



## Withycombe Raleigh C of E Primary School Behaviour Policy

### STATEMENT OF INTENT:

Our school is dedicated to creating a happy, stimulating environment supported by the Christian values of love, respect and trust. We strive to ensure that everyone within our school feels safe and valued and is encouraged to develop emotionally, socially and academically.

The school also aims to provide high standards, insisting on high expectations of behaviour and polite conduct respecting the needs of others. We promote and motivate children to take responsibility for their actions from a young age.

We actively promote positive behaviour and reward achievement. We want to work in partnership with you to help your child to achieve their full potential and make a positive contribution to school life. Parents are expected to read and support the school's Behaviour Policy as their supporting role will be essential in promoting this policy. Parents are also asked to agree and sign our 'Pupil's Code of Conduct'.

The Code of Conduct for Children has been adapted to make it applicable for younger children (i.e. Rainbow Rules). These rules are used in all classes including EYFS, KS1 and KS2. These will be displayed in classes and across the school:

### Rainbow Rules:

- 1. We are kind, polite and helpful to others**
- 2. We listen to others and follow what our grown ups ask us to do**
- 3. We look after our school and belongings**
- 4. We think about our actions and the feelings of others**
- 5. We try our best at all times**
- 6. We always tell the truth**

## **AIMS OF THIS POLICY:**

1. To promote a safe, caring, co-operative ethos for effective teaching and learning.
2. To ensure that discipline will be maintained through the agreed procedure of rewards and sanctions.
3. To inform all parents of the policy, its principles and the agreed procedures for rewards and sanctions.
4. To display the Class Rules in each classroom and regularly bring it to the attention of the children
5. To ensure appropriate behaviour management strategies are implemented to address the needs of particular children identified as having special educational needs, e.g. Individual Behaviour Care Plans.
6. To seek advice from outside agencies (e.g. the educational psychologist, the Behaviour Support Team, Social Services etc.) and the Local Authority when deemed necessary.
7. To ensure that all adults working in the school are aware of the policy and are consistent in following set procedures.
8. To prevent bullying by educating and changing attitudes.
9. To deal promptly with bullying within the guidelines of the Bullying Policy (refer to Appendix).
10. To promote the individual child's responsibility towards positive behaviour and attitudes, as a member of the school community.

## **PRINCIPLES UNDERLYING GOOD BEHAVIOUR:**

### **A. PARENTS, HOME AND SCHOOL**

Positive attitudes and appropriate behaviour begin at home long before the child starts school. The school will not accept the undermining of the overall standard it aims to establish and maintain throughout. Once the child starts school, good behaviour and progress depend very much upon the support and co-operation parents give to the school and its policies. Behaviour that repeatedly causes concern and disruption will be communicated to the parent and endeavours will be jointly made to address the issues.

### **B. SECURITY AND HAPPINESS**

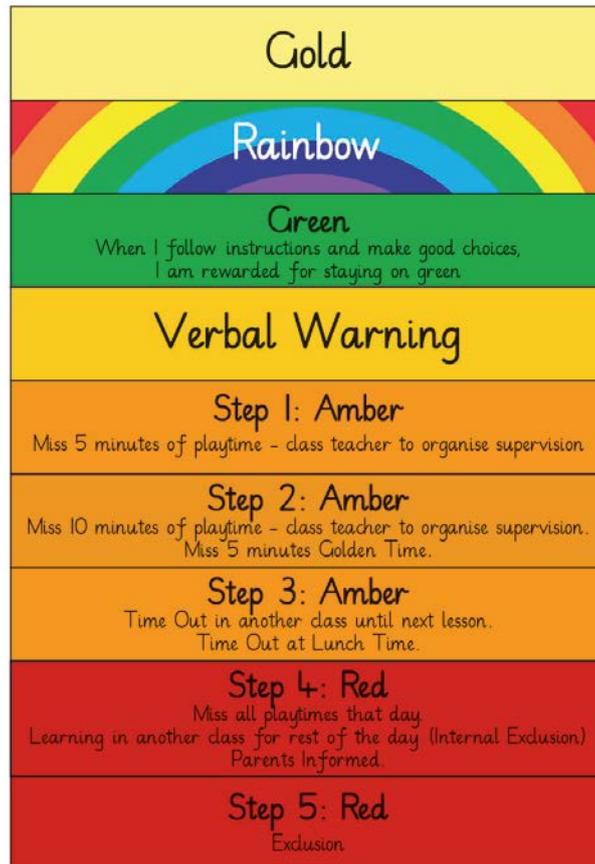
The school will help children to feel secure and happy, to be considerate towards adults and children, and to make informed choices and decisions about their behaviour. The school expects children to be respectful of the feelings and property of other people. Through the school's Personal and Social Education programme, pupils will be encouraged to generate feelings of self-worth and mutual respect as they develop the necessary social skills to enable them to live and work together in a harmonious atmosphere.

