



Fingringhoe C of E (VA)  
Primary School

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# Behaviour and Anti-Bullying Policy

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## **1. AIMS, VALUES AND ETHOS**

At Fingringhoe Primary School we aim to foster a positive approach to the management of behaviour. Children learn most effectively when they are well motivated and praised for their achievements, and when parents are fully involved in, and supportive of, the strategies employed. We believe that everybody has the right to feel safe, to be happy and to learn. In the first instance, we believe in creating a classroom culture that promotes positive behaviours for learning, where children are motivated to behave well and do their best; where children enjoy learning and rewards for good behaviour are, in the main, praise and recognition for effort.

As a Church school, all relationships are underpinned by the Christian values we hold. Therefore, Courage, Care and Compassion (our school's core Christian values) are at the heart of our dealings with behavioural matters.

We aim to:

- create an environment with a caring ethos that encourages and reinforces positive behaviour;
- create a harmonious and effective working environment for staff and pupils at the school;
- promote self-esteem, self-discipline and positive relationships;
- set the boundaries of acceptable behaviour and begin to prepare children for life beyond school;
- provide orderly conditions in which the pupils at Fingringhoe School will learn to give their best;
- ensure collective responsibility of pupils, teaching and non-teaching staff, and enable consistent practice at Fingringhoe School;
- encourage a community of mutual respect;
- ensure the safety of pupils and staff;
- promote the development of behaviours which reflect our Christian Values, teaching the children the importance of care and compassion for others; and
- promote Behaviours for Learning (Appendix A) through the use of a positive Behaviour Management Plan (Appendix B).

## **2. THE ROLE OF THE HEADTEACHER**

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

Fingringhoe School has a clear Behaviour Charter which outlines unwanted behaviours and the level they are judged at, to impose the appropriate sanction. (Appendix C). The Headteacher has access to records of all reported Level 2 incidents of unwanted behaviours in the Class Files and Level 3 incidents in the Headteacher's Behaviour File.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of unwanted behaviour.

### 3. THE ROLE OF STAFF

To achieve our aims for behaviour and discipline at Fingringhoe School, the teaching staff shall:

- ensure that the Christian ethos of the school and its rules are apparent in the management of the school;
- ensure that positive behaviour strategies (outlined below) are employed before any sanctions or consequences;
- keep rules to a minimum, ensure they are relevant, and make apparent the reasons for individual school rules and discipline strategies;
- recognise that effective teaching and classroom management are an invaluable influence on the climate of behaviour within the school;
- **recognise that wanted behaviours sometimes have to be taught, not assumed, and teach and model wanted behaviours to pupils and classes and give opportunities for pupils to practise through the 'Kids' Skills' concept (Appendix D);**
- ensure that the pupils are not simply passive receivers of this policy but are actively involved in monitoring incidents and reviewing procedures;
- be alert to bullying, sexist behaviour and racial harassment (refer to relevant policies);
- ensure that good behaviour/work is celebrated;
- ensure positive behaviour is modelled at all times;
- make explicit to parents the partnership that we expect with them in delivering our targets for behaviour and keep parents fully informed of their child's attitude and behaviour;
- high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability;
- treat each child with fairness, respect and understanding;
- to record significant incidents of inappropriate behaviour using the school's Individual Behaviour Log and the ABC Incident form where appropriate;
- report to parents about the progress of each child in their class, in line with the whole-school policy;
- **ENSURE THAT THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON; and**
- **handle behaviour incidents calmly and quietly, notifying members of staff about the incident on a need to know basis, and avoiding unnecessary attention to the pupil in front of others.**

### 4. THE ROLE OF PUPILS

We expect our pupils to follow the Fingringhoe Code:

#### **Our School Code is:**

We are active learners.

We are respectful.

We are kind.

We listen.

We stay safe.

## 5. THE ROLE OF PARENTS

We value our partnership with parents/carers.

We aim to:

- welcome parents into school and make them feel valued; and
- develop excellent communication between parents and school.

We recognise that, generally, children who have supportive parents, and parents who are outwardly supportive of school, are successful and well behaved in school.

