



SOUTH FARNHAM SCHOOL

**BEHAVIOUR AND
ANTI-BULLYING
POLICY**

Part One: Discipline

Part Two - Bullying

BEHAVIOUR POLICY

PART ONE – DISCIPLINE

This is a statement of the aims, principles and strategies relating to behaviour in our school. It was developed through a process of consultation with teaching staff and governors. The policy will be reviewed annually.

INTRODUCTION

The rules within the school reflect its aims and, as such, the emphasis is upon instilling in pupils a sense of self-discipline. Pupils are expected to behave sensibly and safely at all times, showing good manners and consideration towards adults and peers. We believe that it is the right of all people to work in a pleasant, calm environment where they feel happy, valued and high standards of behaviour are considered the norm. The Home School Agreement, a contract between the child, home and school, summarises and underpins this policy alongside the implementation of the school rules. The school rules are primarily concerned with ensuring the safety and well-being of the child.

Children will respond to positive encouragement and will, in general, behave more appropriately if they are given responsibilities. Jobs such as looking after equipment, art areas, putting computers out etc. are not only very helpful, they also provide a real opportunity for children to be involved and to be responsible members of school.

Our values and beliefs are embedded in behaviour throughout the school that demonstrates:

- we are a community, working together for the benefit of all, caring for one another in an inclusive environment with due regard for equal opportunities;
- we promote fairness and consideration for others;
- we respect the beliefs, cultures, religions, sexual orientation and lifestyles of others as well as showing concern for the learning and emotional difficulties that may be displayed by others;
- we value the qualities of honesty, good manners, endeavour and punctuality;
- we respect our own property and the property of others;
- we aim to develop an understanding of ourselves, and the way in which our actions may affect others.

Personal, Spiritual, Moral and Social Development:

Promoting good behaviour throughout the child's primary school life, we strive to develop a sense of responsibility. We aim to enhance the child's self-esteem and motivation and to ensure mutual respect among all members of the school community. We provide an environment which is positive, happy and purposeful in which the atmosphere, relationships and organisation within the school are carefully monitored and sensitively directed.

Special efforts are made to support and mentor particularly vulnerable children, for example; those who join the school later than the rest of the cohort, or those with special needs.

Learning Environment:

Children are most able to demonstrate good behaviour and working relationships in a calm, stimulating and positive environment. This is achieved within a structured, inclusive and consistently managed framework with **equal opportunities** for all. Children find security in a clear routine and we aim to achieve this by:

- modelling, promoting and praising positive behaviour;
- providing clear and consistent boundaries, as well as expecting a high standard of behaviour from all children and building a clear understanding of our expectations between home and school.

Positively reinforce good behaviour

We believe that hard work and good behaviour should be recognised, encouraged and rewarded. All staff should make sure that they consistently model excellent behaviour. The school celebrates children's achievements and successes in assemblies, in class, through the newsletter and the school website / twitter feed. Whenever possible we celebrate good behaviour with the whole class or groups of children.

High expectation of the children is an important part of developing self-discipline. The children reflect the attitudes, values and moral code of those they love and respect. Teachers, and other adults in the school, play a very important part in a child's development by setting the highest possible standards of behaviour and by showing their commitment to the ethos of the school. Children will learn from observing how adults behave towards each other as well as how they respond to the children.

Discipline is seen as a code of behaviour and helps each individual within our community as well as contributing to the overall direction of the school. Co-operative support for mutually agreed goals is our aim and by explaining to children 'why' as well as 'how' they should behave will contribute to a lifelong discipline.

As teachers we understand the need for mutual respect between teacher and child. In matters of courtesy it would be entirely appropriate for a teacher to hold the door open for a child, to 'ask them' more often than 'telling them' to do something.

Children should be called by their proper names and never a nickname. Above all, children respond when discipline has a clear purpose, which is explained, and when it is administered in a fair and honest way.

Children should be loved and respected

SCHOOL RULES

1. Children should not enter the school building before 8.40am (Juniors) unless they have been given permission by a member of staff or are attending 'Breakfast Buddies'.
2. Children should only use entrances/exits allocated to their year group.
3. At break time, only children with permission may remain inside the building.
4. Children should play on the tarmac or AstroTurf areas within sight of the staff on duty.
5. The field may only be used as a play area when weather permits and the staff on duty say so.
6. Only water and healthy snacks are allowed at break times.
7. Adults and children should respect others at all times.
8. Follow all instructions given by an adult.
9. Tell the truth at all times.
10. If you see unkind behaviour then tell an adult.
11. Children must not leave the premises at any time without permission.
12. No PE equipment may be removed from the store without permission.
13. All items of school uniform and other personal equipment must be clearly labelled; anything you bring to school is your responsibility.
14. Full school uniform must be worn at all times.
15. Nail varnish / make-up is not allowed.
16. Hair of a certain length may have to be tied back for Health and Safety reasons.
17. A 'grade/number 4' hair cut is the minimum allowed. Hair may not be shaved or dyed.
18. Religious headscarves, such as the Hijab, may be worn but must be pinned appropriately. A full face veil is not permitted.
19. Jewellery should not be worn at school.
20. Mobile phones / devices must not be used in the playground or in school – they must be put in the office for safe keeping.
21. Respect the school and other people's property.
22. Move round school silently, sensibly and smartly.
23. Walk on the left with no running or jumping down steps/stairs.

