

**Peafield Lane Academy**  
**Behaviour and Discipline Policy**



**Philosophy**

We believe that discipline is necessary if effective teaching and learning and social development is to take place in an orderly atmosphere. It is also necessary in maintaining a safe and harmonious environment throughout the school.

Consistency of approach is essential, whilst ensuring that we respond to children's individual needs. Our policy is based on the following:

**Aims**

- ❖ To develop in children a respect for themselves and others.
- ❖ To develop a sense of self-discipline, fair play and an acceptance of responsibility for one's own actions.
- ❖ To recognise and praise good behaviour as well as dealing with inappropriate behaviour.
- ❖ For children to be actively engaged in promoting positive attitudes and good behaviour amongst their peers
- ❖ To involve staff, children, parents and the wider community in the process of developing acceptable behaviour.

These principles can be seen in a number of our whole school aims as follows.

- ❖ To provide a safe, secure and happy environment where all children are treated as individuals and their views and opinions are taken into account
- ❖ To promote a healthy lifestyle through self-discipline and self-worth together with respect for others and the environment.
- ❖ To provide equal opportunities for all whatever their gender, beliefs, race or gifts, talents, abilities or disability.
- ❖ To develop respect for themselves and others and appreciation of different spiritual, cultural and moral values.
- ❖ To foster good manners and standards of behaviour so that children can learn, work and play together co-operatively and happily.
- ❖ To recognise and celebrate a diversity of achievements.
- ❖ To establish a sound working partnership between home, school and the wider community where all children can work together.

**Promoting good behaviour**

Children learn best and behave best when they know what is expected of them and when they are positively encouraged to behave well. They need to have plenty of opportunities to experience success and also need to be aware that if they do not behave appropriately they will be consistently and fairly treated. It is therefore important to focus on positive behaviour strategies and our policy and practice reflect this. It is inevitable that some instances of inappropriate behaviour will occur. No positive feedback system will be effective with all children all of the time. Sanctions do, therefore, have a place within the school's behaviour policy, but they are most effective when used within an environment in which positive strategies are used as a first resort.

## **Code of conduct**

A simple code of conduct has been drawn up and everyone in school is expected to follow this. The children are reminded of it frequently and parents/carers are given a copy when their child first starts school and reminders are sent out at the beginning of the school year. Our “Golden Rules” are displayed in every classroom and around school. Children in the foundation stage are not made aware of this in any formal sense but are expected to follow principles within the code – those of consideration and care for others and the environment. Our “Golden Rules” are as follows:

- ❖ I will be polite and considerate
- ❖ I will try my hardest in everything I do
- ❖ I will think carefully about what I say and be responsible for my actions
- ❖ I will be honest and truthful
- ❖ I will be kind, helpful and co-operative
- ❖ I will have respect for myself, other children, adults and property

For foundation stage children the Golden Rules are simplified and are as follows:

- ❖ We use kind hands, feet and words
- ❖ We walk around foundation
- ❖ We look after everybody and everything
- ❖ We do as we are asked

A Home-School Agreement is given to parents/carers when their child is admitted to school. The teachers, parent/carers and the child then signs the agreement which lays out expectations of the school, the parent/carers and the child.

## **Relationships**

The attitude of all staff is of great importance. A firm, consistent, friendly approach encourages children to learn. A teacher’s influence depends upon attitude, character, example, teaching skills and the rapport established with the children. All staff should model acceptable types of behaviour to the children as well as to each other. A positive policy of encouraging good attitudes, rewards and praise should be adopted. The importance of all staff in encouraging good behaviour should never be ignored if the respect of the children is to be gained. Immediate checking of minor offences requiring only a look or a quiet word often prevents more major problems developing.

## **Around school**

Children should move around school in an orderly manner and all staff should insist upon this. Particular supervision is needed when going outside or after playtime/lunchtime etc.

## **In the classroom**

Learning is the central focus of all we do. We strive to create a stimulating and engaging learning environment and the conditions to facilitate learning. Routines give a sense of security and are crucial to the establishment of effective teaching and learning. We aim to establish and maintain routines in the classroom and to train staff and children to observe these routines. This helps to maintain boundaries and support the development of good habits. We recognise that well planned, interesting lessons which are well structured and organised, based on first hand experiences and contextualised to the child are crucial if good learning is to take place.

