



Otterbourne Church of England Primary School

Trust, Respect and Determination

GOOD BEHAVIOUR AND ANTI-BULLYING POLICY

Name / Signature of Headteacher:	Martin Geraghty
Name / Signature of Chair of Governors:	Sue Barham
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VERSION CONTROL LOG

Date	Description of changes (person responsible)
12/01/2023	Inclusion of content to support the development of positive learning behaviours as well as disruptive behaviours.
28/10/2022	Headteacher name changed. Review date changed. Removal of 'class charter' content and inclusion of 'Citizen of Otterbourne' paragraph. Edit of positive praise content. Edit to content about visiting headteacher for praise and reward. Edit to ABCC chart/inclusion of CPOMs content. Edit to 'suspension' content (MG)

Aim

At Otterbourne Church of England Primary School we believe that everyone is equal and we treat each other with dignity and respect. It is our aim that children will:

- Enjoy school, attend regularly, develop a love of learning and flourish.
- Develop respect for themselves and others; for property and for the world in which we live.
- Be encouraged to develop academically, socially, emotionally, physically and spiritually.
- Learn to take responsibility for their own actions; understanding choice and consequences.
- Develop a clear sense of right and wrong in preparation for their future lives
- Behave well towards each other; learning to compromise and to adopt non-aggressive attitudes

The school's behaviour policy sits in line with and acknowledges its legal duties with the Equalities Act 2010 and Section 89 of the Education Inspections Act 2006. All pupils will be treated equally and with respect.

Purpose

At Otterbourne CE Primary School we feel strongly that if you feel good about yourself you will learn well. This policy is designed to:

- Ensure we provide a safe, secure, caring, happy and supportive learning environment within the school, its grounds and beyond.
- Ensure that there is a consistent and fair approach throughout the school in rewarding examples of good behaviour and promoting positive conduct, whilst having a co-ordinated approach to inappropriate conduct.
- Allow our children to be free from threat, harassment and discrimination and or any type of bullying behaviour.
- Help develop an understanding of acceptable behaviour in a variety of contexts and with different groups of people, showing consideration of others, tolerance, empathy and compassion and ensuring that all members of our school community are treated with dignity and respect.
- Promote the understanding across our school community that bullying of any sort is not acceptable and ensure a consistent approach to preventing, challenging and responding to incidents of bullying if they do occur.
- Outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

Broad Guidelines

We must ensure that:

- Behavioural expectations are age appropriate and clearly understood by the children in each area of activity.
- Time is made available for children to learn, apply and revisit whole school expectations with regard to behaviour and those agreed within each class.
- Every child is given a voice and has the right to be heard and that children regard their treatment by others as fair.
- Positive behaviour is acknowledged and celebrated readily and frequently by all members of staff.
- The school works closely with parents and carers (referred to as parents hereafter) where behaviour becomes a matter of significant concern.

Conclusion

By implementing this policy, we enable children to achieve their full potential, to enjoy learning and to take their place in society as responsible and caring citizens, making a positive contribution.

Whole School Code of Conduct

This has been agreed as:

- Keep hands, feet and other objects to themselves
- To follow instructions given by any adult employed within our school
- To respect and look after our school community and the learning environment

In addition to the 'Whole School Code of Conduct', the children in their classes will learn what it means to be a citizen of Otterbourne, and how they should continue to show the values of the school within the community.

All members of staff have a responsibility:

- To raise the children's awareness and understanding of the agreed rules
- To ensure that they are applied consistently and fairly
- To address behavioural issues (good or bad) as close to the event as is reasonable

As a result, these are some of the outcomes we would expect to see:

- Children walking quietly and purposefully at all times in the learning environment (as appropriate) and on entry and exit to and from school.
- Children arriving in a quiet and composed manner for collective worship and engaging in the collective worship as appropriate in a respectful manner.
- Children learning and playing together successfully and cooperatively.
- Children interacting with adults and their peers in a polite, friendly and respectful manner.
- Children contributing towards maintaining a clean and tidy school.
- Only children with the appropriate permission accessing the school building during break, lunchtimes and before and after school.

Behavioural Rewards and Sanctions

At Otterbourne CE Primary School we focus on positive methods of promoting good behaviour and look to praise good behaviour and “catch children being good”.

Every class has a set of three clearly displayed behaviour boards comprising of ‘Superstars’, ‘You’re Great’ and ‘Stop and Think’ or an equivalent system as democratically agreed between the teacher and the class, or appropriate to the age of the children.

