

If necessary and appropriate, the Chair of Governors, Pupil Discipline Committee, LEA, social services or police will be informed/ consulted.

This policy needs to be cross referenced to the following associated documents:-

- Anti-bullying policy
- Special Needs policy
- All equal opportunities statements and policies
- Health and Safety policy
- Home school agreement

Anti-Bullying Policy

General Policy Statement

At Moss Lane School we have a zero tolerance policy regarding any form of bullying. The policy has been formulated by discussion with all stakeholders, staff, pupils, parents and governors. Our policy will help prevent all forms of bullying among pupils. Challenging bullying effectively will improve the safety and happiness of pupils, show that the school cares and makes clear to those children who use bullying behaviour that their behaviour is unacceptable and will not be tolerated. Pupils and parents should be assured that they will be supported when bullying is reported. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this.

Definition of Bullying

Bullying is deliberately hurtful behaviour repeated over a period of time. Ofsted defines bullying as aggressive or insulting behaviour by an individual or group, **often repeated over a period of time** that intentionally hurts or harms. It is difficult for victims to defend themselves against it.

Bullying can be inflicted by name-calling, use of threatening behaviour and using physical force. Bullying can be carried out by an individual, a group or gang and can be aimed at an individual or group. Bullying can take many forms and include:-

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| Emotional Abuse Racial taunts, graffiti, gestures | Being unfriendly, excluding, tormenting, malicious gossip teasing, intimidation, ostracising, theft, damaging someone's property, extortion |
| Racist Abuse | Racial taunts, graffiti, gestures |
| Sexist Abuse | Unwanted physical contact or sexually abusive comments |
| Physical Abuse | Pushing, kicking, hitting, punching or any use of violence |
| Homophobic | Because of, or focusing on the issue of sexuality |

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| Cyber | <p>All areas of internet, such as email and internet chat room misuse.</p> <p>Mobile threats by text messaging and calls</p> <p>Misuse of associated technology, i.e. Camera & video facilities.</p> |
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Aims And Objectives

- To implement an Anti-Bullying policy that links with our Behaviour Policy
- To make clear what sanctions the school will impose for bullying and in what circumstances they will apply.
- To make all pupils aware that the school will not tolerate any form of bullying behaviour.
- To provide a support system in school for victims of bullying.
- To encourage pupils to talk to their parents or any member of the school staff if they are experiencing any form of bullying.
- To raise awareness of such behaviour and its consequences in the curriculum such as PSHE, R.E and Assemblies.
- To encourage pupils to discuss issues relating to bullying in circle time.

This policy will set out our understanding of behaviour that may be considered to constitute bullying amongst children. It will set out our procedures for preventing bullying and dealing with reported incidents of bullying. Teaching staff, support staff, and office staff will implement this policy.

We want all children at Moss Lane School to feel safe and secure and to behave in a way that shows respect and concern for others. Incidents of deliberate bullying are rare among children in the infant age range however we recognise that bullying can occur at any age. We recognise that it is the responsibility of the whole school community to eradicate bullying by ensuring the development of a caring and supportive ethos.

Broad Guidelines

This policy should be read in conjunction with the school's behaviour, e-safety and equal opportunities policies. The implementation of the school's behaviour policy is an important first step to ensure that bullying does not take place amongst the children.

Procedures

We report all bullying incidents to staff and incidents will be investigated, recorded confidentially by staff and stopped quickly. Parents will be informed and will be asked to come in to a meeting to discuss the incident. If necessary and appropriate, other agencies will be consulted.

Telling School

Under the new Ofsted Framework they state that:

'Pupils have a good awareness of different forms of bullying and take active steps to prevent it from occurring.'

Bullying is hurting people with words or actions all the time.

If this is happening to you:

TELL, TELL, TELL –

WE ARE A TELLING SCHOOL!

The following behaviour patterns may indicate that a child is being bullied:

Adults should be concerned if a child starts to exhibit one or more of these signs, especially if there is a sudden unexplained change of behaviour.

- Unwillingness to come to school.
- Withdrawn isolated behaviour, shy, nervous.
- Complaining about missing possessions.
- Refusal to talk about the problem.
- Being easily distressed.
- Damaged or incomplete work or a change in work patterns
- Feigning illness at home or school leading to frequent trips back into the office or classroom during playtimes
- Staying very close to an adult in the playground or wanting to stay in at playtimes.
- Very slow eating lunch to avoid being in the playground
- A marked change in behaviour, withdrawn or aggressive

Who to Tell

- Children can report an incident of bullying to anyone in school from a friend to the headteacher. (Tell, Tell, Tell – We are a TELLING school!)
- All reports of bullying will be reported to a member of the Senior Management Team.