Children are taught that if they choose to break class or school rules they are choosing the consequence/sanction, reinforcing the child's sense of independence and responsibility for their own behaviour. If poor behaviour persists the SENDCo may be consulted to see if an Individual Behaviour Plan would be appropriate, at which stage parents would be involved. Sanctions are applied, depending on the nature of the incident and generally follow the scale below:

1. Consequences previously negotiated with the class are implemented.
2. At playtimes if an adult needs support with a behavioural incident they inform the Class teacher, SLT or Headteacher as appropriate.
3. At lunchtimes the Senior Midday Supervisor will escalate incidents to teachers/SLT/HT as they see fit.
4. A reprimand or removal of privilege.
5. Should the child repeat poor behaviour they will be sent to the Headteacher where they may be entered in the school behaviour file. The parents are informed at the discretion of the Class Teacher/Headteacher.
6. If parents are informed there will be regular contact with the Class Teacher/Headteacher.
7. Daily report to the Headteacher.
8. SENDCo and Class Teacher prepare a pastoral support plan in negotiation with child and parents.
9. External agencies involved.
10. Fixed term exclusion
11. Permanent exclusion

Parents should be involved when the behaviour is considered to be of sufficient severity for a joint approach. This could happen at any stage and will be discussed in advance with the Headteacher as appropriate.

CONFISCATION

From time to time children bring things to school which are not appropriate and teachers will remove them for safe-keeping. Items taken into possession, of course, remain the property of the child and it is never correct to threaten to keep them. However, it is the responsibility of the class teacher to decide whether or not they should be allowed in school and also as to whether they should be returned to the child or directly to the parent. It is important to treat the child with respect over matters of property and not to use it merely as an additional disciplinary sanction. Often an informal 'chat' with a parent can clear up a misunderstanding.

BRINGING FOOD INTO SCHOOL

Children have individual appetites and needs for sustenance during the day and this should be respected. However, it should not normally be necessary for a child to bring additional food into school other than a wholesome snack at break time (not sweets or crisps). The break time snack should be packed separately from their packed lunch, which may only be accessed at lunchtime. Parents often monitor their child's diet by checking what has been returned and for this reason children are

encouraged to return uneaten food home. Children should bring any additional drinking water in a named plastic bottle.

Risk Assessment:

All on and off-site activities carry an expectation of safety for all through implementation of the school's behaviour policy. Written risk assessments are carried out for all off-site activities and are explicitly discussed with the children and all accompanying adults before the trip.

Pupils' conduct outside the school gates

Teachers have the responsibility to discipline pupils for misbehaving outside of the school premises. This behaviour policy sets out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed on pupils.

Teachers may discipline pupils for misbehaviour when the pupil is:

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

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

BEHAVIOUR POLICY

PART TWO – ANTI-BULLYING

Aim

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.

What is Bullying?

At South Farnham School we believe that bullying of any kind is unacceptable within the school community. We recognise the significance of preventative measures when tackling the issue of bullying. We seek to achieve this through an effectively embedded anti-bullying culture, establishing an ethos in which staff, pupils and parents feel comfortable to report incidents and where they can feel confident that their concerns are dealt with sensitively, promptly and effectively.

We subscribe to the definition of bullying set out in 'Preventing and Tackling Bullying' DfE July 2017:

“Bullying is behaviour by an individual or group, repeatedly over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.”

In addition, standing by without taking action to prevent bullying is seen as siding with the bully.

Indicators of bullying may include:

- Unwillingness to come to school, may feign illness
- Changes in academic attainment and progress
- Sleeping difficulties and/or nightmares
- Social isolation and/or appearing more withdrawn
- Change in character
- Reports from the victim or from others

Forms of bullying:

Bullying may take many forms. Some examples of contributory behaviours are listed below although this is not an exhaustive list. These are all unacceptable behaviours, however, they may not be defined as bullying.

- Name-calling
- Racist or sexist remarks
- Making threats

- Hurtful remarks and personal comments
- Dares – making someone do something they do not want to do
- Whispering about others
- Laughing at a hurt or upset person
- Preventing someone getting help
- Ignoring people and leaving them out
- Mocking differences
- Damaging work or belongings
- Hiding belongings
- Pressurising children to join in inappropriate behaviour
- Other behaviour that makes someone feel unhappy
- Sending unkind texts
- Sending inappropriate pictures of another child

Cyberbullying

Cyberbullying is the use of Information Technology, particularly mobile phones/devices and the internet, deliberately to upset someone else (DfE 2010). This may include (but is not restricted to) sending nasty and upsetting messages or images to others, for example via messaging chat rooms, social media sites or other on-line facilities. It can happen at any time of the day, with a potentially bigger audience.