- Each day every child starts with their name on the ‘You’re Great’ board.
- Staff seek opportunities to recognise and reward good behaviour by moving the names to the ‘Superstar’ board.
- At the end of each day, every child whose name is on the ‘You’re Great’ board is rewarded with a small smiley face sticker.
- At the end of each day, every child whose name is on the ‘Superstar’ board is rewarded with a small star sticker. ‘Superstar’ board status is earned by demonstrating consistent and sustained excellent behaviour and consideration of others. Not all children will achieve this during the course of a day.
- Each day a child is selected by the class teacher as the ‘Wizard Worker’ for that day and is recognised as such by being given a sticker to wear at the end of the day; the next day opportunities are found to ‘reward’ the ‘Wizard Worker’ with praise, positive reinforcement for their behaviour and responsibilities to undertake.
- House points may be awarded for superb work and/or good behaviour. See appendix 2 for the award of House points connected with completed work.

Extra Rewards that can be offered:

- Sent to HT with work to share. Children sent to the HT will receive a sticker and then stand in the next celebration worship.
- Identified as Star of the Week for Celebration Assembly.

If a child is not behaving appropriately:

- A child's name is moved to the 'Stop and Think' board after a verbal warning has been given.
- Children whose names remain on the 'Stop and Think' board do not receive a sticker.
- If a child is on 'Stop and Think', they can earn back the 'You're great' status by demonstrating improved and acceptable behaviour. This will enable them to earn a sticker at the end of the day.

If a child continues to misbehave a set of carefully constructed sanctions prevent disruption to the learning of others:

- Warning
 - Moved to stop and think - a child may stay in for a short period to discuss their behaviour
- X Child is sent to another classroom for not more than 15 minutes to work and be reminded of appropriate behaviour
- XX Sent to Deputy or Headteacher
- XXX If re-sent to Headteacher, parents may be contacted subject to severity of incident

As a general rule if a child reaches XXX on a number of occasions, the Headteacher will communicate with the parents on a regular basis and an ABCC chart will be maintained and kept in the classroom. CPOMs entries will also be made to help recognise patterns. At breaktimes and lunchtimes if children mis-behave they will have their names taken by the duty teacher or supervisory assistant and the class teacher will be told that this has happened.

Further Measures

If the sanctions and rewards are not improving the child's behaviour, other professionals employed by the local authority may be involved. The Educational Psychologist, Behaviour Support Team or Early Help Hub may be asked to give advice. Behaviour targets will be set and reviewed, in discussion with the parents.

Suspension

The decision to suspend a pupil will be taken **only by the Headteacher** in response to serious breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Following a period of suspension, parents will be invited to meet with members of the SLT, SENDCo and any other relevant person (e.g. Child Welfare Lead) to identify how to improve the situation for the child and other children in the school.

Bullying and Unacceptable Behaviour

We do not tolerate bullying in any form.

In line with this statement:

- *All bullying, of any sort, is therefore unacceptable.*
- *Pupils who experience bullying will be supported.*
- *We recognise the effects that bullying can have on pupils' feelings of worth and on their school work, and the school community will actively promote an anti-bullying environment.*

What is Bullying?

We recognise the Church of England's definition of bullying as... *hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed, it harms the perpetrator, the target, the whole school community and its secure and happy environment.*

Bullies know that what they are doing is unacceptable, so they do not do it when someone who would stop it is near them. They make sure their victims are afraid to tell. Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against.

It can take many forms but the main types are:

- Physical – spitting, biting, hitting, kicking, pushing, inappropriate/unwanted physical conduct)
- Emotional – extorting, segregating, excluding from social groups, spreading rumours
- Verbal – name calling, swearing, foul language, ridicule, insulting, making offensive comments (including racist remarks)
- Cyber – messaging, social media, email
- Visual/Written – graffiti, gestures
- Theft of, or damage to, personal property
- Threatening behaviour, including with a weapon

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. These 'prejudice-based' incidents are often one-off incidents of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. Within school we will pay particular attention to:

- Racial harassment and racist bullying
- Sexual bullying, including but not limited to the use of homophobic language
- Bullying of pupils who have special educational needs or disabilities.
- Gender identity or sexist bullying
- Children being bullied because of their appearance or health conditions
- Religious motivated incidents

Responding to incidents when they occur

Pupils who have been bullied should report this to:

- Any member of staff
- Their parents
- A school friend

Pupils who see others being bullied should report this to:

- Any of the above

Members of staff who receive reports that a pupil has been bullied should report this to:

- A member of the Senior Leadership Team (SLT)

Reports of bullying will be logged by:

- The class teacher or member of SLT using CPOMS

Where bullying is of a racist nature, we will report this to the Local Education Authority using the Racist Incident Report Form and will be internally recorded on CPOMS.