### **C. SCHOOL ETHOS**

The school ethos will encourage security, happiness and good communication between staff and pupils. Adults involved in the daily operation of the school will behave as positive role models for the pupils. Staff will endeavour to be proactive rather than reactive in their behaviour managements. Standards and procedures will be agreed between staff and pupils, with the expectation that they will be maintained in class and around the school. Well understood and effective rewards and sanctions will be used consistently and fairly (as shown on the 'Step by Step Poster'). Governors, teachers and parents will co-operate to support this policy

## REWARDS AND SANCTIONS:

A simple step by step approach will be used to demonstrate the implications for positive and negative behaviours, this is based on a traffic light system. This will be displayed clearly in classes and across the school.



\*Time outs in KS2 are recorded in the 'Time out folder' stored in Year 4 Intervention Room. If a child attends 'Time Out' on 3 separate occasions a letter will be sent home to notify parents.

Each class has visual behaviour prompts linked in to this behavioural system, e.g. worms and apples in a tree, cars and traffic lights.

## REWARDS

All pupils are given the opportunity to receive rewards and recognition for their behaviour, effort and achievement, inside and outside of school. The most common reward for all children for good work, positive effort and appropriate behaviour will be the praise of the teacher or adult working with the child.

All children will start each day on 'green' and will be rewarded with Golden Time of approximately 30mins at the end of each week as a reward for 'staying green'. There will be the opportunity each day for children to be rewarded for exemplary behaviour by being given the Rainbow or Gold award. This will be recognised by a sticker presented at the end of the day. Children will be taught that there are positive consequences for keeping school rules and that there will be negative consequences for breaking them, as shown on the poster.

Rewards for KS1/F children will include good effort badges and stickers/sticker charts. A “Winnie the Pooh “ Assembly is held every half term, where one child from each KS1 class receives a book and a certificate as a Winnie the Pooh Award. When sticker charts are completed then certificates will be given out during assembly and parents will be informed.

In KS2 children will collect ‘House points’ which are awarded for a positive attitude, for effort, good behaviour or for work of a high standard. Once complete children will be awarded a certificate. Throughout the year, commendations and certificates are presented in Assembly by the Headteacher or a member of staff, for attainment within extra-curricular activities.

Mealtime assistants have stickers and certificates which are awarded for positive playground and lunchtime behaviour.

Each Friday, representatives from each class will be selected as Achievers of the Week in recognition of their effort, accomplishments and improvement. The names will be recorded in a book and their photograph added to the school website.

## **SANCTIONS AND PUNISHMENTS**

### **Unacceptable behaviour**

Children are made aware of the sanctions and consequences of not abiding by the Rainbow Rules. These are displayed on the ‘Step by step’ poster.

At Withycombe Raleigh we will not tolerate the following forms of behaviour and they will be deemed as ‘Red Card Behaviours’. The following list of Red Card Behaviours has been identified by children and staff at WRPS. These behaviours were seen as too severe to use the traffic light system to manage as they cause children and staff to feel hurt and upset. These behaviours also disrupt learning. If any child displays any of these behaviours they should be issued with a Red Card and sent to SLT immediately.

