

Messingham Primary School

Anti-bullying and Behaviour Policy

At Messingham Primary School, we firmly believe that every child in our care has the right to feel safe, secure and happy in school or in off-site activities. We recognise the seriousness of all forms of bullying and the impact it can have on those involved. The ethos of our school fosters high expectations of outstanding behaviour. We recognise the value of talking about bullying and of equipping pupils with strategies for dealing with bullying, if they should encounter it.

This policy has been devised in line with the statutory regulations in Keeping Children Safe in Education, 2016.

Aims:

- That **every** member of the school community recognises their responsibilities
- To provide an environment where **everyone** feels safe, secure and happy
- To provide an environment where **everyone** can achieve their potential
- To set out rules and procedures that are agreed by pupils and staff
- To ensure that our rules and procedures are consistently applied and enforced

ANTI-BULLYING POLICY

What is bullying?

"Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally" (DfE Preventing and Tackling Bullying, 2014).

Bullying can take place at any time in or outside of school premises or hours. The policy will apply at any point whilst a child is a registered pupil at our school. All staff are trained to be vigilant about all forms of bullying and/or peer abuse.

Types of bullying

Physical	- eg punching, kicking, taking belongings
Psychological	- eg leaving people out, excluding, threats
Verbal	- eg name calling, taunting, making fun of families/belongings, making offensive comments, moderate/severe banter
Non-verbal	- eg gestures, offensive graffiti

This includes the same inappropriate and harmful behaviours expressed via digital devices (cyber bullying) eg sending of inappropriate messages by phone, text, instant messenger, through websites, social media sites and apps; sending offensive or degrading imagery by mobile phones or via the internet.

Forms of bullying

Race and culture	- derogatory assumptions or generalisations about colour of skin, accent or the way they talk, ethnic grouping, references to terrorism, dress etc
Religion	- derogatory assumptions or generalisations about religion, religious taunts and intolerance
Disability	- derogatory assumptions or generalisations about a young person's disability
Sexual issues	- unwanted physical contact or sexually abusive comments etc
Sexual orientation	- homophobic / LGBTQ+ - ridicule, gestures, malicious warnings about a person, insults etc
Perceived differences	- the way someone looks, talks etc
Special Educational Needs	- learning difficulties or being More Able
Bullied because they are a child in care	
Bullied because they are a Young Carer	
Bullied for other reasons such as jealousy, friendships etc	

A proactive approach to bullying

The signs and behaviours listed below could indicate other problems but bullying should be considered a possibility and should be investigated:

- Frightened of walking to and from school
- Does not want to use school transport
- Changes their school routine

- Persistent absence/truancy
- Becomes withdrawn, anxious or lacking in confidence
- Feels ill in the morning
- Progress at school drops
- Has possessions which are damaged or go missing
- Frightened to say what is wrong
- Is afraid to use the internet or mobile phone

Anti-bullying education in the curriculum

At Messingham Primary School, we use a variety of methods to support pupils in preventing and understanding the consequences of bullying:

- PSHCE lessons
- Spiritual, Moral, Social and Cultural learning
- School vision and assembly themes
- Anti-bullying week
- Safer internet and e-safety lessons
- Playground buddies
- Worry box
- Meet with the anti-bullying leader

Anti-bullying – reporting:

- If a parent suspects their child is being bullied, they should contact the school. Parents should be prepared to talk about the signs and symptoms they have observed and any suspicions they have about those carrying out the bullying
- Parents must leave the initial investigation to the school. Any attempt to resolve the issue themselves is likely to make the issue worse
- Parents should encourage their child to talk to an appropriate member of staff, such as the anti-bullying leader, Mrs Firmedow.
- If a pupil thinks they are being bullied, they should tell an adult they trust (parent, teacher, etc) or use the Worry Box or Playground buddies. They will be asked to explain what form the bullying is taking and how it affects them.
- Pupils who witness bullying or an incident they feel may be bullying should tell an adult.