- All reports will be taken seriously and will be followed up by the class teacher or member of the SLT
- Work with children who have been bullied could involve some or all of the following:
 - They will be reassured that they do not deserve to be bullied and this is not their fault.
 - We will assure them that it was right to report the incident.
 - We will encourage them to talk about how they feel.
 - We will try to ascertain the extent of the problem.
 - We will engage them in making choices about how the matter may be resolved.
 - We will try to ensure that they feel safe.
 - We will discuss strategies for being safe and staying safe.
 - We will ask them to report immediately any further incidents to us.
 - We will affirm that bullying can be stopped and that our school will persist with intervention until it does.
 - We will involve their friends / older pupils in peer support / the buddy system/mediation
- We may then adopt strategies from the following list as appropriate:
 - We will speak with the pupil (or pupils) involved in bullying separately.
 - We will listen to their version of events.
 - We will talk to anyone else who may have witnessed the bullying.
 - We will reinforce the message that bullying is not acceptable, and that we expect bullying to stop.
 - We will seek a commitment to this end.
 - We will affirm that it is right for pupils to let us know when they are being bullied.
 - We will adopt a joint problem solving approach where this is appropriate, and ask the pupils involved to help us find solutions to the problem. This will encourage pupils involved to take responsibility for the emotional and social needs of others.
 - We will consider sanctions under our school's Behaviour & Rewards Policy.

- We will advise pupils responsible for bullying that we will be checking to ensure that bullying stops.
- We will ensure that those involved know that we have done so.
- When bullying occurs, we will contact the parents of the pupils involved at an early stage.
- We will keep records of incidents that we become aware of and how we responded to them.
- We will follow up after incidents to check that the bullying has not started again.
- We will also work with pupils who have been involved in bullying others to ascertain the sort of support that they themselves need.

There is a tendency, often quite a natural one, to want to investigate an incident and “get to the bottom of it.” Sometimes this will be entirely appropriate. There will be other occasions where an extended investigation is actually unhelpful and where a problem solving approach will be the most effective response. Our policy will be to use our discretion to respond flexibly and in an appropriate way to each incident.

When tougher measures are needed

If necessary, we will invoke the following range of sanctions

- Removal from the group (within the class)
- Withdrawal of break and lunchtime privileges
- Withholding participation in school events that are not an essential part of the curriculum.
- In extreme cases we will also consider fixed term and / or permanent exclusion from school.

Strategies for change

- Behaviour happens for a reason and we will try to find the cause of unacceptable behaviour. We will use behaviour strategies and the Personal, Social, Health Education and Citizenship (PSHE&C) curriculum to support change.

Behaviour Records

The following records of incidents will be kept:

- The class teacher and or Lunchtime Supervisor will note recurring incidents of poor behaviour on an ABCC (Antecedent, Behaviour, Consequences, Communication) chart. A behaviour plan may be implemented.
- On the advice of the SENCO a behaviour diary may be kept and an IBMP (Individual Behaviour Management Plan) set in motion. The Headteacher and Deputy Headteacher must be kept informed.
- The Headteacher is empowered to exclude a child for a day or more if their behaviour is extreme. If this occurs, the Governors will be informed.
- Racist comments or incidents must be recorded on CPOMS.

Appropriate use of mobile phones

While we fully acknowledge a parent's right to allow their child to bring a mobile phone to school if they walk to and from school without adult supervision, Otterbourne C of E Primary School discourages pupils from bringing mobile phones to school. If they are brought in to school, mobile phone must be left in the school office at the start of the day and collected at the end of the day. Phones should be clearly marked so that each pupil knows their own phone. Parents are advised that Otterbourne C of E Primary School accepts no liability for the loss or damage to mobile phones which are brought into the school or school grounds.

Where a pupil is found by a member of staff to be using a mobile phone, the phone will be confiscated from the pupil, handed to a member of the school office team who will record the name of the pupil and attach to the phone. The mobile phone will be stored by the School Office. The pupil may collect the phone at the end of the school day and their parents will be informed

If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or teachers, this will be regarded as a serious offence and disciplinary action will be taken in line with this policy.

If images of other pupils or teachers have been taken, the phone will not be returned to the pupil until the images have been removed by the pupil in the presence of a member of the senior leadership team.