1. Violence

This means intentional harm. This includes physically hurting another child or adult e.g. hitting, kicking, scratching, strangling, fighting, biting

2. Verbal aggression and threatening behaviour

This includes swearing and language inappropriate for school that hurts other people

3. Racism and Homophobia

This includes use of discriminatory or abusive behaviour or language towards children or adults based on race, religion, culture, gender or sexuality.

4. Stealing

This includes from other children or adults for example from trays, bags or lunch boxes

5. Spitting

When aimed at another person

## 6. Damaging Property

This includes vandalism, deliberately breaking or defacing other people's work, (including on electronic devices) property or property that belongs to school.

- Hurting Others or Bullying
- Damaging Belongings
- Absconding
- Hurting Themselves

If these behaviours occur then the agreed behaviour system will be by-passed and i.e. To the SLT and parents informed. This is to ensure the safety of the child, their peers and staff. All Red Card Behaviours will be recorded on CPOMS by member of staff issuing the Red Card.

\*SLT refers to Senior Leadership Team of the Headteacher, Deputy and Assistant Heads.

## **FURTHER ACTION**

For the vast majority of children it is expected that the steps described will establish positive and appropriate behaviour in school. When necessary, however, further steps will be taken by the Headteacher or member of SLT. This may include the use of a Behaviour Care Plan, written together with parents/carers, teacher, teaching assistant and child. The aim of this plan is to find positive strategies to manage a child's behaviour, some of which will be individual to the child concerned. These plans will be regularly reviewed and adapted.

1. Children who persistently misbehave at lunch time will not be allowed on school premises. Instead, parents will be asked to take responsibility for them during lunch times. This arrangement can be for short periods or for an unlimited time as appropriate.
2. For a small minority of children who do not respond to the aforementioned steps, the ultimate sanction is exclusion from school, either for a fixed or an indefinite period. A letter accompanies this action explaining procedures for appeal, and giving details concerning a possible return to school. In very rare cases children can be permanently excluded from school, after consultation with the Governors and with the Local Education Authority. The purpose of exclusion is to indicate that, in these extreme cases where a child refuses to co-operate, it is the parents, and not the school, who must bear the responsibility and seek a solution.

## **JUSTICE**

We aim to be fair and consistent in our use of the above sanctions. We investigate incidents as thoroughly as we can, seeking witnesses to check events when appropriate. Parents who think a punishment has been unjustly used should contact the class teacher the following morning and ask for an appointment. Should it still remain unsatisfactory then a follow-up meeting will be arranged with the Headteacher, Deputy Head or Assistant Heads, to investigate the incident further.

## **ANTI-BULLYING**

### **DEFINITION**

Bullying can manifest itself in many ways. It is a difficult, complex issue and requires a range of actions and strategies to reduce and prevent further bullying. Bullying behaviour is deliberate and intends to make someone uncomfortable. **It is a persistent, willful, conscious desire to hurt, threaten or frighten an individual.**

Bullying behaviour includes:

- Name calling and nasty teasing (including racial, homophobic and referring to mental or physical disability)
- Threats and extortion
- Physical violence
- Damage to belongings
- Leaving pupils out of social activities
- Spreading malicious rumours

Bullying behaviour is often repetitive in nature and is rarely an isolated incident. Bullying causes emotional distress.

## **LEGAL REQUIREMENTS**

Under section 22 of the Education (No. 2 ) Act, Head teachers are responsible for maintaining acceptable standards of discipline and regulating the conduct of pupils. Section 1 of the Education Reform Act 1988 requires schools to offer their pupils a balanced and broadly based curriculum which promotes their spiritual, moral, cultural, mental and physical development. Schools are expected to uphold certain values including those which reject bullying and cruelty.