Plan for Implementation

Prevention of bullying

- This policy will be included in the staff induction pack and be reviewed by the staff annually.
- Adults in school will set good role models of how people behave to each other.
- Our expectations of behaviour will be discussed with the children each year and parents are made aware of the schools positive behaviour policy.
- All staff to be aware of the children's activities and to intervene in cases of distress or when a situation looks like getting out of hand. This is especially important at break or lunchtime.
- All staff will watch out for children who are behaving out of character or who are showing signs of distress.
- Kind and unkind behaviour and friendship issues will be included in the Personal Health and Social Education (PHSE) curriculum.
- Teachers will take informal opportunities to discuss the children's feelings and bullying and children's responses to it, for example in story reading sessions.
- Take part in Anti-Bullying week
- The ethos and working philosophy of Moss Lane means that all staff actively encourages children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded.

Actions to be taken when bullying is suspected or reported

- If bullying is suspected or reported, the incident will be taken seriously and dealt with immediately by the member of staff who has been approached. The child will be questioned about what has happened. They will also be asked if that person has ever done this to them before and if so whom did they tell
- If that adult is not the child's class teacher they will be informed
- The class teacher will interview all concerned separately and record the incident
- Witness information will be obtained when possible
- A clear account of the incident will be recorded and given to the Headteacher
- The parents of both victim and bully will be kept informed
- If appropriate the Surrey behaviour management service will be involved. "They work with both victims and bullies"
- Punitive measures will be used as appropriate

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice.

- Reassuring the child
- Informing their parents or guardians
- Taking action to prevent further incidents of bullying
- Offering continuous support
- Encouraging friendship with a supportive group of children

Pupils who have bullied will be helped by

- Discussing what has happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing the parents or guardians to help change the attitude of the pupil
- Class teachers and the Inclusion Leader are responsible for putting children with behavioural problems on the new code of practice 2014 and setting targets for those children
- Encouraging friendships with a supportive group of children

Consequences

Pupils involved will undertake one of the following:-

- Loss of Golden Time
- Loss of Playtime
- Time away from the classroom
- Consequences for a serious incident will include:
- Loss of privileges including Golden Time, Playtime, Representing the School in Sports
- Fixed term exclusion (length of period to suit the offence)
- Permanent exclusion (last resort)

Intervention techniques

- Class Support
- Circle Time
- Assemblies
- School Council
- Staff Training
- Behaviour Policy

Support for parents

- When parents raise a concern that their child is being bullied; this concern is taken seriously and not dismissed without further enquiries being made.
- The bullying incident report form can be used as a focus of the discussion with a parent so that there is a clear record of the concern and of immediate action to be taken by school staff.

The role of parents

Bullying is everyone's problem. All staff, pupils and parents should be aware that bullying exists and share a commitment to combat it and to make the school a happier place for everyone.

When, after discussion, we confirm a child has been bullying we will contact the parents to discuss the issues. We will ask parents to:-

- Talk to the child and explain that bullying is wrong and makes others unhappy
- Show the child how to join in with others without bullying
- Make an appointment to see the child's teacher as soon as possible, and explain the problem and discuss how the school and the parents together can stop the bullying
- Talk to the child regularly about how things are going at school
- Give the child lots of praise and encouragement when they are being kind and considerate to others

Policy Evaluation

- Detailed records will be kept of any bullying incidents and the action taken
- We will monitor the effectiveness of the steps taken following reported incidents of bullying
- This will include a check of the situation at regular intervals even when the situation appears to have been resolved
- This policy will be reviewed annually to assess its implementation and effectiveness
- The Headteacher will report on incidents of bullying and the effectiveness of the policy to the Governors as part of the annual review of this anti bullying policy

SEND

Pupils with learning difficulties may not understand that they are being bullied and school staff need to be aware of that possibility.

