

Whitegate End Primary School and Nursery



Behaviour Policy Incorporating Anti-Bullying

Responsible Person	Headteacher
Date reviewed	July 2022
Next review	July 2024
Signed	<i>R Hollingsworth</i>

At Whitegate End, we create **emotionally resilient children and staff** with a range of academic and life skills. We prepare our children for life, not only the next stages of their education, and provide them with the tools to be **lifelong learners**.

Everyone **belongs**. The environment we create for each other is **safe** and gives us the opportunity to challenge each other's thinking and **stand up for the things we feel passionate about**.

We **thrive** when we go out into the ever-changing world and are proud of the **memories** that we create together.

Behaviour Policy



[This policy runs alongside the Equality Policy]

This policy sets out the expectations of behaviour at Whitegate End and its approach in ensuring that all pupils and staff are safe and able to thrive in a positive learning environment in keeping with our core aims and values to 'be the best we can be.' At Whitegate End we believe that 90% of 'Behaviour Management' is done prior to managing 'poor behaviour' and our policy reflects this. Staff are consistent in their approach to managing behaviour and this ensures that all children and staff feel safe and belong.

The policy also enables teachers to comply with teaching and learning standards set out by the DFE which states that all staff have a responsibility to; promote good behaviour, self-discipline and respect, prevent bullying and create positive and effective learning environments.

This policy has been developed in keeping with the following legislation;

- Education Act 1996
- Keeping Children Safe In Education 2021
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- This policy also acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Teachers have statutory authority to use consequences for pupils for misbehaviour which occurs in School and, in some circumstances, outside of school. The power to use consequences also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

Teachers will act appropriately whenever pupil's actions could have consequences for the orderly running of School, poses a threat to another pupil, themselves or member of the public or could adversely affect the reputation of the School.

Aims:

- To provide a safe, secure environment where all members of the community can flourish, thrive and feel a sense of belonging and fulfil their potential.
- Ensure that all staff are aware of whole School behaviour and anti-bullying systems.
- To promote self-discipline and management of own feelings, emotions & actions,
- To promote a positive environment of praise, reward, celebration and encouragement.
- To prepare children for life after Whitegate End.
- Monitor and provide information regarding behaviour incidents and action.
- Monitor, challenge, record and address effectively and appropriately any incidents arising.

To achieve these aims we will:

- Employ systems to maintain a high standard of behaviour and respect for others throughout the whole school.
- Ensure that any incidents of discrimination/ unacceptable behaviour are recorded, monitored and addressed appropriately – information will be reported where appropriate.
- Engage parents at every opportunity so that both school and home can work together to support pupils in behaving appropriately and in a way that does not impact on achievement or safety.
- Encourage a positive relationship with parents; ensuring that all parents are aware of expectations which will be shared in the home/school agreement.

Behaviour Management Strategies for Early Years

REWARDS

- Praise children for good choices.
- Pupil of the week (Star of the Week) award for the whole school assembly for the children who have impressed the teachers in EYFS during the week.
- EYFS also use the whole school house points/Dojos to reward making the right choices.

CONSEQUENCES

- Speak to child about their choices and then take child to another area to re-direct play and encourage co-operative play and sharing.
- In Early Years pupils are working towards their Always badge as in main school.
- Recurring problems to be addressed in partnership with the parents, the Head teacher and Learning mentor.

Behaviour Management Strategies for Reception to Year 6

Prevention - Always Promises

At Whitegate End we have high standards of behaviour which we maintain by a simple set of expectations. It is a list of the sort of behaviour we should expect from everyone at school. We asked every class to come up with a list and within classes they develop their own pledges.

Everyone at Whitegate End is expected to:

- Be Safe.
- Be Respectful.
- Communicate Appropriately.
- Be Collaborative.
- Be in the Right Place at the Right Time.
- Try our best with a smile.
- Follow instructions first time, every time.

We reward children who consistently meet all these expectations with '**ALWAYS**' badges. Year 6 pupils will work towards earning their '**Turn to us Badges**'

Always & Turn To Us badges should be worn at all times.