Withycombe Raleigh C of E Primary will offer pupils a balanced and broadly based curriculum which, according to section 1 of the 1988 Education Reform Act, will:

Promote “the spiritual, moral, cultural, mental and physical development of pupils at the school and of society” and prepare “such pupils for the opportunities, responsibilities and experiences of adult life”

## **AIMS AND OBJECTIVES OF THE SCHOOL ANTI-BULLYING POLICY**

The school will aim to:

- reduce the incidence of bullying in this school
- create a safe environment for all pupils and staff

The school will work towards these aims in partnership with the parents. The aim of the anti-bullying policy is to clarify the system of dealing with a bullying incident and outline the content and manner in which anti-bullying education will be delivered in this school.

Other school policies which have relevance to the anti-bullying policy are:

- PSHE & Citizenship
- Drug Education and Incident
- Equal Opportunities Management
- Child Protection
- Behaviour
- Health and Safety
- Sex and Relationship education
- Children in Care
- English as an Additional Language
- Special Educational Needs and Inclusion
- Partnership
- Confidentiality
- Cyberbullying

## **EQUAL OPPORTUNITIES**

This school is committed to working towards equal opportunities in all aspects of school life. All resources used will support this commitment.

## **CONTENT**

The anti-bullying education programme will:

- provide information that is relevant and appropriate to the age and developmental stage of the pupils
- develop skills of assertiveness, communication and effective dialogue in relationships, enabling pupils to deal with conflict and feelings e.g. anger
- encourage the exploration and clarification of values and attitudes, rights and responsibilities
- foster self esteem, positive self-image and confidence
- Topics and themes will be revisited taking account of the pupils' development and the spiral curriculum concept.
- The content of the anti-bullying education programme will be based on 'Health for Life' and 'Social and Emotional Aspect of Learning' as a framework Topics will include:
  - o feelings and relationships
  - o personal safety
  - o lifestyles and culture
  - o growing up
  - o conflict resolution
  - o peer pressure

## **ORGANISATION**

Anti-bullying education will be co-ordinated by the PSHE subject leader in close co-operation with the Senior Management Team. Delivery will be:

- as topics (within PSHE teaching)
- addressed occasionally in assembly time
- through pastoral time
- through circle time
- through SEAL activities (within PSHE teaching)
- through small group work
- Leaflet for parents
- Help card for pupils (Developed by School Council)

Active learning methods which involve pupils' full participation will be used.

The school nurse will be used to support pupils as appropriate.

## **SPECIFIC ISSUES**

### **The role of outside agencies and procedures for their involvement.**

Outside agencies will be used to support and assist the teachers in the development of the classroom based work and on a one to one basis. They will be required to work within the school's moral framework outlined earlier. Every individual who has contact with the pupils will be CRB checked.

Pupils will be made aware that some information cannot be kept confidential and that their best interests will be maintained in line with the Safeguarding policy 2017.

### **Disclosure or suspicion of possible abuse**

Withycombe Raleigh C of E Primary School has a Child Protection policy and procedure for dealing with child sexual abuse based on the LEA guidelines and recommendations. This policy is available on request.

### **Complaints procedures**

Any complaints about the anti-bullying procedures or programme should be made to the Senior Management Team , details about this are available via the School's website.

### **Disciplinary procedures**

The school will handle each case individually recognising that the future of the pupils involved could be affected by the decision and subsequent action employed.

Incidents outside school: The procedures laid out in this policy equally apply to any incidents off school premises where the pupil/s are involved in school activities.

Incidents outside school will be dealt with by the police. Parents will notify the school so that the staff are aware of the situation.

### **Responses to bullying incidents**

The school will treat seriously all incidents, including those by text messages, e-mail, and internet based (see Cyber bullying policy below) which are brought to the attention of the staff. The victim will be listened to. A record of the incident will be documented and appropriate actions will be taken.

Parents/guardians will be notified and kept informed. Witnesses will be interviewed and a record made.