Establishing and maintaining simple routines helps create the right conditions for learning, we do this through:

- Ensuring we are always on the playground ready/in the class before the children to greet them on their arrival in the morning and after break times etc
- Making sure the room is tidy and organised with all the materials and equipment ready for use
- Planning learning thoroughly and ensuring that it is stimulating, coherent and well-organised
- Ensuring that work is well prepared and well differentiated to meet the needs of all children
- Displaying the children's work prominently and attractively
- Modelling clear communication and positive interactions between each other and between adults and children
- Establish and insist on routines for:
  - Entering a classroom
  - Putting coats and other belongings away
  - Seating arrangements
  - Explaining the lessons and tasks of the day
  - Distributing and using the equipment needed
  - Giving out books
  - Listening to the instructions of the adults
  - Stopping work and ending the session
  - Going to the toilet during and outside lesson times
  - Clearing up
  - Leaving the classroom and school building

When considering reasons for a child's unacceptable behaviour, teachers should ask themselves the following questions:

- ❖ Is the child motivated?
- ❖ Is the task appropriate to the child's needs?

Boredom, lack of understanding and lack of progress can be reasons why some children misbehave. The provision of a relevant and appropriate curriculum and full involvement of the children will be more likely to generate good behaviour. Teachers should be aware of the ability level and concentration span of individuals and set appropriate tasks. Children with special needs must be catered for in such a way as to help them to achieve success, thus raising their self-esteem. More able children need to be set tasks which will extend them and eliminate misbehaviour through boredom or frustration. Teachers should have high, but realistic expectations of all children.

### **Playtimes and Lunchtimes**

Playtime and lunchtime is intended to be a time of relaxation and enjoyment for the children and an opportunity to get rid of surplus energy. Joining in with children's play helps them channel their energy in a positive non-aggressive way. Equipment is also available for the children to play with in fine weather. Children are expected to behave with a respect for others and for this equipment when they are out on the playground. Whilst there are no defined rules regarding where children can or cannot play – often because older or younger siblings sometimes prefer to play together, staff will encourage children into various zones that are more suited to the different type of activity and age of child. This is to ensure younger, smaller children are not, e.g. knocked over by older pupils playing football rather than determining who children can or cannot play with.

A Peafield Lane Playground Squad has been established where trained Year 5 and 6 pupils mediate to help resolve minor playground conflicts. They also set a positive

example to the younger children. Peer mediators have been trained; their role is to help pupils resolve any minor 'fall-outs.' (This is supervised by an adult and therefore take place in an area where this can happen eg school library.)

At lunchtimes in KS1 and foundation a card reward system is used whereby lunchtime leaders reward good behaviour by giving the children a card which they write their name on, at the end of lunchtime the children put these into a "star jar." Each week, names are drawn from the pot and rewards are handed out.

In the KS2 dining hall the children are expected to follow six lunchtime rules. These rules have been devised in consultation with the children in school. All staff are expected to support the positive approach to discipline on the playground as well as within school.

Should any unacceptable behaviour occur at lunchtime, this will be dealt with by the lunchtime leaders. If any more extreme unacceptable behaviour occurs or if pupils are not responding to the rewards and sanctions that are in place, behavioural issues will then be followed up by the class teacher and if necessary the head teacher. The teacher is then responsible for contacting the parents/carers of the child to inform them of the incident. Frequent and sustained misbehaviour at lunchtimes may ultimately lead to a fixed term exclusion for that part of the school day.

### **Positive approaches**

The main focus in school for promoting good behaviour puts the emphasis upon positive strategies and rewarding those children who behave well. Praise can be given in many ways and methods of rewarding children need to be varied and changed regularly in order to prevent them from becoming stale. Children behaving appropriately should be praised for it. Unacceptable behaviour may sometimes be ignored, providing it is not a danger and should then be followed by the praising of the appropriate behaviour of another child nearby. Children should be encouraged to copy the teacher's example of praising others. Class rules, agreed with the children, should be established at the beginning of each school year and the children should be encouraged to remind each other of these where necessary. The wording for these rules needs to be phrased in positive terms. The use of pleasant humour is also a helpful way of supporting children but the use of sarcasm should be avoided.