Rewards

- Children can also earn Dojos. These can be awarded by any member of staff and can be earned for meeting one of our 7 behaviour expectations. They can also link with our work on developing positive characteristics of learning. The Dojos are counted regularly weekly and added to house team totals.
- Always Rewards - Each unit will hold a weekly Always assembly that will celebrate the learning and Characteristics of learning during the week. This is used to support pupils praising their peers and to reward Always badges.
- Star of the week - All teachers select a pupil each week to award their pupil of the week award to. This could be for a range of reasons, all of which are explained in Friday assembly when they are presented. Pupils of the week are videoed with their class teacher and this is uploaded to Seesaw weekly.

House Teams

The School House Teams are

- Hollinwood
- Butterworth
- Broadway
- Semple

The names chosen relate to the 4 roads that surround the school.

All children belong to a team as do the staff (with the exception of the headteacher). All teams have 2 captains who are children in our Year 6 class. Dojos are counted termly and the winning team receives a rosette. At the end of the year all the Dojos are counted and the winning team is awarded the Shield. Working together in House Teams enables pupils to take responsibility for their team and respect others.

If a child is not meeting our 7 behaviour expectations, they may lose their always badge. This is at the discretion of the class teacher.

Staged Procedure to behaviour

Staff will deal with behaviour in line with our Staged Procedure (**Appendix A**). This approach is shared with the children and staff regularly.

'Lost Learning'

Pupils who have not completed their work in lessons as the teacher expects may be asked to spend some of their own time catching up. In extreme circumstances, and in agreement with parents this may include some time after school. This session is always supervised by a teacher or teaching assistant.

The Bubble

A designated room in school known as 'the bubble' is the base for our Learning Mentor and can be used to support the pupil social and emotional development. It is used by the Learning Mentor and by specific Teaching assistants to carry out work with pupils and groups of pupils on such themes as friendship, anger management, bereavement etc. It is also a place where meet and greets take place with targeted pupils and for any child in the school to access if they are worried about something. Problem/worry boxes are in all classrooms and these are picked up regularly by the learning mentor and class teachers.

Targeted behaviour support

Pupils enter school with many needs, these may be learning, medical, social & communication or Behavioural.

For some children, a more individualised bespoke system of behaviour management is put into place. These maybe for children with specific behavioural issues or social & communication needs which impact upon behaviour. Any such systems are developed and monitored by the SENCo and the Class teacher. These systems are often designed in consultation with specialist agencies. At times home/school agreements will be set up to ensure regular communication to praise pupils' efforts and to liaise closely with parents.

These behaviour interventions are supported by the research set out in the EEF's Guidance Report 'Improving Behaviour In Schools'.

Learning From Mistakes

School regularly discusses with pupils that Actions have Consequences. These are structured using the 'Reflect and Repair' process (Appendix C) . This model, devised by the SEMH team at the Local Authority, provides children with a scaffold to discuss the choices they have made and the impact of their behaviour on themselves and others. These reflective discussions are not a consequence in themselves and will result in child and staff member agreeing on a restorative consequence.

As a school we believe that children should be given the chance to correct their mistakes and believe that there is always a positive solution. It is a key to how we manage behaviour that children should learn from their choices. With this in mind, individual children are given time to talk about their choices with an adult in school. This might be with a Teaching Assistant, Class Teacher, Deputy Headteacher or Headteacher. This may also include, spending time in 'The Bubble', social stories, and emotional literacy sessions.

Team Teach

At Whitegate End all staff adhere to the principles of Team Teach where emphasis is firmly placed on a positive pro-active, and preventative basis to de-escalate any inappropriate behaviour. Physical intervention will only be used as a last resort to ensure the safety and well-being of all members of the school.

Many members of staff at Whitegate End are Team Teach trained.