We therefore expect parents to:

- ensure that pupils arrive punctually for the start of the school day – this helps pupils to settle better;
- ensure that pupils have the correct school and PE uniform;
- support and cooperate with the school rules and expectations;
- ensure that pupils show a proper regard for other people's property, buildings and the environment;
- ensure regular attendance at school and avoiding unnecessary pupil absence;
- adhere to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers (Appendix E Home-School Agreement); and
- tell the school immediately if there are any circumstances which may affect a child's achievement or behaviour in school.

**Children who sense animosity between home and school have problems adapting to school life and often display inappropriate behaviour.**

## 6. COMMUNICATION

Teachers are available, either informally at the end of the day if they have no prior commitments, or by appointment, to discuss ways of managing behaviour. Teachers are not available after 8.40am in the morning as they are settling children into the class from 8.40am. Where there is an ongoing problem with a child there will be an ongoing dialogue between school and home.

Parents will be informed as soon as possible if an incident has occurred in school that has significantly broken the code of conduct implied by the school rules. At Level 2, where incidents are regular, class teachers are required to liaise with parents. Class teachers may arrange a weekly check-in with parents to avoid giving daily negative messages. From Stage 3, the Headteacher or Deputy Headteacher will liaise with parents. Parents are requested to contact the school to acknowledge receipt of the letter either in writing or by telephone.

## **7. INCLUSION, SPECIAL EDUCATIONAL NEEDS AND SELF ESTEEM**

At Fingringhoe School, some pupils may have additional needs, and at times, these pupils may display low self-esteem, disruptive behaviour, poor emotional regulation, poor motivation, poor organisational skills and/or poor concentration. Because of this, they may need additional support with their behaviour. We identify these children as early as possible and provide support through IEPs (Individual Education Plans) and/or PSPs (Pastoral Support Plans) which identify specific targets. We work closely with parents/carers and outside agencies.

### **Pastoral Support Plans**

If a child's unacceptable behaviour is persistent over time then a PSP (Pastoral Support Plan - Appendix H) will be developed to change and monitor behaviour. The plan will be developed for the individual child by the class teacher, parents, and the child themselves, with possible support from the SENDCO and any appropriate behaviour specialists. They often take the form of a chart that is designed to reinforce positive behaviours, raise self-esteem, communicate a shared understanding and monitor progress.

Pastoral Support Plans will:

- Involve parents at an early stage;
- Set SMART targets;
- Provide rewards linked to targets;
- Be subject to regular review by original parties; and
- May involve support from outside agencies.

### **Low Self-Esteem**

It is widely recognized that the most important cause of behavioural difficulties in children is their limited self-esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break. Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour. Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

Pupils with low self-esteem may display their insecurities by:

- becoming either boastful or over self-critical;

- becoming aggressive or withdrawn;
- looking for ways to avoid new academic or social challenges;
- finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations; and
- experiencing difficulties in making friends.

Staff aim to promote positive self esteem by:

- providing opportunities for children to work at their own level to achieve success through differentiation;
- helping children gain confidence in their own ability;
- motivating children to improve their performance; and
- encouraging children to take pride in their achievements, sharing their ideas and skills with others.

## **8. CLASSROOM MANAGEMENT**

To promote good discipline within the classroom staff should aim to:

- establish, model and teach the Fingringhoe School Code;
- establish clear and calm routines (for example, lining up, using the stairs, sitting correctly, moving from A to B, listening when the adult is talking, etc);
- establish, model and teach the Behaviours for Learning;
- establish defined classroom areas;
- label resources clearly and make them easily accessible;
- design classroom layout to facilitate ease of movement;
- place emphasis on independent learning and a 'have a go' attitude;
- avoid unnecessary waiting in queues;
- be well prepared and organised;
- allow adequate time for tidying up;
- make expectations clear to children and parents, when applicable;
- share responsibilities between all children;
- avoid shouting; follow the Positive Behaviour Checklist which outlines non-verbal and verbal responses;
- maintain a quiet, calm atmosphere;
- encourage children to share ideas at the right time instead of interrupting;
- send children to collect resources in pairs or small groups;
- be ready in the classroom to greet children before the start of each session;
- involve children in the organisation of systems wherever possible;
- be positive e.g. use of 'please walk', rather than 'don't run';
- remind children, as they leave classes, of expected behaviour when moving around school i.e. walking, - no running;
- encourage toilet visits at breaks and lunchtimes;
- encourage group/ring games in the playground, placing emphasis on taking turns; and
- give reasoned explanations for the rules and resulting sanctions.