To encourage a kind and caring attitude amongst our children, a "gold award" reward system has been established. Each week two children from each class receive certificates and the whole school in a special assembly led by the headteacher celebrates their achievements. At the end of the year, the child who is seen by his or her peers and by the school staff as being the most supportive or a champion of care and compassion receives the prestigious "Head Teacher Award" with their parents invited to school to witness the presentation in the final assembly of the year.

### **Rewards**

The following list shows some of the ways in which we reward children; teachers can operate their own additional system of rewards that complement the whole system. All classroom systems accentuate the positive behaviour:

- ❖ A quiet word of praise or an encouraging smile, etc.
- ❖ A gentle, silent touch, pat on the shoulder, etc.
- ❖ Smiley face or written comment on a child's work
- ❖ Class stickers/stamps
- ❖ Public praise in front of the class
- ❖ If a child does a piece of work that they are particularly proud of they should inform their teacher, This can be shared with the class or tweeted about so that

- parents and 'followers' of the school or class become instantly aware of the achievement.
- ❖ Share good work/behaviour with group, class, other classes, staff or other adults in school
- ❖ Visit head teacher, deputy head teacher, teachers with TLRs for praise
- ❖ Informing parents/carers at end of the day, phone call or sending letter home to them
- ❖ Postcard sent home to parents informing them of their child's achievement/good behaviour etc
- ❖ Recognition in front of school in Gold Book Assembly, Stars of the Week
- ❖ Lunchtime leader rewards change termly eg. Stickers, certificates
- ❖ 'Walker's Wonga' is awarded for exceptionally positive behaviour (not just improving on bad behaviour) – a huge '£20' paper certificate that can be saved or combined with those of other children to 'buy' services and rewards from the headteacher e.g. a ½ hour visit to the park costs £60WW a meal cooked and served by the headteacher costs £200WW, etc.
- ❖ In the foundation stage the F2 children receive smiles for good work and behaviour all smiles are entered in to a draw, between one and three smiles are picked out each week and those children can choose a small prize.

In our interactions with children we try to ensure that the number of positive comments far outweighs any negative comments. Praise however must be genuine, as insincere praise devalues the process and confuses the children.

### **Responses to unacceptable behaviour**

At some time in their school career many children will present disruptive or difficult behaviour. If any child continually uses negative behaviour to such an extent that it prevents his/her development or when unacceptable conduct disrupts the work of others then it becomes a behaviour problem. There will inevitably be times when children will want to test the system to see where lines are drawn and to discover what they can or cannot 'get away with' – sometimes where the values and boundaries set up at school differ from those they are used to experiencing in other parts of their life. Such difficulties are expected and the success of a school should be judged on how we manage and improve this behaviour over time. It is very important for the children to be aware of the boundaries of acceptable behaviour and that all staff respond promptly and firmly to those children who test these boundaries.

During times of stress, staff should try very hard to keep voice levels low and unemotional. If other adults are present try talking to them about the child in a positive way. This can help the child because he/she can hear helpful and concerned talk about their well being which is not directed at them. It is sometimes better not to talk at all or to pass the problem on to another member of staff rather than risk an aggressive or heated response. Where possible, care should be taken to avoid unnecessary confrontation situations.

When children do misbehave we must have a fair and consistent method of dealing with the situation. In all disciplinary actions it is very important that the child understands fully that it is the behaviour that is not acceptable and not the child as a person. When considering sanctions they must be applied fairly and consistently; however the teacher can always use discretion, taking into account individual circumstances. Sanctions are most effective if not over-used and it is therefore important to have a varied number and type. It is important that any sanction is in proportion to the seriousness of the situation. Similarly, threats or statements that leave little room for manoeuvre or which cannot be carried out, should be avoided.

It is important that we have established clear school and classroom rules. These rules should be displayed prominently and that the children are reminded of them frequently. We try to be as positive as possible and show empathy with the child eg “You did really well this morning. I know it is difficult for you but I know you can calm down” etc. We remind children in difficulties of times when they coped well or of good things they have achieved. Or we focus on those who are getting it right and praise them which often has a positive effect on the misbehaving child.