At Whitegate End we believe that:

- Physical intervention will only be used when all other behaviour management techniques have failed to have effect and there is a risk of harm to pupils, adults or property.
- The safety of the child and staff will be paramount at all times.
- Physical intervention is to be applied for the minimum possible time.
- Physical intervention will only be applied non-aversively; it is not a punishment.
- Physical intervention should be used to help a child feel secure and become calm when he/she has lost self-control.
- All staff need to have the opportunity to receive Team Teach training in relation to the use of Physical intervention.
- Following Physical intervention, the child will have time to recover and be guided by the member of staff who applied the restraint where possible. This is crucial in re-building trust and confidence, showing consistency and care.
- A physical intervention log will be completed by staff following every physical intervention.

Guidelines

- All Physical intervention techniques must comply with those permitted to be used in the Team Teach training.
- If the situation makes it impossible to attain a Team Teach hold, a member of staff using physical intervention on a pupil will move to an approved Team Teach hold as soon as possible, and send for assistance.
- No weight must be applied to a child's back, chest or neck as this may impede breathing.
- Following a period of physical intervention, any child who feels that they have been treated unreasonably, will have recourse to speak to an adult of their choice.
- Staff will always undertake Physical intervention, where possible, as a pair.
- All incidents of Physical intervention must be recorded, with the involvement of all participants adhering to the process.

All incidents of Physical intervention will be reported to the Headteacher/Deputy Headteacher.

Pupils who require regular Physical Interventions will have all incidents recorded in their personal intervention books. In addition each child will have their own care plan that outlines potential triggers, de-escalation techniques and holds that are suitable for the child

Physical contact

The DfE guidance – Use of reasonable force makes it clear that schools should not have a no contact policy. At Whitegate End we recognise that Physical contact between staff and pupils may occur. This may include

- Holding hands with a small child
- Calming/reassuring/comforting a child upset or injured
- A touch on the arm or shoulder to re-focus attention
- Guiding a pupil by the arm (caring c's) from a situation or a location.
- Use of Team Teach Physical Intervention strategies.

DSEN - Behaviour

For some children, extra help will be needed with their behaviour and indeed it may be that they have an identified special need around behaviour. Specific targets will be set and reviewed regularly. At each stage parents will be consulted and asked to sign relevant documentation.

- Initial Concern – initial cause for concern noted by the teacher.
- School Support – child will be placed on the SEN list and arrangements will be made within the school resources to meet the needs of the individual pupil.
- School may also seek the advice of outside agencies e.g. Educational Psychology Service, QEST, SEMS.
- Education Health Care plan for Behavioural, Emotional and Social Development.

There is an information booklet for parents available in school, stating how the SEND process is managed. (See school SEND guidance)

Suspension

Pupils may be suspended from School for a fixed period of time at the discretion of the Headteacher. Pupils may be suspended for any incidents which compromise the physical or emotional wellbeing of any of the school staff, pupils or visitors, persistently disrupting the learning of other pupils, intimidation/bullying or persistent defiance and disregard of school rules.

Pupils may also be suspended for a single serious incident at the discretion of the Headteacher.

Pupils may also spend some time in a separate learning space, preparing them for transition back to the classroom once they are ready to learn. Pupils will be set work and supervised by an adult.

Mobile Phones

Children are not permitted to have a mobile telephone in school. If they are found to have one, they will be asked to hand it in at the office until the end of the day. Year 6 children are allowed to store their mobile phones in a box at the office and collect them at the end of the day to support them in their transition to secondary school.

Recording and reporting of Incidents

Incidents of pupils' misbehaviour and action taken will be recorded by staff using CPOMs. All incidents are collated and logged regularly.

Bullying/racial/homophobic/ hate incidents

Incidents of bullying of a racial or homophobic nature will be recorded and monitored separately in keeping with the 2010 Equality Act. Such incidents will be reported as appropriate including reporting to the LA through the electronic NOHIB system.

Leadership, Management and Governance

Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children this would include;

- Ensuring that the School complies with this policy.
- Ensuring that the School's policy and its procedures and strategies are carried out and monitored.
- Ensuring that they are informed regularly of analysis of incidents of unacceptable behaviour and the impact of actions to address issues arising.
- Governors will support the school in maintaining high standards of behaviour and ensure that this policy is implemented in a fair, effective and non-discriminatory way.
- The Chair will reasonably consider any appeal against a decision made in relation to this policy.