The perpetrators will be interviewed and a course of action will be decided dependent on individual circumstances. Records will be kept of all reported bullying incidents by the class teacher and Senior Management Team via CPOMS, who will provide support to pupils and liaise with parents. An observation in the record will be made as to how these facts were obtained e.g hearsay, gossip, observation, the age and gender of all pupils involved, the nature of the incident and type of response made. Ongoing support and guidance will be given to the victims of bullying through the use of Teaching Assistants and where necessary, a written plan of action. All pupils are provided with Anti Bullying Guidelines which were created by our School Council Summer 2017.

## **MONITORING AND REVIEW**

Possible success indicators which will indicate the effectiveness of the programme will include:

- fewer reports of bullying
- fewer pupils reporting that they bully others
- more pupils reporting that they feel the school is trying to do something to reduce and prevent bullying
- more pupils feeling that there is less bullying in school
- more staff responding to bullying behaviour.

Feedback from staff, parents and pupils will indicate the effectiveness of the procedures and education programme. Anti-bullying education forms part of the schools PSHE curriculum and is monitored as part of this programme. A nominated governor will have a link role between the school and governing body.

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. Subject leader supports colleagues in the teaching of PSHE and citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The PSHE subject leader is also responsible for giving the Headteacher an annual summary report, evaluating strengths and areas for development in the subject.

The PSHE subject leader arranges visits to the school from any relevant representative from a partner organisation who is involved in supporting the PSHE provision.

## **Cyber Bullying Policy**

### **What is cyber bullying?**

"Cyber bullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself."<sup>1</sup>

Seven categories of cyber bullying have been identified:

- Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.
- Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- Phone call bullying via mobile phone uses silent calls or abusive messages.
- Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- Bullying through instant messaging (IM) is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber bullying.

### **What can schools do about it?**

While other forms of bullying remain prevalent, cyber bullying is already a significant issue for many young people. Withycombe Raleigh C of E Primary School recognise that staff, parents and young people need to work together to prevent this and to tackle it whenever it occurs.

**School Governors, Head teachers and schools have a duty to ensure that: bullying via mobile phone or the Internet is included in their mandatory antibullying policies, that these policies are regularly updated, and that teachers have sufficient knowledge to deal with cyber bullying in school.**

Withycombe Raleigh C of E Primary School ensures that:

- the curriculum teaches pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely including personal rights
- all e-communications used on the school site or as part of school activities off-site are monitored.
- clear policies are set about the use of mobile phones at school and at other times when young people are under the school's authority
- Internet blocking technologies are continually updated and harmful sites blocked.
- they work with pupils and parents to make sure new communications technologies are used safely, taking account of local and national guidance and good practice.
- security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside school
- they work with police and other partners on managing cyber bullying.

### **ICT and Mobile Phone Policy**

If a cyber bullying incident directed at a child occurs using e-mail or mobile phone technology, either inside or outside school time, Withycombe Raleigh C of E Primary School will take the following steps:

- Advise the child not to respond to the message
- Refer to relevant policies, e.g. e-safety/acceptable use , anti-bullying and PSHE and apply appropriate sanctions
- Secure and preserve any evidence
- Inform the sender's e-mail service provider
- Notify parents of the children involved
- Consider informing the police depending on the severity or repetitious nature of the offence. The school recognises that some cyber bullying activities could be a criminal offence under a range of different laws including: the Protection from Harassment Act 1997; the Malicious Communication Act 1988; section 127 of the Communications Act 2003 and the Public Order Act 1986
- Inform the LA e-safety officer (Jane McFall: 01872 322765)
- Record incident on CPOMS

**If malicious or threatening comments are posted on an Internet site or Social Networking Site about a pupil or member of staff, Withycombe Raleigh C of E Primary School will also:**

- Inform and request that the comments be removed if the site is administered externally
- Secure and preserve any evidence
- Send all the evidence to [www.ceop.gov.uk/contact\\_us.html](http://www.ceop.gov.uk/contact_us.html)
- Endeavour to trace the origin and inform the police as appropriate.
- Inform Ingrid Lucas on 01372 834476.