Procedures:

If reported to a member of staff, they will record the details as presented to them and investigate them further. If there is evidence of bullying, pass the information onto the anti-bullying leader (Karen Firmedow) and log it on CPOMs so we have a central log of all bullying incidents. Due to safeguarding, no promise of confidentiality can be given.

Follow the Checklist for Managing a Bullying Incident (see appendix)

Pupils who have experienced bullying behaviour will be offered some or all of the following, depending on the outcome of the initial investigation:

- Given an opportunity to discuss the experience with an adult whom they feel safe with
- Offered reassurance to ensure they feel safe again
- Given strategies or offered a program to help build their self-esteem, confidence and resilience with the Nurture Support Officer (Diane Cookson)
- Advice offered for their parents
- They will be informed of the outcome of the investigation into their concerns
- Invited to attend a mediation meeting with the pupil who was bullying them to resolve issues and prevent a reoccurrence, if appropriate to do so
- Referred to Children's Service where appropriate (if there are safeguarding concerns)

Pupils who have engaged in bullying behaviour will be:

- Given an opportunity to discuss what happened with an adult and explain why they became involved
- Offered time to help them reflect on their behaviour and understand the harm that they have caused
- Given time to learn the steps they need to take to repair the harm they have caused and ensure they can make a choice to avoid bullying behaviour in the future
- Informed that their parents will be involved to help change the attitude and behaviour of the pupil
- Invited to attend a mediation meeting with the pupil who experienced the bullying to resolve issues and prevent a reoccurrence, if appropriate to do so

Complaints

If a parent or carer is dissatisfied with the response made by the school following a reported incident of bullying, they may make a complaint in accordance with the Complaints Policy (on the school website)

BEHAVIOUR POLICY

Staff as role models/ expectations

If a pupil refuses to follow the rules, then a stepped procedure will be followed. Staff must remain calm at all times when speaking with pupils and **should not use raised voices** – we are the role model for how to behave appropriately. Staff who feel the need to use raised voices as part of their behaviour management will be expected to undertake professional development to learn appropriate strategies. This will then be monitored by the Senior Leadership Team. If you feel that you are losing control, hand over to another member of staff to deal with the situation, reflect on the trigger for you losing control and plan an alternative way of coping if a similar situation crops up again.

To avoid the need for shouting to get the attention of a large group of noisy pupils, staff should use a different source of sound eg clapping or a musical instrument to get the attention of pupils. Once most pupils are listening, praise them to draw the attention of other pupils. If a pupil ignores the expectation, then they are reminded of the rule and given a warning

Staff will accompany their class as they **enter and leave** the classroom. Staff will ensure that pupils do not run down the corridors.

Encouraging positive behaviour:

At Messingham Primary School, the emphasis is placed on encouraging positive behaviour. Rewards are used to acknowledge when pupils are making the right choices and are handed out by all members of staff.

Individual level: smile, positive comment, sticker; Star of the Day; Class pupil of the week (presented in collective worship), Head Teacher's pupil of the week (presented in collective worship), entry in the "Excellent Book" (kept in the staffroom) which is read out in collective worship each week – parents of the pupils of the week are invited to this collective worship,

Class level: praise, class squares are earned, which in turn accumulate to earn a class treat eg extra playtime

School level: house points, end of term special days

We reward pupils who are doing the right thing to encourage others to follow their example. A system of certificates, which build up over the year on a half termly basis, recognises the efforts of children who always do their best in all aspects of school. The criteria for these certificates may change on an annual basis, depending on any issues that may become apparent but they will always be shared with pupils at the start of the year. The current criteria are:

- Be in the right place at the right time
- Always do homework
- Get no more than 3 warnings in the half term; no minutes lost or missed playtimes
- Be polite and considerate towards everyone

Class Rules: Each class will display their own set of rules which have been agreed by that class.