Responsibilities - The Headteacher/Senior Leadership Team

- To implement the policy, its strategies and procedures and ensure that all stakeholders are aware of this policy and have access to it.
- The Headteacher/SLT will work to maintain high standards of behaviour and ensure that this policy is implemented in a fair, effective and non-discriminatory way.
- Ensure that all staff receive appropriate support, continued professional development and are supported in the implementation of this policy.
- To respond appropriately to any complaint made to the School in relation to this policy by pupils and/or parents/carers.
- Ensure that any incidents of poor behaviour or bullying are dealt with and recorded appropriately.
- Report to governors regularly regarding any incidents, pupil support in relation to this policy and its impact.

Responsibilities - All Staff

- Be vigilant in all areas of the School in relation to any type of poor behaviour, harassment and bullying and ensure that appropriate and fair action is taken in relation to any incidents.
- Take appropriate action in response to incidents arising and ensure all incidents are recorded.
- Be a role model for pupils and treat all other staff and pupils with respect in keeping with the School's values.
- Support the investigation of incidents and record information when necessary.
- Be consistent in the application of this policy and feedback to the SLT any relevant points regarding the effectiveness of this policy or behaviour management procedures.

Responsibilities – Parents/Pupils

Parents/carers will be informed of the school's expectations and will be expected to support the school in developing a safe and effective learning environment through its behaviour policies.

- Parents/carers are expected to read and sign the home/school agreement and act in accordance with it.
- Where parents/carers have an issue with the management of behaviour in School they are expected to raise their concerns appropriately in keeping with the school complaints procedure.
- Parents should model respectful behaviour to their children.
- Pupils are expected to behave appropriately and respectfully towards all other members of the community, follow the 'Always' promises and take responsibility for their own actions both in school and out of school on educational visits.

Appendix A - Behaviour for Learning Procedure

Consequences

In the use of consequences, pupils learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences. Consequences are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances. When sanctions / consequences are applied, children should be helped to understand why what they have done is not acceptable. A greater understanding of good behaviour for Learning should result in a reduction of the repetition of incidents. Our structured conversations about Behaviour for Learning should convey our displeasure at the nature of the behaviour and not of the child.

Note See also our policy on the 'Use of Reasonable Force'.

- If behaviour results in injury or abuse then an incident reporting form should be completed (if you are not sure if the incident constitutes abuse or non-accidental injury, discuss it with the DHT in the first Instance who may refer you to the Head Teacher)
- If physical intervention of any kind is required, then a 'Physical Intervention' (P.I.) record should be completed as soon as possible.
- Both incidents should be reported to parents.

We have an agreed system of behaviour for learning which is outlined below. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further consequences being applied.
- Enable us to identify any Special Educational Needs (S.E.N.)
- Allow early involvement of parents, Assistant Heads (AHTs), Special Educational Need Co-ordinator (S.E.N.C.O.), Learning Mentor/Pastoral Team, Senior Leadership Team (Deputy and/or Head) and the relevant support agencies.
- Do everything reasonably possible to avoid exclusion from school.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence where the learning or the safety of the school community has been severely compromised.

It is essential that the children are familiar with our procedures and know what will happen next if they are unsafe or unproductive in their learning.

Professional judgement is required regarding when to move from the first to the next step but overall we should have high expectations of behaviour for learning.

Appendix A - Behaviour for Learning Procedure

Guided Behaviour For Learning Process.

Stage of Behaviour For Learning and staff leading	triggers	recommended strategies / procedures	Expected outcome	Monitoring / reporting	Further advice Who? /What?
Stage 1 Class teacher	challenges to expectations and / or disruption to learning	Quality First Teaching strategies including: <ul style="list-style-type: none"> • Verbal reminders of school expectations, positive motivators and consequences. • Use of wellbeing passports and calming strategies eg: deep breathing, brain breaks, Class Dojo points etc 	The child responds to reminders and behaviour ceases.	Lesson observations by Senior staff to identify any trends and offer modelling / support to adult as necessary.	AHT/Colleague Re: Quality First Teaching for inclusion
Stage 2 Class teacher	Repeat infringement of classroom expectations.	Final Warning Use the language of choice and appropriate linked positive motivators and consequences	The child follows advice of adult and makes a good choice.	If appropriate record use of final warning and outcome. Adult to use professional judgement.	AHT re: consequences / motivators