There are a range of strategies we use when dealing with difficult behaviour:

- We treat children with respect even when they are misbehaving. We may appear to ignore inappropriate behaviour when reacting to it might cause more disruption or as part of a planned approach. However, this may be followed up at a more appropriate time.
- We focus on those who are behaving and working well and praise and encourage them.
- We use eye contact or signals to express approval and disapproval initially.
- We have a quiet word with the child who is misbehaving, telling them that the behaviour is not acceptable and should stop.
- We describe the effects of the behaviour not the behaviour itself (“when you are making a noise or messing about, the others can’t hear or learn”).
- We support each other by offering help to ensure we work as a team to support a child in crisis.
- We sometimes ask that the pupil be withdrawn.
- We allow pupils time to make amends or take time to follow up an instruction.
- We follow up inappropriate behaviour with a pupil on their own where possible
- We discuss problems and difficulties privately and not within earshot of the child, unless the child is to be invited in as part of the conversation.
- We accept that sometimes it is appropriate to show an emotional response. We can thus model appropriate responses to the pupils. We do so in a controlled way and avoid blaming. We give an “I” message e.g. “I feel very upset that you show little respect for the things I have to say.”
- We only raise our voices in exceptional circumstances and always in a controlled manner.
- We give opportunities for reparation and restitution when all those involved are ready and without increasing delays.
- We model reconciliation and support these processes as appropriate.

### **Involving parents and outside agencies**

Poor behaviour can sometimes stem from personal problems or from external influences eg. peers, parents etc. To punish a child for unacceptable behaviour and ignore the reasons behind it will only have a short-term effect and will not provide a lasting solution. It is necessary, therefore, to look for the reasons behind such behaviour in order, where possible, to prevent it from recurring. It is important for teachers to discuss any problems with parents/carers at an early stage before crisis occurs. That contact should then be maintained to discuss the child’s progress. Every effort should be made to work with parents and to encourage their support. This may require only occasional discussions on specific difficulties a child may be having. On other occasions it may necessitate more specific behaviour modification procedures involving daily or weekly meetings to discuss progress. When discussing problems with parents/carers and seeking their support, advice should be given, along with ideas for ways in which they might help. Short, simple targets, reviewed regularly, are easier to put into practice than a complicated plan. A note of any discussion with parent/carers should be noted in the child’s personal file.

As and when necessary school will also seek specialist support from outside agencies, for example, the educational psychology department and the specialist behaviour service.

### **Sanctions and Consequences**

Our system of rewards is balanced by sanctions and consequences that are consistently and sensitively put into practice. All children are different and it is important that the school staff get to know each individual before deciding which sanction will have the greatest impact in each circumstance. The following are examples of sanctions which may be carried out, dependent upon the type of unacceptable behaviour. Sometimes it may be appropriate to involve the child in deciding an appropriate punishment:

- ❖ Immediate checking, either verbal or non-verbal eg. frowning, raising eyebrows etc.
- ❖ Change position of pupil in the classroom
- ❖ Child to be isolated and moved to another place in the classroom
- ❖ Repeat work, where the original is clearly below the child's potential
- ❖ Unfinished work taken home to complete (with co-operation of parents/carers)
- ❖ Loss of privileges (dependent upon what the child enjoys)
- ❖ Child given a time out session or thinking time – an opportunity to make reparation and reflect how better choices could have been made considering consequences of action etc
- ❖ Child sent to another classroom with work to complete
- ❖ Child may miss playtime or lunchtime for an agreed period of time
- ❖ Making amends eg. cleaning up mess, paying for breakages or loss
- ❖ Writing about misdemeanour, sometimes in a letter written by the child to the parents
- ❖ Writing an apology
- ❖ Referral to link teacher, teacher with a TLR, deputy head teacher or head teacher
- ❖ In consultation with parents/carers going home at lunchtime if this is when the problems occur

### **Extreme Behaviour**

Sometimes, the sanctions and reward systems are not sufficient to bring about the changes or improvements in a child's behaviour that we would expect. Also specific or 'one off' incidents may occur that are serious enough to warrant a more significant response. In such situations a member of the senior leadership team or the headteacher will take over the management of the issue.