## **9. PLAYGROUND MANAGEMENT**

In addition to the above, we have strategies to promote good behaviour on the playground. These include:

- providing playground equipment so that children have something to play with;
- organising games; and
- ensuring staff on duty at playtime and lunchtime will use the same system to manage behaviour: positive strategies, reminders, time out.

If a pupil has not engaged, the staff on duty is able to place their name on the red traffic light at the end of the break, thus notifying the teacher that the pupil needs to turn their behaviour around once in class. The Behaviour Charter outlines sanctions. These apply to classroom and playground.

## **10. POSITIVE BEHAVIOUR STRATEGIES**

In order to assist with the implementation of our discipline policy, staff should follow the Positive Behaviour Management Plan (Appendix B).

### **Ten simple guidelines for positive behaviour management:**

1. Establish a friendly, positive, supportive relationship with the pupils in your care.
2. Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
3. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
4. Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed.
5. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
6. Deliver your instruction quickly and clearly, without getting caught up in a debate, discussion or confrontation with the pupil. Avoid waiting around for the pupil to change their behaviour immediately: they may need some time and space to make a better choice.
7. Use closed requests, prefacing or ending your instruction with "Thank you", e.g. "Thank you for hanging your coat on the hook".
8. Know what sanctions you can use, but try to avoid using them – especially if a quiet word or reminder will do.
9. Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
10. Avoid telling a pupil off in public.
11. Avoid the use of sanctions when support strategies will suffice.
12. Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

## Rewards

Staff realise the importance of the positive reinforcement of good behaviour and reward children in a variety of ways. We aim to reward positive rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For most children this approach will work, sanctions should be needed only for a minority of children.

Rewards include:

- positive feedback for specific things;
- a smile or thumbs up;
- thanking children;
- sharing work with another member of staff;
- class marble jar where pupils earn marbles for class reward time;
- Head Teacher and Deputy Head Teacher stickers; and
- Achievement Awards (one or two pupils are chosen weekly from each class) awarded for:
  - good effort
  - good manners/behaviour
  - excellent standards
  - marked academic improvement
  - marked effort to improve behaviour/academic standards.

## 11. STRATEGIES FOR DEALING WITH UNWANTED BEHAVIOURS

Throughout the school, teachers follow the Positive Behaviour Management Plan (Appendix B) and use a non-confrontational form of discipline to manage the behaviour in the classroom, which involves:

- positive reinforcement of good behaviour;
- agreeing the classroom rules with the children on a regular basis, making sure that the responsibilities tell the children what to do rather than what not to do;
- discussing behavioural issues through regular circle times to ensure that children have strategies for dealing with different situations - 'I don't like it when...'; etc.;
- putting worries in a 'worries box' in the classroom;
- **recognising any unwanted behaviours as a lack of skills in that area and modelling and teaching the wanted behaviours, and giving the pupils a chance to practise the correct behaviours;**
- in some cases, having an IEP (Individual Education Plan) which outlines clear behavioural skills the pupil needs to practise;
- **Ignoring:** i.e. where practical, tactically ignore inappropriate behaviour, praise appropriate behaviour (role models);
- **Positive Questioning:** eg: What are you doing? What should you be doing? Good, you know what to do so can you do it.;

- **Positive Choices:** If you do this, then this will happen (positive outcome) if you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do;
- **Compliance Training:** i.e. provide practice in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.;
- **Modelling:** i.e. indicate role models displaying appropriate behaviour. Adults to be good role models;
- **Distraction:** i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.;
- **Time Out:** i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor;
- **Skill behaviour:** discuss behaviour as a skill that can be improved like any other skill
- ensuring the children are aware of the consequences of their actions; agreeing consequences and rewards, making sure they are applied consistently;
- using the rules to reinforce what is expected of the children in the class;
- giving a calm warning if one rule is broken;
- giving a consequence;
- **starting each session** as a fresh start so that consequences are not carried over and therefore avoiding pupils becoming labelled; and
- encouraging children to take on responsibility, e.g. monitors.