Appendix A - Behaviour for Learning Procedure

<p>Stage 3</p> <p>Class teacher</p>	<p>Child does not follow adult's advice at final warning and meets consequences.</p>	<p>Use Reflection and Repair proforma/process to review and discuss with the child why they did not make expected choice in behaviour at final warning</p>	<p>The child learns from the 1:1 debrief session. S/he repairs the situation and does not repeat the behaviour</p>	<p>Record on CPOMs.</p>	<p>As above</p>
<p>Stage 4</p> <p>Class teacher and Assistant Head Teacher</p>	<p>When the Class teacher feels that Reflection and Repair is insufficient to meet the child's presenting needs</p>	<p>Individual behaviour / support</p> <p>Advice for Class Teacher re next steps.</p> <p>CT to meet with parents to share concerns.</p> <p>Child to be placed on an individual inclusion diary and possibly a Care and Support plan (if P.I. has become a frequent event)</p> <p>Functional Behaviour Analysis</p>	<p>The diary is used for up to two weeks and the child's LLT and need for P.I. reduces significantly.</p>	<ul style="list-style-type: none"> • Behaviour for Learning Log to be recorded on CPOMs. • Detailed evidence of review individual behaviour / inclusion diary with: <ul style="list-style-type: none"> • child daily • AHT, CT, child and parents weekly 	<p>L.A services i.e. SEHMs for help with implementing Inclusion diaries and analysis, Care and Support plans and P.I. forms.</p>
<p>Stage 5</p> <p>Class teacher, AHT, SLT and possibly SENCo (if identified SEMHD)</p>	<p>Children who do not respond positively to being on an inclusion diary and where there are serious concerns about the child's behaviour</p>	<p>May include some or all of the following:</p> <ul style="list-style-type: none"> • The creation of individual Provision Plan evidencing adjustments linked to additional funding. • Assessment for work with the Learning Mentor. • All Age Assessment (A.A.A) • Access to Early Help Offer (E.H.O.) leading to the involvement of all necessary agencies. 	<p>Outcomes may include some or all of the following:</p> <ul style="list-style-type: none"> • The evaluation of the Child's Provision Plan meets all planned expectations. • The evaluation of the work with additional adults meets all planned expectations. 	<ul style="list-style-type: none"> • Daily feedback to child • Appropriate review with parents. • Behaviour for Learning Log to be recorded on CPOMs. 	<p>L. A services i.e. SEHMs for help with Provision Plans if appropriate.</p> <p>L.A. services eg; Early Help.</p> <p>Child may need individual provision to</p>

Appendix A - Behaviour for Learning Procedure

			<ul style="list-style-type: none"> The E.H.O. plan brings about positive change 		support unmet need eg: Therapeutic interventions.
<p>Stage 6</p> <p>Class teacher, AHT Leader, SLT with Lead for Behaviour and Headteacher</p>	Pupil at Risk of Exclusion (P.A.R.E.)	<p>Internal Suspension</p> <ul style="list-style-type: none"> Organised and arranged on an individual basis. The length of the exclusion will be determined by the child's response to the consequences. We are looking for an understanding of the severity of the breach of the behaviour expectations and a change in attitude. 	Child demonstrates co-operative learning behaviour and respect and is reintegrated to own class	<ul style="list-style-type: none"> Behaviour for Learning Log to be recorded on CPOMS. Record of integration meeting led by Headteacher. 	<p>L.A. Access Team – for advice re exclusion.</p> <p>Jigsaw for advice re P.S.P (creation and use including recommended recording/ reporting)</p>

