



A place to think and grow

## Behaviour and Anti-Bullying Policy

February 2010

It is the aim of this policy to support, the 5 outcomes of Every Child Matters.

It promotes strategies of—

### • Being Healthy

Supporting mental and emotional health by engaging children in ways of getting on together and encouraging acceptance of other peoples opinions and beliefs.

### • Staying Safe

Allowing them to know that there are people to listen should they feel threatened through bullying of any kind. There are easily seen procedures around the school, explaining what bullying is and the consequences for it. This includes discrimination of any sort.

### • Enjoy and Achieve

The policy provides a consistent approach for staff allowing opportunity for children to do their best in a class free from distraction, fear as well as recognition of individual learning styles and needs.

### • Making a Positive Contribution

By setting the social rules to live by, the children can engage in law abiding and positive behaviour in and out of school.

They can develop positive relationships and choose not to bully or discriminate.

### • Economic Well Being

To promote positive behaviour to enable them to work co-operatively in their future lives and work places.

## **It is the aim and philosophy of the policy to**

- Encourage children and teachers to learn, play and co-operate in an atmosphere of mutual respect and courtesy
- Have a high level of personal self esteem
- Show respect for other people's property and the school environment
- Have respect for other races, cultures, religions, abilities and gender
- Be aware of their responsibilities as members of the school community
- Be able to understand and accept the consequences of their actions
- Reinforce positive behaviour and give children responsibility
- Encourage children to take a pride in themselves and their school.

## **These will best be achieved when**

- Staff, pupils, parents, governors and the community all support the policy in its aims and practices.
- Where all who work in the school uphold the policy.
- When encouragement and reward, both formal and informal, are key elements in managing discipline.
- When children are experiencing a curriculum that is varied and stimulating.
- When teachers are aware and respond to children's varying interests and skills.
- When parents are seen as partners with the school.
- Where parents and school are in partnership to help children who need support to manage their behaviour.
- When sanctions are directed at the misdemeanour and **not** the child.
- When high self-esteem is fostered in all aspects of school life.
- The school council are seen as a means of communication to express feelings and concerns about behavioural issues within school.
- The school council will become an important strategy for identifying and managing behavioural issues.
- **Where there is a consistent response to appropriate and inappropriate behaviour throughout the school.**

To foster the consistent approach across the school we have in place a [Behaviour flowchart of consequences](#) which is displayed in all classrooms and in the Home School Liaison Book.

The children are reminded of this system at the beginning of the school year and periodically through the year. It is used consistently across the school.

**Stage 1:** Verbal Warning

**Stage 2:** Second Warning and name written on the board

**Stage 3:** Third Warning - Lose 5 minutes of playtime and parents informed via a note in the Home School Liaison Book

**Stage 4:** Fourth Warning - sent to the Deputy Head Teacher who will make a note in the Behaviour File. The child will miss 5 minutes of playtime and the Deputy Head Teacher will inform parents in writing.

**Stage 5:** Fifth Warning - sent to Head Teacher who will make a note in the Behaviour File and inform the child's parents by a telephone call / in writing.

The school has a [Code of Conduct](#) which is displayed in all classrooms, the hall and around the school. It is also in our Home School Liaison book.

- ❖ We are Ready to Learn
- ❖ We listen to each other
- ❖ We look after our school and things in it
- ❖ We walk when inside school
- ❖ We treat everyone as we would like them to treat us

## **Rewards**

We have a system of rewards for good behaviour that the children understand.

Certificates are presented to children during our Friday Achievement assembly. These are presented for good work, attitude, effort etc and are chosen by the class teacher. Special Deputy Head Teacher awards are also presented. Certificates are presented during the term (Foundation / KS1, Years 3/4 and Years 5/6).

End of Term Merits are presented to up to 4 children at the end of each term for consistently good work / attitude / effort etc.

The Head Teacher / Deputy Head Teacher present children with stickers and House Points for good work and effort - staff usually send the children to these members of staff.

## **Lunchtime behaviour**

At lunch / break times, the children's behaviour is monitored by the teacher / lunch time assistants on duty. A system of Red Cards is used to support behaviour. A child who acts against our School Code of Conduct is given a 'Red Card' by the member of staff on duty.

The Deputy Head Teacher will discuss what has happened with those involved and will inform the child's parents via a letter detailing what has happened. If three 'Red Cards' are issued within one term, the Deputy Head Teacher will instigate a meeting between the parents and class teacher to discuss the child's behaviour.

If it is felt that it is appropriate the child will be given a 'Playground behaviour chart' to monitor his / her behaviour which will be discussed with the child and the child's parents.

## Anti-Bullying

*At Brookhurst Primary School we deplore bullying and are aware of the consequences of bullying in adult life of bullying in childhood. Bullying is against the ethos of our school.*

The aim of this policy is to solve the problem for the victim and to change the attitudes of the bully, rather than issue punishment to the bully, which so often exacerbates the problem. It is an integral part of our School Behaviour Policy.