Children whose behaviour requires the use of more formal system will sometimes have complex needs of their own, i.e. there will be reasons for their misbehaviour that are different to those of another child displaying the same actions. It is not good enough, therefore to assume that any predetermined 'formula' or strict order of sanctions will be suitable in modifying behaviour or developing that child's understanding of themselves or the consequences of their actions. To that end, whilst we have a series of sanctions and systems that we can draw upon, senior leaders and the headteacher should use their experience, discretion and knowledge of the child to develop a bespoke plan for each child. Such a plan should have a clear outline of actions to be put in place, rewards that will suit the child and sanctions that will have greatest effect.

Whilst the school should be expected to stick to the plan, particularly once it has been agreed with the child or with parents, if further or other challenging behaviours develop, it has the right to change or to invoke further, alternative sanctions, including exclusions.

More formal systems that are drawn upon for those children include

Report Card – (attached) where a child must report to each teacher, midday or support worker at the beginning of each lesson/break time to ensure they are monitored and behaviour is reported on at the end of that session. Considering that the child's behaviour will have already caused enough concern to require the use of a report card, each negative report will, in itself invoke a sanction decided upon by the headteacher.

Internal exclusions – where a child will spend a fixed period of time working in isolation, away from his or her peers and supervised by a named member of staff.

Time out of lessons, supporting learning in other classes, e.g. nursery (typically used where bullying has been an issue)

Fixed term exclusions – including exclusions from a set part of the school day, e.g. lunchtimes.

This list is not exhaustive and may include sanctions agreed with parents or suggested by external agencies (e.g. not attending a school trip, removal of xbox at home, etc.). In such circumstances it will be made clear to the child which behaviours will invoke the specific sanction.

Ultimately, where all efforts have been exhausted the wellbeing and safety of other staff continues to be at risk the school can and will permanently exclude a child.

### **Teachers Power to Search**

If appropriate, school staff can search a pupil or their belongings for any item that may be a risk to the individual, other pupils or staff's health and safety or if they suspect pupils have stolen property. The Head Teacher and staff authorised by the Head Teacher have a statutory power to search students or their possessions, without consent, where they suspect the pupil has certain prohibited items. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

### **Physical Intervention**

At Peafield Lane we strive to use a range of strategies to deal with all situations but sometimes physical intervention, as a last resort, is necessary. Physical intervention must only be used in the best interests of, or out of necessity for, the child or young person. Parents and carers will be informed if this happens. Any physical intervention must be reasonable and proportionate to the circumstance and always be conducted in relation to the child or young person's age, gender, size, health, stage of development and other relevant factors. Please see Physical Intervention Policy.

### **Discipline Outside the School Gates**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

### **The Behaviour Policy in relation to the Equality ACT 2010 in respect of pupils with SEND**

Peafield Lane acknowledges its legal duties under the Equality Act 2010 and in respect of pupils with SEND. All incidents are investigated and reasonable adjustments made for pupils on the SEND register.

### **Allegations of Abuse against Staff**

Allegations of abuse are taken seriously, but we will ensure that we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated.

If, following an investigation, it is determined that an allegation is malicious then the school will take appropriate actions against the accuser which may lead to permanent exclusion for a child or legal proceedings against an adult. This also applies to any adults who make false, unwarranted or unsubstantiated outside of school or on social media networks.

**Further guidance and additional information can be found at:**

**<http://www.education.gov.uk/publications>**

### **Bullying**

At Peafield Lane we aim to provide a safe, caring and friendly environment where pupils and adults can learn together to enable pupils to improve their life chances and help them maximise their potential.

We expect pupils to act safely and feel safe in school. As they progress through school we expect them to understand the issues relating to bullying and feel confident to seek support should they feel unsafe.

We also want parents/carers to feel confident that their children are safe and cared for in school and should incidents arise, be dealt with promptly and well.

Peafield Lane is aware of its legal obligations and the role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

### **Roles and Responsibilities**

**The Head teacher** – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Coordinator in our school is: Tom Daniel.

The Anti-bullying Co-ordinator will work alongside the Head Teacher. Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Ensuring bullying incidents are appropriately managed
- Co-ordinating the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is: Diane Wise

### **What is Bullying?**

We have adopted the Department for Children, Schools and Families definition of bullying outlined in their guidance 'Safe to Learn; embedding and bullying work in schools.' (2007).

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically and emotionally.'