## 12. CONSEQUENCES AND SANCTIONS

At Fingringhoe School, we use consequences to support the pupil who has broken a school rule to reflect on their behaviours, a chance to show remorse and think of ways to prevent it from reoccurring.

Fingringhoe's Behaviour Charter outlines in detail unwanted behaviours and at what level they are, with the following sanction to be implemented. There are three levels of sanctions. (Appendix C Behaviour Charter and Levels 1, 2 and 3).

In classrooms, teachers operate a traffic light system to manage unwanted behaviour in the classrooms. Pupils' names are all on green at the start of each day. If a child is involved in an incident of poor behaviour in the classroom they are given a calm, quiet warning. If their behaviour does not improve then their names are moved to amber and then to red on the class traffic light. (This is Level 1 on the Behaviour Charter).

A CHILD SHOULD BE GIVEN A FRESH START AS SOON AS POSSIBLE AFTER A CONSEQUENCE HAS BEEN GIVEN.

A CHILD SHOULD BE GIVEN TIME TO REFLECT AND THEN DISCUSS WAYS OF PREVENTING THE UNWANTED BEHAVIOURS FROM REOCCURRING.

The only exception to this is where there has been an incidence of behaviour that is judged to be at level 3 on the Behaviour Charter, and the warning system above may not be applied and an instant more serious consequence is imposed. These behaviours are listed below and result in immediate removal from the location to see the Headteacher.

Level 3 behaviour will result in parents being informed and the incident being recorded on an ABC Incident form (Appendix F stored in the Class File). Depending on the severity of the incident the minimum consequence will be an in-school exclusion for the remainder of that session (if the incident occurs towards the end of a session then the in-school exclusion will be for the following session) or in more severe cases, for example, where the receiver has a lasting mark or significant injury then the child will be excluded for the remainder of the school day. The consequence will be specific to the behaviour and circumstances and is down to the Headteacher's discretion. Reflection time is encouraged for the child and forgiveness is at the heart of our discussions when other people are involved in any incidents.

Level 3 behaviours include:

- Causing deliberate\* physical harm or marking a person\*\*
- Use of abusive or threatening language and behaviours
- Racism or prejudice
- Wilful destruction or damage to school or personal property
- Theft

*\*deliberate- with intention, through unacceptable behaviour. \*\* Causing a lasting mark through unacceptable behaviour. We recognise that children can mark other children accidentally. Accidental harm will be addressed on an individual basis.*

Parents will be contacted by the school if any of these behaviours are displayed. Also, the child who may have been hurt will also be informed of the incident and action taken.

### **13. MONITORING UNWANTED BEHAVIOURS**

- Class teachers keep a Class File in the classroom where any incidences of unwanted behaviour during lesson time or break time are recorded and stored.
- Level 2 incidents are recorded on an Individual Behaviour Log, kept in the Class File and monitored regularly by the SLT.
- Level 3 incidents are recorded by the adult who witnessed and dealt with the matter on an ABC Incident form and handed to the HT or DHT.

- At all times parents are kept informed and encouraged to be active partners in the strategies to meet the child's needs.
- In extreme cases where behaviour is not improving in response to the above strategies, the Head and SENDCo may be set up a Pastoral Support Plan with a view to preventing the child from being excluded. This plan will involve the parents, pupil, teachers and TAs and any external professionals involved with the child.

#### **14. PUPILS CONDUCT OUTSIDE THE SCHOOL GATES**

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

Subject to the school's behaviour policy, the teacher may discipline a pupil for any unwanted behaviour when the child is:

- taking part in any school-organised or school-related activity; or
- travelling to or from school; or
- wearing school uniform; or
- in some other way identifiable as a pupil at the school.

or unwanted behaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school; or
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the school.