Appendix A - Behaviour for Learning Procedure

<p>Stage 7</p> <p>Class teacher, AHT, SLT with Lead for Behaviour and Headteacher</p>	<p>increased risk of P.A.R.E.</p>	<p>Fixed Term Suspension</p> <ul style="list-style-type: none"> Possible need for a Pastoral Support plan (P.S.P.) 	<ul style="list-style-type: none"> Child demonstrates co-operative learning behaviour and respect and is reintegrated to own class If placed on a P.S.P - Targets are achieved so the PSP is no longer necessary 	<p>Letter to Parents</p> <p>Notification of exclusion sent to L.A.</p> <p>Record of integration meeting led by Headteacher.</p> <p>Detailed P.S.P reviews with:</p> <ul style="list-style-type: none"> child daily AHT child and parents weekly 	<p>L.A. Access Team for advice re exclusion.</p> <p>SEHMs for advice re Internal Exclusion (creation and use including recommended recording/reporting)</p>
<p>Step 8</p> <p>Headteacher and identified school staff</p>	<p>Persistent disruptive behaviour and / or serious breaches of the school's behaviour and safety policies.</p>	<p>Permanent Suspension</p>	<ul style="list-style-type: none"> If appeal successful, or reinstated child stays on Contract or PSP for the maximum 16 weeks. If appeal unsuccessful, remove child from school roll. 	<p>Letter sent to parents</p> <p>Copy of exclusion letter, Notification Parts One and Two and Data sheet sent to L.A</p>	<p>L.A. Access Team for advice re exclusion.</p> <p>SEHMS for advice re Day Six Provision</p>



Whitegate End Primary School Anti-Bullying Policy

This policy is an integral part of our Behaviour Policy

Rationale

Everyone at Whitegate End Primary School has the right to feel welcome, secure and happy.

'We have consistently high expectations and will create opportunities for every member of the school community to achieve their potential'

'We care for everyone and provide a welcoming and secure, environment where trust, honesty and responsibility in all relationships are recognised'

Bullying of any sort creates a barrier to achieving maximum potential and also prevents equality of opportunity. We believe it is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

We see bullying as a deliberate attempt by an individual or a group of individuals to persistently hurt, frighten or upset another person by physical, psychological or verbal actions. It can take the form of name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant rumours about someone. Bullying can happen anywhere-at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Transphobic focussing on transgender
- Verbal name-calling, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities

What Bullying is not:

Not every unkind thing children do constitutes bullying. Children, especially young children, are still learning how to get along with others. They need parents, teachers and other adults to model kindness, conflict resolution, inclusion, and responsibility.

As a result, children will at times do or say something that is hurtful, mean or unkind. And while it is important to address the behaviour, **it is inappropriate to label them a bully.**

In this policy we aim:

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to **stop** bullying behaviour
to **re-educate** attitudes and behaviour for the future
to **reconcile** pupils involved if possible

This policy is an integral part of our Behaviour Policy

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.

If bullying does occur, either in or out of school, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated in or out of school.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Policy into Practice

At Whitegate End we will use the curriculum whenever possible to reinforce the ethos of the school and help children to develop strategies to combat bullying-type behaviour. The school policy will be communicated to everyone;

- through assemblies
- As part of the PSHE/RSE curriculum
- through 'circle time' discussions
- in class activities
- via newsletters to parents carers
- through role play and drama techniques

Prevention

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Appendix B - Anti-Bullying



We will use a variety of methods for helping to prevent bullying of any form. As and when appropriate, these may include:

- regular focus on anti-bullying including the different forms of bullying across school
- reinforcing 'rights and responsibilities'
- PSHE/RSE focus in class- including having discussions about bullying, different forms and what to do about it.
- Having anti bullying days/weeks
- Safer Internet Day -including cyber bullying awareness.
- Reinforcing our key values of Responsibility, Resilience & Respect

We will ensure that the children are clear about the definition 'Bullying' – that they know the difference between Bullying, being unkind, being mean and simply 'falling out'. All reported incidents of Bullying will be taken seriously and investigated by staff members.