Vulnerable Groups

- Looked after children
- Traveller groups
- Children with disabilities
- Children with SEN
- Children from ethnic minority groups

Success indicators

- We will have been successful if the school has a caring and supportive atmosphere

- We will have been successful if reported incidents of bullying are dealt with in a way that ensures that neither victim nor bully are involved in any further bullying incidents

Monitoring

The Headteacher will identify progress by including Bullying on staff meetings, senior leadership meetings, and governor meetings. This will enable follow-ups and show whether the policy is really effective. Any records from these meetings will be used purely for monitoring purposes and will be kept for no longer than five years.

- The Headteacher will ensure that the policy is high profile throughout the year and especially at the beginning of a new school year through assemblies and circle time.
- The Headteacher will undertake a pupil questionnaire to identify any areas and times where children feel vulnerable or at risk.

Evaluation

The Headteacher will use data from monitoring and feedback from staff, governors, pupils and parents, to review and update the policy at least once every school year. A termly report to Governors will be made. We would hope that:-

- Staff are more vigilant and responsive to bullying
- Fewer pupils report being bullied or that they bully others
- More pupils say they would not join in bullying someone else
- More pupils would tell a member of staff if they were being bullied.

Bullying outside the school's premises

Although schools are not responsible for bullying off the school premises; it often takes place outside the school grounds on journeys to and from school. The bullying may be by pupils at the school, pupils at other schools or people not at school at all.

At Moss Lane School we encourage pupils not to suffer in silence. Where a pupil reports bullying off the school premises we will take one of the following range of steps depending upon the circumstances:-

- Talk to parents about using other routes to school.
- Talk to the Head of another School whose pupils are bullying off the premises
- Talk to pupils about how to avoid or handle bullying outside the school premises.
- Contact the local police

Bullying can also take place via text messages, MSN and other means of 'cyber communication'. This often happens out of school hours, but has implications for

the parties involved when they are in school. We would talk to pupils and parents about the issues and take their concerns seriously.

Adult bullying

From time to time, adults behave inappropriately towards each other. If any parent feels that they are being treated inappropriately within our school community they must report this to the Headteacher immediately. On occasions, when a parent suspects another child of inappropriate behaviour towards their own child, they try to take matters into their own hands. This can result in:-

- Parents approaching other parents in groups
- Inappropriate verbal exchanges in front of pupils
- A breakdown in communication

If children are experiencing problems with other children, parents must not take matters into their own hands. Parents' confronting other parents or children in the playground is not acceptable and could be viewed as adult bullying. The school should be informed immediately of any concerns so that we may intervene to resolve the problem to ensure our school community remains a happy, safe and enjoyable place where everyone wants to be.

Cyberbullying of teachers and school staff

On 15 April 2009, the DCSF issued guidance Cyber bullying: Supporting school staff which outlines practical ways of preventing and tackling cyber bullying of teachers and other school staff. The School will ensure that:-

- Governors, Headteachers, senior leaders and staff are familiar with the Government's guidance.
- The whole school community understands what is meant by 'Cyber-bullying', its potential impact, how it differs from other forms of bullying and why it is unacceptable.
- Staff are fully supported and that appropriate action is taken.
- In the case of the bully being a member of the school community the school will deliver appropriate and consistent sanctions.

Staff are reminded to take steps to protect themselves and their personal information by:-

1. Keeping passwords secret and protecting access to their accounts.
2. Not 'friending' pupils on personal social networking services.
3. Keeping personal phone numbers private and not using their own mobile phones to contact pupils or parents.
4. Keeping phones secure on school premises.
5. Not posting information about themselves publicly that they wouldn't want employers, colleagues, pupils or parents to see.

6. Ensuring that rules regarding the use of technologies are consistently enforced.
7. Not personally retaliating to any incident.
8. Reporting any incident to the appropriate member of staff in a timely manner.
9. Keeping any evidence of an incident

APPENDIX 1

SOME POSITIVE AND UNACCEPTABLE BEHAVIOURS

Examples of good or positive behaviour are:

Walking around school quietly and sensibly.
Showing courtesy and respect for others at all times.
Wearing uniform properly, with pride. .
Taking a pride in keeping desk, classroom and school tidy.
Being caring and helpful to all.
Listening in class, without interrupting and remaining in one's seat
Inclusive play involving new pupils or extensions to friendship groups

Unacceptable physical behaviour

It is essential that there is a whole school (teaching, non-teaching, clerical, learning support/ lunch time supervisors, plus all pupils) understanding of what types of behaviour are unacceptable within the school premises. The main types of behaviour that will not be tolerated within the school are mentioned below;

Examples of unacceptable behaviour:

Punching, hitting kicking or tripping up
Fighting or forcing others to fight spitting
Pushing and shoving locking in classroom
Taking or hiding belongings damaging property
Pulling hair pushing through doorways
Running along corridors stealing possessions or money

Unacceptable psychological behaviour:

Mocking or mickey taking (of family, appearance, clothes, ability etc)
Demanding possessions or money threatening behaviour
Verbal abuse calling names/nicknames
Racist remarks rude signs
Spreading rumours ignoring or excluding someone
Menacing looks or behaviour whispering about others
Teasing or intimidation turning others against someone
Provocative behaviour failing to share

Undisciplined behaviour

Interrupting and talking without permission
Getting out of seat and wandering around without permission
Knowingly distracting others
Swearing at peers or staff
Being disrespectful to members of staff, teaching or non-teaching
The list of behaviours are not definitive and no socially unacceptable, disruptive, violent or insidious, verbal or non-verbal, behaviours will be tolerated

Medical Conditions

Certain medical conditions may affect behaviour
Below are some examples:-

Attention deficiency/hyperactivity disorder (ADD/ADHD)
Conduct disorder
Autism Obsessional pre-occupations
School phobia Withdrawn behaviour
Depressed behaviour Aspergers syndrome

The list of medical conditions that may affect behaviour is not intended to be definitive. Should a child be identified as, or suspected of, suffering from a medical condition that may be affecting their behaviour, the matter must be discussed with the parent(s), and any appropriate outside agencies, and realistic expectations, and an action plan, agreed upon. The whole school staff (teaching, non-teaching, clerical and lunch-time supervisors) should be made aware of children with these, or similar conditions, and be given advice on catering for their special circumstances.

As well as children with these conditions there are a small number of children who have a statement of Special Educational Need. The advice included in the statement should be followed with regards to their behaviour, for although the expectation for these children remains the same, they may need additional support to help them integrate socially. In addition, there are known links between emotional and behavioural problems and the home/family environment. Such problems are likely to be exacerbated at times of family crisis.

APPENDIX 2

Action Response Initiatives (to be initiated in the event of poor behaviour)

The Code of Practice recommends a 'staged approach'.

If a child has a behavioural problem it should be regarded as a "special need" as defined in the code of practice. The behaviours listed in Appendix 1B, will not be tolerated on school premises, so should they occur Stage 1 actions will be implemented.

Stage 1

A statement of concern about persistent, anti-social or undisciplined behaviour is triggered when a teacher, parent, or other professional, gives evidence of concern about a pupil's actions. At this stage it could be enough for the classroom teacher to "re-teach" the classroom rules, and:

- Remind the pupil about the standard of behaviour expected in the class and playground
- Check that the pupil does understand the difference between good and poor behaviour
- Check that the pupil understands the implications and consequences of their actions.

If the behaviour is considered to be more serious the staff member should use his or her discretion and decide whether to:

1. Deal with the problem on their own
2. Advise the child's class teacher if the action was observed outside the class
3. Send the child to the Headteacher
4. Inform the child's parent(s)
5. Give time out
6. Consult with a suitable outside agency, e.g. E.W.O.

When infants display inappropriate behaviour they are usually more easily controlled. A letter will be sent to the parent(s) explaining that their child is to have a lunchtime time out and stating the reason why. A note should also be made in the pupil's personal file. The parent(s) will be informed again after two such incidents within a six week period. In time out the child will write either a letter of apology, or the rule they have broken, or what they should have done. If the inappropriate behaviour persists, teachers should meet with the parent(s) and discuss the situation to see if there is any reason for the behaviour. These interviews should be recorded in the pupil's personal file for information purposes, and in case there is a recurrence of the behaviour. If a pupil is consistently disruptive, the Headteacher will inform the Chairman of Governors. If a statemented pupil is disruptive, the SEND Governor will be notified as soon as possible.