It supports our school [Code of Conduct](#) and the belief that good behaviour is based on **RESPECT**.

- ❖ We will **RESPECT** ourselves.
- ❖ We will **RESPECT** each other.
- ❖ We will **RESPECT** our school and the things in it.

Our School Code of Conduct:

- ❖ We are Ready to Learn
- ❖ We listen to each other
- ❖ We look after our school and things in it
- ❖ We walk when inside school
- ❖ We treat everyone as we would like them to treat us

## Rationale

Everyone at Brookhurst Primary School has the right to feel welcome, secure and happy. Only if this is the case will **all** members of the school community be able to achieve their maximum potential.

Bullying of any sort prevents this being able to happen and also prevents **equality of opportunity**.

It is everyone's responsibility to prevent this being able to happen and this policy contains guidelines to support this ethos.

Where bullying exists the victims must feel confident to activate the anti-bullying systems and procedures within our community to end the bullying.

It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

This document outlines how we make this possible at Brookhurst.

## **Definitions of Bullying**

It can be difficult to define and identify bullying. Broadly speaking it involves the victim being frightened of another person, usually on more than one occasion, and this fear being of a **physical or emotional** threat.

Bullying is **deliberately hurtful behaviour that is repeated over a period of time**, making it difficult for the person concerned to defend themselves.

This can take the form of

- Name calling
- Violence
- Threatened violence
- Isolation
- Ridicule
- Spreading unpleasant stories about someone eg rumours

At Brookhurst we all work hard to ensure that **all pupils** know the difference between bullying and simply "falling out".

## **Actions to Tackle Bullying**

Prevention is better than cure so at Brookhurst we will be vigilant for signs of bullying and always take reports of any incidents seriously.

We will use the curriculum whenever possible to reinforce the ethos of our school and help pupils to combat bullying-type behaviour through the use of our PSHE curriculum for example circle time activities.

Pupils are told that they must report any incidences of bullying to an adult within the school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of any incidents.

The class teacher of the victim will be responsible for this, written on a Concerns sheet and will be required to give a copy of this sheet to the Head Teacher / Deputy Head Teacher. Older pupils could be asked to write the report themselves. In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying should be reported to the Head Teacher.

If bullying includes racist comments or abuse then it should be reported to the Head Teacher / Deputy Head Teacher to be recorded via the School Race Relations policy.

Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil **MUST** be given an opportunity to talk and the discussion should remain focussed on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that can be applied if more than one pupil is involved in bullying another.

Role-play and other drama techniques can be used as well as Circle Time.

If used effectively and on a regular basis, circle time can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Victims who are worried about openly discussing an incident when the aggressors are present (eg during a lesson) can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher. Victims need to feel secure in the knowledge that assertive behaviour and even walking away can be effective ways of dealing with bullying.

To recap, when a case of bullying has been identified, the following policy will be put into effect

- Talking to the victim to ascertain their feelings and fears as a result of the physical hurt or threat, and or verbal abuse they have received.
- Informing the victim of the intention to talk to the bully/ies and ascertaining what outcome the victim would prefer.
- Talking to the bully/ies and informing them of the feelings they have engendered in another person. Ensuring that the bully knows what s/he has done wrong, why it is not acceptable and the consequences of such actions. The bully/ies will be set a target of making things better for the victim.
- Setting a target date when the victim will be consulted again and asked if they feel better, if there are any further worries etc.
- If there are still further problems, taking further action that will involve meeting parents.

### Parental Involvement

The parents of both bullies and their victims will be informed of an incident and the action that has taken place and asked to support any strategies proposed to tackle the problem.

They will be invited to a meeting with the class teacher and the Head Teacher/ Deputy Head Teacher to discuss the problem and any strategies that are proposed.

The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be explained both to him/her and parents.

Persistent bullies may be excluded from school.

A behaviour monitoring sheet may be used, if deemed appropriate.

Parents are reminded regularly through letters and school newsletters to inform their children that they **MUST** tell someone if they are being bullied at school. Keeping information from the school or from their parents, will never help a problem to be solved and only prolong the period a victim has to suffer.

Whilst there is little history of bullying here at Brookhurst we believe that one case is one case too many and we believe that it is essential to constantly review our policy to ensure that we are in a position to strengthen our approach to this issue.

To recap we believe the role of parents/carers in supporting this policy and helping us to achieve a calm and sociable working atmosphere by:

- Supporting this and the Behaviour Policy and stressing to children the importance of the points in [Our School Code of Conduct](#)
- Reporting to us any cases of bullying and/or other problems when they first occur
- Strongly discouraging any aggressive behaviour or retaliation in children
- Reinforcing any correction/punishment, which the school needs to give

Where necessary we will call in support from the Behaviour Support Service of the LA.

This policy is seen to be an integral part of our School Behaviour Policy and should be read in conjunction with that policy.