#### **15. DETENTION**

Teachers have a legal power to put pupils (**aged under 18**) in detention. Fingringhoe Primary School uses detention (within school hours) as a consequence. The Headteacher can decide which members of staff can put pupils in detention.

Matters schools should consider when imposing detentions:

- Parental consent is not required for detentions.
- The school will act reasonably when imposing a detention as with any disciplinary penalty. In addition, when deciding the timing. With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.

#### **16. CONFISCATION OF INAPPROPRIATE ITEMS**

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Confiscated items will be kept in a secure place by the teacher or the office.

## **17. Exclusion**

If the measures designed to modify pupil behaviour fail, and/or the severity of the behaviour is such that the safety and welfare of pupils and staff is compromised, then exclusion, either fixed term, temporary or permanent will occur. Although the school's ethos is one of inclusion, if circumstances demand it then the school will not hesitate in using exclusion to protect the welfare of the school community.

From September 1998 Headteachers are able to exclude a pupil for up to 45 days in a school year. Whenever a pupil is excluded the parents must be informed without delay, ordinarily on the day of exclusion: in person, by telephone, email or a hand delivered message. If the initial notification is by telephone or in person then written confirmation should be sent within forty-eight hours (The Exclusion of Pupils from School County Notes of Guidance).

## **18. Anti-Bullying**

All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's well-being, behaviour, academic and social development right through into adulthood.

At Fingringhoe Primary School, 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 free from oppression and abuse. Bullying will not be tolerated.

Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at our school and **will not** be tolerated. All pupils should feel able to tell and when bullying behaviour is brought to our attention, prompt and effective action will be taken. We are a **TELLING** school. This means that **anyone** who is aware of any type of bullying that is taking place has a responsibility to tell a member of staff immediately.

### **What Is Bullying?**

Essex Local Authority guidance is as follows:

There is no universally accepted definition of bullying and sometimes parents / carers and children can get confused between what is bullying and what a friendship fall-out or relational conflict between children.

Bullying is generally considered to be behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

### **Relational Conflict vs. Bullying**

The following table provides a very simplistic guide to some of the differences between bullying and relational conflict.

<b>Relational Conflict:</b>	<b>Bullying:</b>
<b>Happens Occasionally</b>	<b>Repeated Hurtful Behaviour</b>
<b>Accidental</b>	<b>Deliberate</b>
<b>Equal Power</b>	<b>Imbalance of Power</b>
<b>Remorseful</b>	<b>No Remorse</b>
<b>Effort to solve problem</b>	<b>No effort to solve problem</b>

"Bullying is any behaviour which is perceived by the targeted individual or any other person, as intending to hurt, intimidate, frighten, harm or exclude. It is usually persistent and an abuse of power, leaving the targeted individual feeling defenceless." Essex LA.

### **Bullying is not:**

- teasing behaviour between friends without intention to cause hurt;
- falling out between friends after a quarrel or disagreement; or
- behaviour that all parties have consented to and enjoy.

### **Bullying can take many forms and includes:**

**Physical bullying** - Examples of physical bullying include punching, kicking or hitting. It could also include damage to school work or another person's belongings.

**Emotional bullying** - This includes the deliberate isolation and rejection of an individual -often by taking their friends away. Emotional bullying can also include looks and stares.

**Verbal** – Verbal bullying will include name calling, put downs and may include sexual, or racial comments.

**Prejudiced based bullying** - This form of bullying is generally driven by negative attitudes towards another group of people, or because the selected victim is seen as 'different' in some way. This can include homophobic bullying, racist bullying and the bullying of children with SEN.

**Cyberbullying** - This is the use of electronic communication to deliberately hurt someone. This includes the intentional sending of hurtful messages and inappropriate images.