Teachers, teaching assistants and midday staff should remain vigilant and be aware of the signs that a child may be a victim of bullying – for example if;

- he / she becomes reluctant to come into school or play out
- there is a change from their normal behaviour
- he / she becomes withdrawn or aggressive

Procedures

1. Record and Report bullying incidents to staff
2. Inform parents/carers regarding any incidents of Bullying

As soon as staff at school are aware of a bullying problem, they will deal with it as soon as possible and stop it becoming a crisis. Adults will;

- listen and discuss the bullying incident with the victim to determine the extent of the problem.
- listen and discuss the incident with the suspected bully.

Teaching Assistants and Middays should report any incident to Class teachers. Class teachers will remind the pupils of the School Always promises and also remind them of the consequences of any repetition.

Investigation and monitoring will take place by staff. They will also speak with other pupils involved in bullying incidents.

All events must be logged on CPOMS and then reported to a member of SLT or Learning Mentor.

If bullying is associated with racism/hate it must be recorded and reported to the Headteacher who will report it to the Local Authority via the NOHIB system.

All incidents will be recorded on the behaviour log and through the CPOMS secure data base.

Outcomes

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Parents will be informed and may be asked to come into school for a meeting to discuss the problem. In serious cases exclusion will be considered and if necessary and appropriate, police will be consulted.

As advised on KIDSCAPE –

The bully (bullies) may be asked to genuinely apologise.

If possible, the pupils will be reconciled

After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

It is imperative that in order to ensure effective monitoring and to facilitate co-ordinated action, all incidents of 'suspected' and 'proven' bullying should be reported to the Headteacher / Deputy Headteacher/SLT.

The Role of Parents / Carers

If parents suspect their child is being bullied they should:

- remain calm and listen to their child
- let their child know that it is right to tell someone
- believe their child but be open-minded in case there has been a misunderstanding
- contact the Class teacher as soon as possible
- reinforce the message that fighting back is not the answer
- let their child know that they will work with school to stop the bullying

Parents of bullies and their victims will be informed of bullying incidents and the action that has taken place. They will be also asked to support strategies that are proposed in order to support their child.

The Role of Children

Children will be encouraged to report all incidents of bullying – to understand that 'a bully is only a bully if he or she is allowed to get away with it'.

'If an individual or a group of individuals are continually hurting, upsetting or frightening you or others, stop this by:

- Telling a member of staff immediately
- If you don't feel able to tell your teacher, confide in a friend or friends immediately
- If you have been told about someone being bullied_tell a member of staff immediately
- Tell parents immediately who can then inform staff

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Appendix B - Anti-Bullying



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- Put a note in the **'worry' box**. In the classroom. Class teachers and Teaching assistants are then responsible for ensuring the appropriate action is taken.

Literature and websites which may be helpful in supporting the issue of Bullying

.....bullying

www.dfe.gov.uk/bullying

.....anti-bullying strategies and a free copy of the DfES's pack,

Don't Suffer in Silence, visit

www.teachernet.gov.uk/bu

...improving behaviour in schools, visit

www.dfes.gov.uk/ibis/

....Childline in Partnership with schools, visit

www.childline.org.uk/schools.asp

BOOKS

Willy the Wimp – Anthony Browne

The Eighteenth Emergency – Betsy Byars

Bully – Yvonne Coppard

Nine O'Clock Bell (poems) R. Wilson

Willow Street Kids – M Elliot

The Diddakoi – R Gooden

The Present Takers – A. Chambers

The Year of the Worm – A. Pilling

The School is Driving Me Crazy – N. Heutoff

Scoot and Friends

HELP ORGANISATIONS:

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

If you are bullied:-

DO:-

- Ask them to STOP if you can.
- Use eye contact and tell them to go away.
- Ignore them.

September 2022

Appendix B - Anti-Bullying



Whitegate End
PRIMARY SCHOOL & NURSERY

- Walk away.
- Use the classroom worry box if you are too scared to speak openly about it.
- Talk to a friend.
- Tell an adult in school.
- **TELL SOMEONE.**

DON'T:-

- Do what they say.
- Hit them.
- Think it's your fault.
- Hide it.

What should I do if I see someone else is being bullied?