Should a pupil be found to be using their phone inappropriately, the school reserves the right to withdraw this privilege and they will no longer be able to bring a phone into school.

Guidance on the Use of Physical Intervention

It is important to remember that all staff should avoid unnecessary physical contact with children, especially when enforcing a sanction (unless it is to prevent the child from injuring themselves or others or to prevent significant damage to property). The school has a separate Physical Intervention policy which should be read in conjunction with this policy.

The School policy in summary:

- Physical restraint is only used in very exceptional circumstances
- Physical punishment is **never** used.
- Physical restraint is **never** used as a punishment.
- Children are always asked to comply with the instruction.
- Children are then offered a chance to come and talk quietly with the member of staff.
- If the child still refuses to comply **and** is likely to injure themselves or others or to cause significant damage to property, **minimal** restraint may be used.
- When the Headteacher believes that physical restraint may be needed in the future in dealing with a particular child, the problem and its solutions will be discussed with parents. A plan will be devised to reduce the need to use physical restraint in the future. Parents will be involved in devising this plan.
- If a child leaves the school premises staff will endeavour to keep them in sight and encourage their return. Parents will be contacted by telephone immediately and the police informed.

All incidents involving the use of restraint **must** be recorded on the day of the incident on a 'Violent Incident' form which is online and the Admin Office team will help complete. The form will then electronically be forwarded to the Local Authority. The staff will also be asked to complete a School Initial Concern sheet to detail what was happening in the run up to the restraint, what was tried and how the restraint was carried out.

- It is important that there is a detailed, immediate, written report of any occasion where force is used as it may help prevent any misunderstanding or misrepresentation of the incident, and be helpful subsequently should there be a complaint.
- An up-to-date record of all such incidents is to be kept in an incident book and record on CPOMs. Immediately following any such incident the member of staff concerned should tell the Head or a senior member of staff and provide a written report as soon as possible afterwards. That should include:
 - The name(s) of the pupil(s) involved, and when and where the incident took place;
 - The names of any other staff or pupils who witnessed the incident;
 - The reason that force was necessary (e.g. to prevent injury to the pupil/ another pupil or member of staff);
 - How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties; the steps taken to defuse or calm the situation; the degree of force used; how that was applied, and for how long;
 - The pupil's response, and the outcome of the incident;
 - Details of any injury suffered by the pupil, another pupil, or a member of staff and of any damage to property.

Staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling a report. They should also keep a copy of the report. The Headteacher must be informed of any incident so that parents can be informed and invited to discuss it. It may be decided that the best person to inform the parents will be the class teacher.

If a member of staff requires immediate assistance, a 'HELP' card should be sent to the School Office, brought by two responsible children. This will signal the need for a senior member of staff to be despatched to the appropriate classroom. Only in extreme emergencies, when the safety of a child(ren) is potentially at risk, should the teacher in charge of the class leave the class to summon help. Adults in the nearby environment should be made aware of the need to supervise the class during the teacher's absence, or can summon help on the teacher's behalf. Children should not be left unsupervised after a significant disruption and the need to offer counselling or explanation to the class should be considered after all instances of significant disruption have occurred.

Any such incident must be fully explored with the child and any other children who were directly or indirectly involved, either as active participants or as witnesses. Children must be given every opportunity to present their accounts and be encouraged to explain any contributory factors. These should be recorded by the senior member of staff investigating the matter. Having taken into account all circumstances, it will usually be appropriate to inform parents of the incident and any consequences/sanctions. It is important that parents are made aware of issues affecting their children's learning and behaviour. Parents can often offer an important perspective that may need to be considered when imposing a sanction. Incidents reported and recorded will be retained by the Headteacher and referred to in the event of subsequent serious breaches of the school's Code of Conduct.

Policy for Promoting Good Behaviour - Appendix 1 – ABC Incident Form

Date:

Child's Name:

Class:

Staff member responsible at time of incident:

Antecedent: (What was happening before the unacceptable behaviour? i.e. Why is the child behaving like this?)

Behaviour: (What actually happened?)

Consequence: (As a result of this behaviour, how has learning / the environment / other children / adults been affected?)

Policy for Promoting Good Behaviour - Appendix 2: The Awarding of House Points

Quality of Work	Mark in Book	Reward
Good	G	1 House Point
Very Good	VG	2 House Points
Superb	S	3 House Points
Outstanding Achievement	OA	5 House Points. Child to show work to the Headteacher who will then name the child in the next celebration assembly.