Every academic year, children are reminded of the SMART rules (www.thinkyouknow.co.uk) for safe use of the internet. Issues covered include how to stay safe on the Internet and what to do if they encounter or become the victim of cyber-bullying.

All forms of cyber-bullying are handled as a community issue for the whole school. The Restorative Approach (see below) will be used in cases of including cyber-bullying, with parents involved at the earliest opportunity to ensure a cohesive response (also see e-Safety policy).

- If bullying/cyber-bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached (as per the Restorative Processes Approach below).
- Appropriate disciplinary measures will be taken in accordance with the school's Behaviour Policy (Part One – Discipline).

Procedure in the event of bullying using the 'Restorative Processes Approach'

1. Member of staff made aware.
2. Is there a Child Protection concern?
Adults must be alert to whether there may be a child protection concern and follow the correct procedures (see Child Protection and Safeguarding policy) if they think that maybe the case.
3. Investigate the incident
Using open questions when talking with those involved, to prevent 'leading' the child's answers. The following may be helpful when questioning those involved and recording incidents:
 - I understand that you are not very happy at the moment and I wanted us to have an opportunity to talk about how you are feeling.
 - Do you want to tell me more?
 - What are your feelings about this?
 - I can understand how angry/upset you must be.
 - How are you coping?
 - Is there anything else you'd like to say?
 - I know it's been difficult for you to share that with me and I'm really pleased that you have been able to.
 - The next step will be to talk to the person/people who have been upsetting you.

Summarising, at regular intervals, what has been heard enables everyone in the conversation to finish it with a common understanding of what happened.

4. Member of staff listens, assesses victim's feelings and decides upon a response - taking further action only with victim's agreement. Start with a written account from both parties and then interview alleged bully and others.
5. If after investigation the incident is found to be not one of bullying, then points 8-10 below should be followed.
6. Ensure that parents are made aware of the situation, both victim(s) and alleged bully(ies).
7. Teacher/Leadership Team member meets with bully(ies). Without making accusations, be firm that bullying must stop (victim and supporter can be present, as well as bully/ies) and this is regarded as best practice. Teacher/LT member makes brief record of incident and outcome for files of all pupils involved and hands to Headteacher. (Details of all bullying incidents, with names of those involved, should be recorded in the Behavioural Incidents file in the Headteacher's office including the proforma. They are also reported to governors.
8. Ensure that the bully(ies) understand that they are responsible for causing distress to another (others). Explain that they should do something positive to help rectify the situation. Encourage the group to share their own suggestions about ways that they think that they might be able to help.

9. Arrange a meeting with each pupil involved individually to find out how things are going (daily / weekly depending on the incident).
10. Should bullying re-occur - bully(ies) are re-interviewed. If bullying has re-occurred, appropriate sanctions are applied, parents are informed. Extra support offered to victim.
11. If the above does not stop the bullying the HT will be involved in considering the exclusion of a pupil.
12. Outside agencies may also be involved in working with bully(ies) and victim(s).
13. Where the incident is found to not be one of bullying then the complainant will be shown why this decision has been reached. They will be reminded of what constitutes bullying. No blame will be attached to the accused person.
14. However, if appropriate, it will be explained to the accused person why their action has been interpreted as 'bullying' and alternative behaviours recommended.
15. A discussion between the parties will consider ways to rebuild a positive relationship.

South Farnham School Serious Behaviour Incident Record

Issue date:		Behaviour file ref:	
Perpetrator(s):			
	Name	Year group	
1			5
2			6
3			7
4			Child to note?
			Yes/No
Incident category ('P' for prime, tick other categories)		Action taken (tick 3 most important)	
1 - aggressive behaviour (e.g. hitting, biting, spitting, pulling hair, kicking, pushing, using untargeted abusive language)		1 - apology to victim (verbal or written)	
2 - physically disruptive behaviour (e.g. smashing, damaging or defacing objects, throwing objects, physically annoying other pupils)		2 - internal exclusion (e.g. missed play or school event, sent to different class)	
3 - socially disruptive behaviour (e.g. screaming, running away, exhibiting temper tantrums)		3 - parents contacted	
4 - authority-challenging behaviour (e.g. refusing to carry out requests, exhibiting defiant verbal and non-verbal behaviour)		4 - meeting with parents	
5 – Prejudice related behaviour – eg racist joke or name calling (no intent included), refusing to work with them/cooperate. Completion of Surrey form 'Prejudice Related Incident' required		5 - behaviour plan set up	
7 - E-safety incident (e.g. viewing inappropriate images, encouraging others to do so, misuse of social media)		6 - counselling	
8 - bullying (repeated and deliberate)		7 - restorative justice	
		8 - staff training, policy/curriculum review,	
		9 - fixed term exclusion	
		10 - permanent exclusion	
Location:		Time:	
Victim(s):			
	Name & Year group		Name & Year group
1.		2.	
Comments (narrative description of the incident, children's responses, elaboration of action etc.)			