Reception: New starters in Reception will be taught the behaviour policy over the first half term in Autumn; after this time, they will be expected to follow the policy consistently. This will take time for the children to fully understand so some allowances will be made to give the children time to adjust. The policy will also be reinforced in Early Years through the use of visual aids. A black raincloud will be used for children to sit next to if they receive a sanction beyond a warning. A similar visual of a rainbow and pot of gold are used for children earning rewards. In the summer term and as part of the transition process, pupils will integrate with the older pupils in the large playground at dinnertime. At this point, children will follow the same sanctions as the rest of the school.

Pupil of the Week

At the end of each day, the class teacher will select one pupil who has shown that they are striving "to be the best that they can be". This will be in terms of behaviour, effort or attitude. In reality this means that it could be a pupil who has tried hard to concentrate for 10 minutes if this is a challenge for them, but it will not be a pupil who is always well behaved and does well in class but who is not giving 100% - teachers will be looking for that little bit extra. This pupil will be the "Star of the Day". The next day they will have the option of wearing a badge so that everyone knows of their achievement.

In addition, the teacher will select a "Pupil of the Week". This person will be presented with a certificate in the weekly Collective Worship and parents invited to attend. Each child will be selected as "Pupil of the Week" once each academic year. Some weeks, more than one child may be selected from a class.

Excellent Book & Collective Worship

All staff are encouraged to put the names of **individual** pupils into the book with a brief description of what they have done to be "excellent". Each of these children will be awarded a sticker to take home and show their parents. The names of all pupils are read out in the weekly celebration Collective Worship and one of them is selected as Head Teacher's pupil of the week. This is kept secret and parents are invited in to Collective Worship to share the celebration. Pupils should not be entered in the Excellent Book for the same reason that they are selected as Pupil of the Week – recognition in one way or the other!

If **groups of pupils** have achieved well in some way eg sports team or a collaborative piece of work in class, their success can be celebrated either in class or in one of the other daily Collective Worships. Pupils who represent the school in interschool events will be recognised in Collective Worship and may have certificates presented.

Class Squares

Each class can earn a class square if they all work together to show improved or outstanding behaviour, effort or attitude. After a few squares have been awarded, pupils earn a small treat – 5-10 mins of extra playtime for example. When the whole class square is complete, they earn a large treat – up to an hour eg ICT or extra PE or a party.

Rewards

Teachers and other staff may give pupils small items as a reward or prize eg stickers, pencils etc – these must not be sweets or chocolate. Sweets and chocolates can be given out as part of special events such as the class party.

House Points

On entry to school, each child is put into one of the House teams. Teachers and other staff can award up to 10 house points for effort, attitude and behaviour. A record of points awarded is kept – KS2 pupils can keep their own record but a class chart is better for KS1. These are totalled up at the end of the year and the House with the most points gets their name put onto the House Team Shield, displayed in the foyer.

Pupils with additional needs

At Messingham Primary School, every child matters. We recognise that some pupils may struggle emotionally and socially and additional support in the form of an individual behaviour plan (**IBP**) may need to be put in place to ensure they can take a full and active part in the life of the school, whilst ensuring the safety of everyone else in school. This will be in liaison with the Head, SENCo, pupil, class teacher and parents. The IBP will be shared with all staff. If necessary, the school will involve the Behavioural Support Team and/or the Educational Psychologist. As with all behaviour management, consistency is essential so that the pupil knows what is expected of them, where the boundaries are and what the rewards and consequences are.

Pupils with leadership roles

Pupils, particularly in Y6, are asked to volunteer for leadership roles within school. Pupils who take on these roles are seen as exemplars – setting a good example to other pupils. Y6 pupils are asked to take on the role of **Playground Buddies**. They are trained so they know what to do if a child approaches them or is waiting at the buddy bus stop. The Playground Buddies can be identified by their red sashes.

Pupils representing the school

Pupils who represent the school have a responsibility to be good ambassadors. Their participation in events will be praised and celebrated. If their behaviour falls below expected standards, they will not be asked to participate in the next event that they are eligible for.

House Captains/School Council

House Captains will be elected by staff as pupils leave Y5/move into Y6. The pupils who take on these roles will have shown consistently good attitude, effort and behaviour throughout their time at Messingham Primary School. School Council representatives will be elected by the pupils.