To make this statement more accessible to the needs of all our pupils, this can be summarised:

**S**everal  
**T**imes  
**O**n  
**P**urpose

and if this is behaviour which is experienced and observed, pupils are taught to:

**S**tart  
**T**elling  
**O**ther  
**P**eople

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

- ❖ name calling
- ❖ taunting
- ❖ mocking
- ❖ making offensive comments
- ❖ physical assault

- ❖ taking or damaging belongings
- ❖ cyber bullying – inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- ❖ producing offensive graffiti
- ❖ gossiping and spreading hurtful and untruthful rumours
- ❖ excluding people from groups

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories.'

### **Why are children and young people bullied?**

Specific types of bullying include:

- ❖ hate crime related bullying of pupils with special educational needs or disabilities, homophobic bullying or related to race, religion or culture
- ❖ bullying related to appearance or health
- ❖ bullying of young carers or looked after children or otherwise related to home circumstances
- ❖ sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

### **Where does bullying take place?**

Bullying is not confined to the school premises, the problem also persists outside school, in the local community, on the journey to and from school.

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Bullying can take place between:

- children
- children and staff
- between staff
- individuals or groups

### **Reporting and responding to bullying**

Peafield Lane has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

Preventing and tackling bullying is a high priority within the school with a clear commitment from all staff and governors. Promoting school aims and values which reject bullying behaviour and promote co-operative behaviour is crucial. The curriculum is used to raise awareness of bullying.

If a child feels they are being bullied they should report this to a member of staff. If this staff member is not the child's class teacher or TA then they need to inform them so that they can then take any necessary action. Peafield Lane is an inclusive school, some of our pupils may well have a special educational need, a disability or may well be non English speakers, we realise that often these children can be especially vulnerable to bullying and we are therefore particularly vigilant at all times. Higher attainers or gifted

and talented pupils can also be affected by bullying. Staff treat this type of bullying as seriously and in the same way as any other type of bullying.

Children should be aware of their responsibilities as 'bystanders,' as ignoring bullying is a contributory factor in allowing a culture of bullying to take place, as well as being unfair to the victim. If the child feels unable to get involved in the situation, they must tell an adult immediately.

Parents have an important part to play in our anti-bullying policy, if they suspect their child may be a victim of bullying behaviour they should inform the school immediately; their complaint will be taken seriously and appropriate action will follow. Alternatively, if they know their child is involved in the actual bullying, they need to discuss the issues with their child and inform the school where the matter will be dealt with appropriately.

(A message to parents: even if you just *think* your child may be being bullied or you are not sure you should speak to you class teacher or phone the headteacher – we *will* listen to your concerns and investigate. Our policy is to *assume your child is telling the truth*. Even if we then discover e.g. your child is misinterpreting some other children's rough play, or that they are regularly falling out with friends, we can still help to make things better. We will let you know what we find and that we are taking actions where necessary. We will never accuse you of being 'over-fussy' or over protective when you have a genuine concern.)

Similarly, if a member of staff or visitor to school feels they have been the victim of bullying, they should report this to the Head Teacher or Deputy Head Teacher so that they can take any necessary action.

## **Procedures**

All reported incidents will be taken seriously and investigated involving all parties. Staff are aware of and follow the same procedure

If bullying does take place the following procedure/strategies will be followed:

- ❖ all bullying problems will be taken seriously
- ❖ investigate all incidents thoroughly at the earliest possible time
- ❖ parties will be interviewed – bullies and victims will be interviewed separately
- ❖ obtain witness information
- ❖ keep a written record of the incident, investigation and outcomes (log book in head teacher's room)
- ❖ inform staff of the incident
- ❖ reassure the pupil that he/she was right to tell you
- ❖ ensure that action is taken to prevent further incidents, this may involve a range of responses appropriate to the situation – suitable sanctions will be put in place. In some incidents providing support for both the bully and the bully victim, for example, buddy systems, a restorative approach, circle of friends, individual work with the victim, perpetrator, referral to outside agencies if appropriate
- ❖ responses may also vary according to the type of bullying and may involve other agencies where appropriate
- ❖ where appropriate both sets of parents will be informed
- ❖ liaising with the wider community if the bullying is taking place off the school premises i.e in the case of cyberbullying or hate crime
- ❖ using the CAF process where appropriate to involve other agencies who may be able to support

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 pupil(s)
- ❖ offering continuous support
- ❖ restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- ❖ discussing what happened
- ❖ discovering why the pupil became involved establishing the wrong doing and need to change
- ❖ informing parents/carers to help change the attitude of the pupil

### **Recording bullying and evaluating the policy**

Bullying incidents will be recorded by the member of staff who deals with the incident, this will involve updating the bullying log and filling in the Bullying Incident proforma (see Appendix 1). These will be stored in the Head Teacher's office.

The member of staff dealing with the bullying incident is responsible for ensuring that they share this information with staff.

The information stored will be used to ensure that incidents are followed up. It will also be used to identify trends and inform preventative work in school; this along with discussions with staff, governors and pupils, through a review by the school council and pupil interviews will inform the development of this policy. The policy will be reviewed and updated annually.

This information will be given to governors as part of the Head Teacher's Report to Governors.

### **Strategies for Preventing Bullying**

As part of our on going commitment to the safety and welfare of our pupils we have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Involvement in SEAL including Anti-bullying Unit.
- Involvement in Healthy Schools Programme
- Anti-Bullying week annually in November.
- PSHE/citizenship lessons and across the curriculum
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice
- Peer mediators
- Peafield Lane Playground Squad
- Staff training and development for all staff
- Restorative Justice

### **Links with other policies**

Child Protection and to Safeguard and Promote the Welfare of Children

Equality Policy

PSHE and Citizenship Policy

SEN and Disability

Acceptable Use Policy - Cyberbullying and internet safety

## **Prejudice**

Peafield Lane is committed to creating a positive environment in which respect for and appreciation of each other's gender, racial and cultural background is promoted. Discrimination on the basis of sex, colour, culture, religion sexual orientation or any behaviour which is demeaning to a particular minority group will not be tolerated in school.

All forms of racial abuse by any person in the school are treated seriously and the Head Teacher must always be informed and a note is kept of any such incident. It should always be made clear to offending pupils that such behaviour is unacceptable and parents/carers of those children involved will be informed and be expected to take some responsibility for ensuring their child understands the seriousness of such behaviour.

## **Conclusion**

Due to necessity consideration is given in school to punishment for unacceptable behaviour, but our emphasis must be upon achieving the correct framework for discipline and the right ethos in school so that this becomes increasingly unnecessary. To this end we are seeking to moderate and improve the behaviour of our children where necessary. In order to do this successfully we focus on a positive approach using praise, encouragement, incentive and inducement and involve criticism and sanctions only where this is necessary. Most children respond well to praise and there is always something worthy of praise in all children.

**Policy updated by: G Walker December 2017  
To be reviewed: December 2018**

## **Sources of further information**

### **References Documents and Related Policy/Guidance**

#### **National Documents**

Ensuring Good Behaviour in Schools – A summary for Heads, Governing Bodies  
Behaviour and Discipline in School – Guide for Head Teachers and School Staff – July 2011

Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing Bodies

#### **Local**

Nottinghamshire County Council Anti-bullying Policy (Revised 2011)  
Anti-bullying Policy Development: Guidance for schools (2009)

#### **Useful organisations**

##### **Anti-bullying Alliance (ABA) – [www.anti-bullying.org](http://www.anti-bullying.org)**

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

##### **Mencap – [www.mencap.org](http://www.mencap.org)**

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to families and carers.

**Stonewall – [www.stonewall.org.uk](http://www.stonewall.org.uk)**

The lesbian, gay and bisexual charity

**Educational Action Challenging Homophobia (EACH) – [www.eachaction.org.uk](http://www.eachaction.org.uk)**

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

**School's Out – [www.schools-out.org.uk](http://www.schools-out.org.uk)**

**Beatbullying – [www.beatbullying.org.uk](http://www.beatbullying.org.uk)**

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

**Childnet International – [www.childnet-int.org](http://www.childnet-int.org)**

Childnet International – The UK's safer internet centre

**References Documents and Related Policy/Guidance**

**National Documents**

Safe to Learn- DCSF Guidelines

Embedding anti-bullying work in schools – DCSF-00656-2007

Homophobic bullying – DCSF – 00668-2007

Cyberbullying – DCSF – 00658-2007

Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008

[www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

Cyberbullying - supporting school staff

Cyberbullying - A whole – school community issue