An annual report will be made by the Senior Management Team to the governors.  
This policy is reviewed on a 3 yearly cycle.

## Code of Conduct

The Withycombe Raleigh C of E Primary School code of conduct references our approach and attitudes towards cyber bullying.



## EXEMPLAR CODE OF CONDUCT

- ✓ Always respect others - be careful what you say online and what images you send
- ✓ THINK before you send. Whatever you send could be made public very quickly and could stay online forever
- ✓ Treat your password like your toothbrush – keep it to yourself.  
Only give your mobile phone number or personal website address to trusted friends
- ✓ Serious bullying should be reported to the police – for example threats of a physical or sexual nature
- ✓ If you can, make a note of the time and date bullying messages or images were sent and note any details about the sender
- ✓ Do not retaliate or reply
- ✓ Keep and save any offending emails, text messages, images or online conversations
- ✓ Make sure you tell:
  - An adult you trust, or
  - call a helpline like Childline on 0800 1111 in confidence, or
  - CEOPS: [www.ceop.gov.uk/reportabuse/index.asp](http://www.ceop.gov.uk/reportabuse/index.asp), or
  - the phone service provider - check the mobile phone company or internet provider, they maybe able to track the bully down.
  - Your school teacher or anti-bullying coordinator can help you.

## CYBER BULLYING RESOURCES FOR SCHOOLS

- [www.chet-int.org](http://www.chet-int.org) has a DVD for secondary schools about keeping safe in online chat rooms. Order at [www.childnet-int.org/order](http://www.childnet-int.org/order).
- Childnet International also advises on Internet safety and has a range of leaflets for children and parents in a number of languages, including Hindi, Punjabi and Maltese.
- [www.cybersmartcurriculum.org](http://www.cybersmartcurriculum.org) has lesson plans for teachers on dealing with online bullies.
- There's plenty of online advice on how to react to cyber bullying. For example, [www.kidscape.org](http://www.kidscape.org). The Kidscape booklet 'Don't Bully Me!' gives advice to primary school children on what to do if they are bullied.
- [www.wiredsafety.org](http://www.wiredsafety.org) have some useful tips.
- Stop receiving text messages for a while by turning off incoming messages for a couple of days. This might stop the person texting by making them believe the number's changed. To find out how to do this, visit [www.wiredsafety.org](http://www.wiredsafety.org).
- If the bullying persists, you can change your phone number. Ask your mobile service provider (such as Orange, O2, Vodafone or T-Mobile).
- Secondary school teachers can download an information pack from [www.stoptextbully.com](http://www.stoptextbully.com) including a classroom quiz, poster and top tips to help tackle cyber bullying. It is an interactive website that helps young people tackle mobile phone and online bullying and prevent it ever happening to them. There's advice for pupils, parents, carers and teachers, along with a fun quiz that highlights the issues.
- Becta: The British Educational Communications and Technology Agency. Their website has invaluable information on setting up school Internet safety policies and how to communicate them to parents.
- Child Exploitation and Online Protection Centre (CEOP): Set up by the Government, the CEOP website helps adults get to grips with new and emerging technologies popular with young people. It includes advice on how to report cyber bullying, sexual abuse on line and the dangers of viruses
- Don't suffer in silence. This Government website has a short anti-bullying video featuring stars like Rio Ferdinand and the Sugababes, a downloadable charter and advice for pupils, teachers and parents.
- Thinkuknow.co.uk: Information from the Child Exploitation and Online Protection Centre on how to stay safe online. It includes details of the CEOP training courses. It provides interactive resources for KS1-KS4, teachers and parents
- Virtual Global Taskforce (VGT): Made up of police forces around the world, working together to fight online child abuse. The site includes advice, information and support for adults and children.

Example of Guidance given to pupils:

