



Sparsholt C of E Primary School

Policy for Behaviour and Anti-Bullying

Principles

The school promotes effective learning within a happy, caring and co-operative atmosphere.

Our Behaviour and Anti-Bullying Policy actively promotes our core values of courage, compassion and creativity. Through our three values the children are guided in self-discipline, responsibility, sensitivity, self-respect, self-confidence and respect for other people and their environment.

A positive ethos, through active positive reinforcement and a system of rewards forms the context of our Behaviour Policy. Positive behaviour is noted and actively encouraged. A home school partnership is key to this process. All adults in school are clear about the school expectations, and actively use praise for those pupils who are doing it right.

A creative engaging curriculum and interesting lessons matched to the needs of pupils also help our children to stay on task. A sense of humour and a smile are also powerful influences used by all adults at Sparsholt to encourage positive behaviour

We have a clear Anti-Bullying message which is shared through worship and around the school. If anyone is UNKIND, TEASES YOU or is ANNOYING, tell an adult and it will always be sorted out; this will mean we can never have bullying at Sparsholt C of E Primary School.

School Statement on Bullying

At Sparsholt C of E Primary School, staff, parents and children work together to create a climate where bullying is not accepted. We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Aim

Everyone at Sparsholt School will feel safe, and be valued and guided to become good citizens.

Procedures

Our Core Values

Our core values of courage, compassion and creativity are prominently displayed in the reception area, the school corridor and the classrooms. They are referred to frequently in PHSE, Worship and RE lessons. They are the shared language of the school and used in behaviour management situations.

Classroom rules

Each teacher and class will have appropriate discussions to decide rules for their classroom and the learning attitudes to be shown. Rewards and sanctions will be specified in addition to the measures described below.

Rewards

Where behaviour and outcomes have been exemplary, children will be sent to the Head Teacher (HT) to receive a sticker.

Three children from each class will be nominated each week to receive a Core Value Award (courage, compassion, creativity) from the HT. These are presented in Friday Celebration Assembly and names are shared with parents in the weekly newsletter.

Where achievement or actions are particularly outstanding a postcard will be sent home to parents from the HT.

Sanctions

- Teachers in Key Stage 2 use a system with coloured smile faces. All children's names are on the green smile face at the beginning of each session. If the child disrupts in anyway a warning is given and if disruption continues the child's name will be moved onto the yellow face. If the disruption continues the child's name may be moved onto the red, sad face and 2 minutes will be taken off their golden time on a Friday.
- Teachers in Key stage 1 use the smile faces slightly differently adapting the system as appropriate.
- Where a child is using physical violence or abusive language to children or staff, the child should be sent straight to the HT.

Bullying

At Sparsholt C of E Primary School staff, parents and children work together to create a climate where bullying is not accepted. We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal, and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

There are no circumstances in which any physical assault by one child on another will be tolerated or condoned. We will also not tolerate any form of targeted persistent unkind behaviour. Any bullying behaviour (physical or verbal) will be dealt with as a matter of importance according to the attached strategy (*appendix A*). Parents are active partners in the working of this policy and their help is essential to ensure a satisfactory response of any problems which arise.

Inappropriate behaviour

The school will work closely with parents in these situations. When incidents of poor/inappropriate behaviour are persistent teachers will log these in order to build up a pattern or picture, which may be useful to an outside agency. Furthermore a meeting may be appropriate between the Headteacher, parents, class teacher and child to discuss the problems and plan necessary action. In some circumstances the SENCo, Headteacher and/or Hampshire Primary Behaviour Support team will write an Individual Behaviour Management Plan detailing individual behaviour expectations and suggested alternative strategies for supporting good behaviour.

Exclusions

County guidelines will be followed when a decision to exclude a child has been made.

Teacher responsible : L Laver

Reviewed by governors date : September 26th 2018

Review date : September 2021 or earlier as required

Appendix A: Anti-Bully Strategy

Rationale

To set out the school aims and procedures in relation to bullying behaviour.

Purpose of the strategy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

Other Sparsholt School policies related to this Anti-Bullying Strategy are the Policy for Behaviour & Anti-Bullying Policy and the Accessibility (Equality) Policy.

Definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger).

Guidelines

Prevention

At Sparsholt C of E Primary School staff, parents and children work together to create a climate where bullying is not accepted.

The School makes clear to pupils that it will not tolerate targeted, persistent, unkind behaviour. It revisits the subject through Worship, PSHE, circle time, E-Safety lessons and when any incidents occur.

The School Core Values (courage, compassion, creativity) are the shared values which we expect to be followed by children and staff. Our values deter targeted, persistent, unkind behaviour and is the framework for discussion, intervention and the response when allegations of bullying occur.

At each staff meeting we discuss child issues and if bullying has been identified, intervention will be implemented.

We also have an Emotional Literacy Support Assistant (ELSA) whose responsibility is to work with vulnerable or anti-social behaviours.

Reporting bullying

Reporting – roles and responsibilities

- Staff - all staff have a duty to challenge bullying (including HBT bullying and language), report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.
- The head teacher, KS1 and KS2 managers are the anti-bullying leads.
- The Headteacher and Deputy have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.
- Parents/carers - parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying. Parents are active partners in the working of this policy and their help is essential to ensure a satisfactory response of any problems which arise.
- Pupils - pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying - they should offer support to the victim and encourage them to report it.

Responding to bullying

In the event of the school's identification, pupil's disclosure or parent complaint, all members of staff will inform the Headteacher/Deputy who will:

- Sensitively interview the aggrieved and record all meetings in the school's behaviour file.
- Ask if they would like to be accompanied by a pupil advocate who could give more information.
- Ascertain the frequency and intensity of the behaviour.
- Make a judgement – is this an isolated incident, or targeted, persistent, unkind behaviour?
- If the former, the Headteacher will bring together the two parties plus their friends and explore the problem in a group discussion where everyone has a chance to say their piece without interruption.
- The Headteacher will bring the discussion to an agreed strategy to resolve differences, alerts staff of the decision, and monitors the outcomes.
- Parents will be informed where appropriate.
- If the situation does not improve and the behaviour continues, the Head-teacher moves to Stage 2.

Stage 2 – in the event of bullying

- The Headteacher will speak with both sets of parents involved and reassure the parents and child that if bullying has occurred it will not be tolerated, that those hurt will be cared for and those causing hurt will be expected to make amends.
- Parents will be kept informed of actions taken by the school to deal with bullying concerns.
- Sanctions will be applied appropriately; e.g., removing playtimes, lunchtimes, clubs, privileges, writing a letter of apology. Sanctions can ultimately lead to exclusion.
- The motivations behind the bullying behaviour will be investigated. Support will be put in place as required; e.g., working with the school ELSA (Emotional Literacy Support Assistant), peer mentor, staff mentor.
- Staff will be asked to monitor the situation, intervene if necessary, and report any further incidents to Headteacher, who will maintain a written record which are securely kept in the HT office, and escalate sanctions as necessary.

- The Headteacher will report any incidents to the governing body. In extreme cases, Governors retain the right to permanently exclude a pupil whose anti-social behaviour remains unacceptable.
- We will work with the victim to develop coping strategies.
- We will build a positive group of friends around the victim and monitor their well-being.
- Support will be offered to the target of the bullying from all staff.
- Staff will assess whether parents and carers need to be involved.
- Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying, in particular, means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted antibullying interventions.

School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- The School makes clear to pupils that it will not tolerate targeted, persistent, unkind behaviour. It revisits the subject through Worship, PSHE, circle time, E-Safety lessons and when any incidents occur.
- We believe our core values for life embody our Christian ethos, and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- We use a pupil-friendly anti-bullying message to ensure that all pupils understand the policy and know how to report bullying.
- The PSHE programme of study (SCARF online resources support primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement) includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying. Peer worship groups offer support to all pupils.

- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Circle time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- At each staff meeting we discuss child issues and if bullying has been identified, intervention will be implemented.
- We also have an Emotional Literacy Support Assistant (ELSA) whose responsibility is to work with vulnerable or anti-social behaviours.
- Stereotypes are challenged by staff and pupils across the school.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with pupil governors
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

Training

The Headteacher is responsible for ensuring that all school staff (including teaching assistants, church school workers and midday supervisors) receive regular training on all aspects of the anti-bullying strategy.

Monitoring the policy

The Headteacher is responsible for monitoring the strategy on a day-to-day basis. The Headteacher is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

Evaluating and reviewing

The Headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the strategy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the strategy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required, the school policies and anti-bullying strategies should be reviewed.

The strategy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.