It is not always easy to identify those who bully and those who are bullied. These are not personality types – no child is born a bully or a victim of bullying. Rather bullying is a type of behaviour that potentially any child can exhibit. Bullying can also be group behaviour - it can be particularly difficult for school staff to determine what has happened in cases of bullying involving several pupils – particularly if these groups are made up of children in the same peer or friendship group. Bullying can happen in public – such as physical assault in the playground, or it can be very subtle and hard to detect – such as the spreading of rumours or deliberate social exclusion.

**Bullying, Zero Tolerance Behaviour and Crime:** There are times that bullying behaviour becomes criminal - but not all bullying behaviour is criminal. If the Headteacher thinks a crime may have been committed they will contact the police for advice on appropriate action to take. Some examples of bullying behaviour that *could* be considered criminal include:

- Causing deliberate\* physical harm or marking a person\*\*
- Use of abusive or threatening language
- Racism or prejudice
- Wilful destruction or damage to school or personal property
- Theft

\*deliberate- with intention, through unacceptable behaviour. \*\* Causing a lasting mark through unacceptable behaviour. We recognise that children can mark other children accidentally. Accidental harm will be addressed on an individual basis.

### **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be bullied. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Our school has a responsibility to respond promptly and effectively to issues of bullying.

### **Fingringhoe's Pro-Active Strategies for Preventing Bullying:**

A whole-school approach to tackling and preventing bullying in schools is working with children and young people, parents, school staff and the whole school community to provide a solid foundation from which to embed developments and improvement in a systematic way. Fingringhoe School promotes healthy relationships and respect for all through:

- assemblies/Collective Worship;
- Fingringhoe's Values System;
- class based PSHE (Personal, Social, Health and Economic Education)/Citizenship) lessons focused on bullying;
- 'Smart Thinking' sessions focused on developing understanding and empathy;
- systems that support parent/carer involvement ;
- adult modelling of positive relationships and communication;
- developing a restorative ethos and culture that supports the development of social and emotional skills;

- taking pride in our school environment and implementing a rolling plan of action to improve the school grounds;
- joint planning support to ensure lessons are interesting and engaging for all groups of pupils;
- School Council/Pupil Voice and Pupils as 'Behaviour Monitors or Champions';
- Curriculum work; and
- Playground Strategies – improving equipment and organised games, sports coach, and training MDAs to be vigilant.

### **Our School Community:**

- Bullying is not just something that children go through. It is well researched that bullying causes long term damage to both the person on the receiving end, and those who bully.
- It is not a child's fault if they are bullied. Children should never be told to just ignore it, or to change who they are. It is the children doing the bullying that need to change their behaviour and their attitude. This is particularly true if the bullying is targeted at a pupil's gender, sexuality, race, faith, impairment or special educational need.
- Avoids gender stereotypes when it comes to tackling bullying. Anyone can be capable of bullying behaviour and it has a serious impact on both boys and girls.
- Children need to be supported to speak out if they or someone they know is being bullied. Make it clear how pupils can report bullying. If a child tells you they are being bullied – take what they say seriously and ask them what they want to happen.
- Tell them that together you will make it stop and record all your actions. Make sure they know they can call a helpline like Childline any time.
- The only way to stop bullying is to acknowledge that it happens and create a talking culture in your school where any hurtful behaviour is quickly brought out in the open, discussed and dealt with. It is rarely one on one behaviour and so take time to find out who else is involved—and how other pupils can support the person on the receiving end while making it clear to the person or people doing the bullying that it's not acceptable.
- Challenges all forms of offensive or discriminatory language in your school (eg homophobic and transphobic comments, sexist and sexual language, racist and faith targeted comments, disablist words).

- Takes time to talk to pupils about what it feels like to be in your school, whether there are any bullying hot spots – and if there is anything you could do differently to stop bullying.
- Discusses, monitors and reviews our anti-bullying policy on a regular basis, in line with Our Management of Pupil Behaviour Policy.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

## **Strategies for Dealing with and Preventing Bullying**

### **10 Key Principles**

1. **Listen** - all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
2. **Include all** - all pupils, including those with SEND, are included, valued and participate fully in all aspects of school life.
3. **Respect** - all school staff are role models to others within the school in how they treat others.
4. **Challenge** - disablist language is taken as seriously as homophobic or racist language.
5. **Celebrate difference** – Difference is actively and visibly celebrated and welcome across the whole school.
6. **Understand** - all school staff, pupils and parents and carers understand what bullying is and what it isn't.
7. **Believe** - all pupils, including those with SEND, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
8. **Report bullying** - all pupils within the school and their parents and carers understand how to report incidents of bullying.
9. **Take action** - we respond quickly to all incidents of bullying. Pupils, including those with SEND, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.