Sanctions

Sanctions escalate in seriousness:
Warning

Loss of 1 minute playtime

Loss of 5 minutes playtime

Send out of class to a partner class (resulting in parents being informed and 3 missed playtimes)

If a child's behaviour results in a log on CPOMs, this results in 3 missed playtimes.

Rough play or play fighting is not acceptable at school as it often leads to children getting hurt or upset. Pupils are frequently reminded that contact should be "kind" (eg holding hands, gentle High 5s, hugs) and only with the agreement of the other person. If a child is involved with rough play, they will be sent inside for the remainder of the playtime or lunchtime.

If it is felt that there is sufficient low-level disruptive behaviour on-going to prevent pupils from being able to learn and staff to be able to teach without interruption, in agreement with the Head Teacher, teachers can introduce a "x strikes and you're out" approach towards a reward activity eg Christmas party, Take-over Day. If the child's behaviour could be a risk eg frequently ignoring instructions or they are frequently being unkind towards others, the Head Teacher may decide that a child cannot attend the residential visits or after school activities eg discos, after school clubs.

Communication with Parents

Parents will be informed if their child has done any of the following:

- Swearing or other offensive language including offensive name calling
- Showing disrespect to members of staff, including telling lies to get out of trouble
- If sent out of class
- Fighting
- Causing an injury to another person – this does not include accidental injuries, but does include injuries caused by ill considered actions and lack of awareness of others.
- Inappropriate contact eg hitting, kicking where another child isn't necessarily hurt
- Encouraging another child to verbally or physically hurt another child
- To verbally threaten or frighten another child (if a member of staff feels that a child has been intimidated)
- Lack of respect for the school environment or resources

In contacting the parents, we are not asking for permission to keep their child in at playtimes, but are informing them that this is what is happening. Whilst we understand that there might be reasons for a child to behave in a way that is inappropriate, this is not an excuse and the sanctions still apply. If a child has a special need that means they cannot control their behaviour, they will have an Individual Behaviour Plan that takes this into consideration.

The adult who deals with the incident will log it on CPOMs; either a member of staff will speak to the parents directly (face to face or a phone call) or a letter will be sent to the parent. Parents are sent a text so they will expect the letter.

If a group of pupils are involved in an incident, eg swearing, then parents will be informed by letter to make it manageable for staff.

A log will also be kept on CPOMs to include brief details of telephone conversations regarding other matters if it is appropriate to do so eg interventions put in place, causes of concern.

When a parent phones with a message this will be put in writing (dated) and handed to the relevant member of staff.

Parents will also be informed when their child is doing well.

We encourage parents to speak with the class teacher initially if they have a concern about behaviour in school, and then to discuss it with the Head teacher if it has not been resolved. **This should be done in a calm and respectful manner. Details of other children involved in incidents will not be shared with parents by staff, nor will specific details of actions taken, other than assurance that the Behaviour Policy has been followed.**

Incidents involving pupils are always fully investigated by staff and the viewpoints of all pupils involved, as well as any witnesses, are listened to **before a sanction is put in place**. Pupils are supported in developing skills to avoid future conflicts and are encouraged to calmly discuss issues with others to find resolutions.

Report card

A pupil may be put on a Report Card if:

- They have 3 Behaviour incidents logged on CPOMs in a term
- The class teacher is concerned over low level disruptive behaviour in class on a frequent basis

The class teacher will keep a log of the number of warnings received and initially discuss their concerns with the child's parents. If this does not have a positive impact, the class teacher will discuss their concerns with the Head who will then speak with the child and warn them that if there is a further warning given that they will go on Report.

Parents will be informed by letter when a report card is issued. Report cards stay at school but parents can look at them if they request to do so.

During the 2 weeks that the child is on report, their behaviour will be monitored so improvements can be praised and acknowledged. It is the child's responsibility to get their report card marked at the end of each session.

At the end of 10 days (days of absence are not included in this time – it must be 10 days in school), the behaviour is evaluated and the Head teacher will decide whether the child comes off Report, if it should continue for a further 2 weeks or if parents should be invited to meet to discuss their child's behaviour. This might result in an Individual Behaviour Plan being written.

Serious incidents

Incidents that are deemed by the staff to be more serious are treated accordingly. The parents of the child concerned will be contacted and they will be informed of the sanctions that reflect the seriousness of their child's actions. This may include (but is not limited to) the pupil having lessons out of the classroom for a time, being kept in at playtimes and lunchtimes for extended periods of time, being restricted in the types of activities they are allowed to take part in for a period of time, increased supervision during playtimes and lunchtimes, or any other sanction that is appropriate depending on the incident. This usually results in an Individual Behaviour Plan being written for the child if there isn't already one in place.

The seriousness of their actions will be conveyed to the pupil and they will, in addition to the sanctions, be supported to make different behaviour choices in a similar situation in future. If necessary, appropriate agencies will be contacted eg CAMHS, P.C.S.O., Family Support Workers, etc either for advice or to make a referral.

The school leaders do not believe that excluding pupils is an appropriate sanction. However, if the behaviour of the pupil is considered by school leaders to require this sanction (in very extreme circumstances), the Chair of Governors will be contacted to agree on the number of days for the exclusion, taking consideration of the Local Authority guidance on exclusions so that it remains lawful. The parents will be contacted and asked to come to school to collect their child and the reasons explained; the length of the exclusion explained, put in writing and shared with them along with a date and time for the return to school. The child will be isolated from all other pupils until their parent is able to collect them from school. A meeting may be held between a member of the Senior Leadership Team and the parents before the child will be allowed to return to school following a fixed term exclusion.

Lunchtime

Pupils leave via the classroom door and go onto the playground. They will be told when it is time to line up for lunch. Pupils leading lunchtime activities/clubs indoors, will be allowed in from 12:55pm with the permission of a lunchtime supervisor. Pupils should not be asking to do jobs – if the class teacher wants jobs doing, they will ask for pupils to do them and will supervise them.

Hierarchy

The adult who is on hand will initially deal with the incident. If they need support, the hierarchy is as follows:

Teaching assistant – Class teacher – Senior leader – Head teacher

There are 2 senior leaders in school; Emily Morris and Jo Smeaton

At the end of lunchtime, the class teacher should be informed of any injuries or any incidents that have been recorded on CPOMs.

Incidents occurring out of school

If school staff are made aware of inappropriate behaviour by one of our pupils on the journey to or from school, school staff will follow this up. Depending on the nature of the incident, parents and/or the PCSO may be contacted. The Head will decide if the behaviour should lead to loss of playtimes.

Appendix 1

Checklist for managing a reported bullying incident

1. Pupil tells you they have been bullied
2. Make a written note of the details – type of bullying, who was involved, has it happened before
3. Listen to other young people who may have observed the incident
4. An adult meets with the pupil who is alleged to have used bullying behaviour
5. **If no bullying has taken place**, consider what further action is needed to reassure and meet the needs of the pupil who reported it
If there is evidence of bullying, (this must be reported to the Anti-bullying leader) issue appropriate consequences, following the Behaviour policy. Consider if it is a safeguarding concern and report if necessary, following the Safeguarding policy. If a criminal offence has been committed, discuss with the Head teacher, or Deputy Head teacher prior to it being reported to the police.
6. Inform both the pupils of the outcomes and offer both pupil appropriate support.

7. If bullying has taken place, contact the parents of the pupil who has been bullied and offer appropriate support.
8. If bullying has taken place, contact the parents of the pupil who has shown bullying behaviour and offer support.
9. Consider what additional support is required in terms of additional work with the child/class/school in class/assemblies/referral to outside agencies
10. Monitor the situation and review within 2 weeks with all parties to ensure the bullying has stopped.
11. Review and evaluate the process and outcome – was it effective or does the procedure require amendment.