Stage 2

Stage 2 of the Code of Practice is characterised by an I.L.P. (Individual Learning Plan). An I.L.P. is triggered when having contacted the parents, there is still no improvement in behaviour. Included in the I.L.P. of a child with behavioural problems is an I.B.P. (Individual Behaviour Plan). The parent(s) will be asked to come into school and meet with the Class Teacher and the Inclusion leader to draw up an I.L.P/ I.B.P. for their child. This is based on a detailed analysis of a pupil's behaviour and is designed to increase the motivation of the child towards acceptable behaviour. It involves meetings and reviews with the pupil, parent(s), class teacher and Inclusion leader. A small number of targets that are specific and measurable for behaviour change should be decided on with the child and parent(s). To achieve the targets a framework of strategies should be identified and recorded, along with sanctions and rewards. Also recorded should be who will do what, by when, using what materials and resources. Children should be involved in setting their own targets, attaching time scales, and monitoring their own progress. Some children can help, and be helped, by filling in their own target sheets, a supplement to the I.B.P., but one they own, and are responsible for. A number of children may require the support of an IBP for some time, with frequent reviews with parents.

NB – Seriously unacceptable or inappropriate behaviour must be dated and recorded in the teacher's file and in the pupil's personal file. If the bad behaviour does not show any significant sign of improvement once an IBP is in place, one or more of the following actions should be taken. These actions to be agreed upon by the teacher, Headteacher and the Inclusion leader.

- Speak to the Educational Psychologist for advice and further suggestions.
- Suggest the family should obtain advice from the Child & Family Consultation Service.
- A referral made to CAMHS and the behaviour support team.
- Suggest counselling for parent(s), if appropriate (i.e. advice on parenting).
- Exclude the child from school for a period of time.

Behaviour Incident Record

Name of Child _____

Class _____

| | |
|---|--|
| Date of Record | Recorded by: |
| Date of Incident | |
| Time of Incident: | Location of Incident |
| Names and Classes of children involved: (Please indicate victim (v) or perpetrator (p)) | |
| Type of Incident: <ul style="list-style-type: none">◇ Fighting◇ Violent behaviour◇ Damaging property◇ Bullying◇ Racism | <ul style="list-style-type: none">◇ Swearing◇ Verbal Abuse◇ Classroom disruption◇ Disobedience◇ Rudeness/rudeness to adults◇ Others |
| Brief description of Incident: | |

Action Taken

- ◇ Children concerned interviewed
- ◇ Class Teacher informed
- ◇ Head/Deputy informed
- ◇ Parent/Carer informed verbally
- ◇ Letter to Parent/Carer
- ◇ Other

Consequences/Further action

RIHMS Recording Form (Racist)

| | |
|---|--|
| Date of Incident | |
| Time | |
| Location | |
| Name of Person Reporting Incident | |
| Name of Perpetrator | |
| Name of Victim | |
| Type of Incident <ul style="list-style-type: none">• Badges• Graffiti• Incitement• Leafletting• Name Calling• Physical Abuse• Ridiculing• Threatening• Written Abuse• Other | |
| Action Taken | |



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Headteacher

Mrs Victoria Abbott, BEd Hons, NPQH

(Insert Parent Address)

(Insert Date)

Dear *(insert parent name)*

Since you reported your concerns over bullying, we have been monitoring the effectiveness of the measures put in place to ensure that *(insert child's name)* feels safe in school, as discussed on *(insert date)*. *(Insert name)* has reported that all is well and there have been no further incidents.

I am attaching two copies of the follow-up sheet questionnaire, one for your information and the other to be completed and returned to school for our records.

The case is now being moved from the 'active' folder and I would ask that you make us aware of any further problems. The measures in place will continue and we will obviously keep a particular eye on *(insert name)* to ensure that he/she remains happy and feels safe.

Yours sincerely

Victoria Abbott
Headteacher

Anti-Bullying Policy

Follow up Questionnaire to Parent/Carer

NAME:

SCHOOL VOICE What action has been taken to resolve the problem and how effective has it been?

PUPIL VOICE

How well did we deal with the problem? How do you feel now?

PARENT VOICE

How satisfied are you with the way in which the situation has been dealt with?

Bullying Record

Name of Pupil _____ **Yr** _____

| | |
|---|---|
| Bullying incident details | |
| Number of these incidents that involved racism | |
| Number of incidents that were homophobic | |
| Total number of perpetrators involved in bullying: | Boys |
| | Girls |
| Total number of victims: | Boys |
| | Girls |
| Number of incidents that took place in these locations: | Classroom |
| | Corridors |
| | Playground |
| | Any dinner time location - eg dining room, playground, corridors, etc |

| | |
|------------------------------------|--|
| | Toilets |
| | To and from school and home |
| Number of incidents that involved: | Physical abuse |
| | Verbal abuse |
| | New technology e.g. texting, email, mobile phone |
| Action taken | |
| Targets set for pupil | |