10. **Have clear policies** - our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers.

Fingringhoe Primary School takes any instances of bullying very seriously. Any form of bullying is unacceptable and will be dealt with using the agreed procedures and policy. We use the following strategies to help inform our practice:

- A strong commitment to tackling bullying from the senior leadership team and a named member of staff who deals with any issues: Head Teacher
- Regular training for staff on behaviour and dealing with behavioural incidents
- Data collection
- Prevention
- Response
- Involving students
- Working with parents and carers
- Staff training and development

All staff have a commitment to tackling bullying in school. The subject is brought up at regular Staff Meetings and reviewed throughout the year. Any recommendations are shared with staff via staff meetings and minutes are available to all stakeholders in the school to ensure the messages discussed are available for all.

At Fingringhoe School we promote positive behaviour of all its children through the use of our Positive Behaviour Management Plan in order to prevent bullying occurring within the school.

### **Responding to Incidents of Bullying**

#### **The Support Group Approach**

The support group approach was developed by George Robinson and has been adapted by many anti-bullying organisations. It empowers young people to change behaviour and make decisions with low level input from a lead adult - a teacher or other adult.

The target of the bullying needs to agree that this is the appropriate way forward for them.

**Step One:** The lead adult talks to the child who has been bullied. They can help the children record his or her feelings through drawing, poetry or by talking. The victim is reassured that action is being taken. A verbal or written account of the incident is given by the victim (See Appendix A) What has happened to them? How often it has happened? Who was involved? Where it happened? Who saw what happened? What they have done about it already?

**Step Two:** The lead adult meets with the group of pupils who have been involved, including the named perpetrators. This includes some bystanders and some peers who are positive role models but not the target. We recommend about 8 children in total.

**Step Three:** The facilitator tells the group how the target pupil feels, sharing the expressed views of the target pupil. No accusations are made.

**Step Four:** Each member of the group is asked for ideas about how to help the target child feel happier. No prompts are given; the suggestions are accepted by the lead adult.

**Step Five:** The lead adult passes responsibility to the group to solve the problem. They arrange to meet the group again in about a week.

**Step Six:** The lead adult meets with the group and the target pupil, separately, after a chosen time, to monitor the situation and to celebrate successes. This meeting may need to be repeated if the target still feels there is an issue.

The key to the success of this approach is the dynamics of the chosen group and the monitoring of the situation. This approach ensures the safety of all concerned by allocating no accusation or blame to anyone but allowing everyone to take responsibility for improving the situation.

The advantages of this approach are that it empowers the young people to take responsibility for changing the behaviour of the group.

Research shows a high success rate in stopping bullying behaviour in the early stages.

The disadvantages of this approach are that it can be time consuming and it needs dedicated members of staff who believe in the approach to make it work.

This approach will not work if the bullying behaviour is entrenched in the culture of the community or the incident has been going on for longer than half a term. In these cases other interventions will be necessary.

## **Records**

The school will keep records of all incidents and the school's response. This will be recorded on an ABC Incident Form) and kept in the Behaviour File in the Headteacher's office.

## **Possible Signs and Symptoms of Bullying**

Many children and young people do not speak out when being bullied and may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence

- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- uses excuses to miss school (headache, stomach ache etc)
- begins to suffer academically
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises or shows signs of being in a fight
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- changes their eating habits (stops eating or over eats)
- goes to bed earlier than usual
- is unable to sleep
- wets the bed
- is frightened to say what's wrong
- gives unlikely excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a text message or email is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should always be investigated.

### **Monitoring, Evaluation and Review**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. The head teacher will establish half termly analysis of any bullying incidents and review.