- Tell an adult straight away.
- Don't try and get involved - you might end up getting hurt or you could end up in trouble yourself.
- Don't stay silent or the bullying will keep happening

The Headteacher, the Governors and the staff will work together to:-

- Make our school a place where everyone can feel safe and happy. That means no bullying allowed.
- We will help everyone to get on with each other and we believe that everyone has the right to be who they are.

We promise to always treat bullying seriously.

Who can I tell?

- A Friend
- Parents/Carers
- Teachers
- School Buddies
- Lunch time Staff
- Any Other Adult

MOST IMPORTANTLY:-

If you are being bullied:

Start Telling Other People

Appendix C - Reflect and Repair Process

Details	
Name	Date and time
Staff leading at the time:	Class
Location: playground corridor classroom hall. dining room off site other (give details)	

Reflect – Why do you think we are here?



Reflect - What did you have most difficulty in doing? (tick)

Be safe	Be in the right place at the right time
Be respectful	Try our best with a smile
Communicate appropriately	Follow instructions first time, every time
Be collaborative	

What did the adult say . . .

Reflect – What made it difficult for you to follow the adult's advice and make a good choice when you were given your final warning?

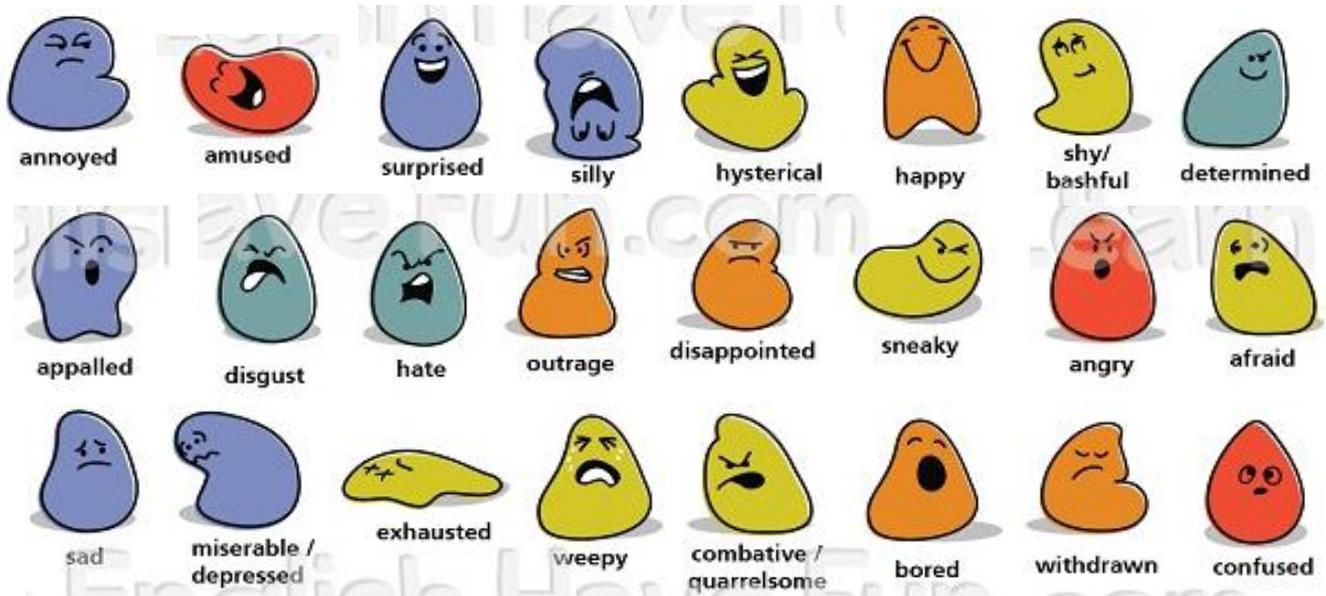


Appendix C - Reflect and Repair Process

Reflect

Put a ring around how you were feeling at the time.

Put a tick against how the grown up was feeling at the time



Repair - How are we going to end this and make things better?



Repair - Are there any consequences from this incident?



Reflect: If you had a magic wand or could change things and go back in time, to do something differently what would you change?

