

Greenslade Primary School

Respect Inspire Achieve

Behaviour Policy

Before employing Michelangelo to paint the Sistine Chapel, the Pope requested that he provide a testimonial. It read *“The bearer of these presents is Michelangelo, the sculptor. His nature is such that he has to be drawn out by kindness and encouragement, but if he be treated well, and love be shown to him, he will accomplish things that will make the whole world wonder.”*

At our school we believe that children deserve to learn in an environment in which the highest standards of behaviour are met by pupils, staff, parents and carers, Governors and visitors. We believe that children will achieve their potential and become successful members of our community in an atmosphere in which they feel safe, are inspired to learn and are clear of the expectations we have of them. We believe that consistency and fairness are crucial aspect of generating an environment in which people feel valued and empowered and are treated with kindness, understanding, honesty and with respect.

The Aims of this policy are:

- ✓ To ensure that each child and adult at Greenslade is respected, valued and treated fairly regardless of race, gender, social background, culture, age, ability and behaviour.
- ✓ To create a positive ethos and a stimulating atmosphere in which all members of our community are able to meet their full potential and feel happy, safe and secure.
- ✓ To generate high expectations of the behaviour of all children and adults who form part of our community.
- ✓ To empower people to become responsible for their own actions and behaviour.
- ✓ To help people in making the appropriate choices with regards to their behaviour.
- ✓ To ensure that all members of our school community know and understand what is expected of them in terms of their behaviour.
- ✓ To make it clear that if a person behaves in an inappropriate way, it is their behaviour that is of concern and is challenges and not them as a person.

The Principles of this policy are:

- ✓ That all people are treated respectfully, consistently, honestly and fairly.
- ✓ That all people have choices regarding their behaviour.
- ✓ That all people have both rights and responsibilities in respect of behaviour.
- ✓ That we have high expectations of the behaviour of all members of our school community.
- ✓ That our expectations are realistic and manageable for all members of our school community.
- ✓ That adults are the models for children’s behaviour.
- ✓ That our style of behaviour management is overt, we praise good behaviour and challenge that which is inappropriate.
- ✓ That children are appropriately involved in setting high expectations of behaviour.
- ✓ That children are given responsibility at an appropriate level for their conduct.

- ✓ That all people are made aware of their choices with regards to their behaviour, and are supported in making the appropriate choices.
- ✓ That rewards and sanctions are accessible to all children and that they are reasonable and proportionate.
- ✓ That parents and carers are involved in, understand and support our procedures and their views are valued.
- ✓ That we always give people space to speak, and make it clear that each party will be listened to in a calm uninterrupted manner. We acknowledge (whilst not necessarily agreeing with) all points of view.
- ✓ That stereotyping of people and their behaviour is avoided.

Rights and Responsibilities (Please refer to our Home School Agreement)

Children's rights

At Greenslade every child has the right to:

- ✓ To be listened to and valued.
- ✓ To feel successful.
- ✓ To feel valued and respected.
- ✓ To learn in a calm and safe environment.
- ✓ To feel happy and safe from bullying.
- ✓ To be treated justly and fairly regardless of age, gender, race, culture, class or background.
- ✓ To learn from a broad, balanced, differentiated, challenging and relevant curriculum.

Children's responsibilities

At Greenslade every child has the responsibility:

- ✓ To respect, value and listen to other people regardless of age, gender, race, culture, class or background.
- ✓ To attend school every day unless they are unwell.
- ✓ To allow others to learn.
- ✓ To work hard and do their best and take pride in their work.
- ✓ To behave in a calm and safe manner.
- ✓ To approach all areas of the curriculum positively and "have a go".
- ✓ To respect and care for property and resources.

The rights of members of staff

At Greenslade a member of staff has the right:

- ✓ To be listened to and valued.
- ✓ To feel successful.
- ✓ To feel respected.
- ✓ To be treated justly and fairly regardless of age, gender, race, culture, class or background.
- ✓ To work in a non threatening environment.
- ✓ To feel happy and safe.

The responsibilities of a member of staff

At Greenslade a member of staff has the responsibility:

- ✓ To strive to ensure that each child reaches their full potential.
- ✓ To strive to ensure that all children feel successful, valued, happy, safe and secure.
- ✓ To listen to and value others regardless of age, gender, race, culture, class or background.
- ✓ To teach an inspiring, differentiated, challenging and relevant curriculum.

The rights of parents and carers

At Greenslade parents and carers have the right:

- ✓ To be listened to, respected and valued.
- ✓ To be kept informed.
- ✓ To know their child is happy, safe and learning at school.
- ✓ To be treated justly and fairly regardless of age, gender, race, culture, class or background.
- ✓ To be in a partnership with the staff at Greenslade.

The responsibilities of parents and carers

At Greenslade parents and carers have the responsibility:

- ✓ To send their children to school unless they are unwell, on time, and to collect them at the correct time.
- ✓ To support the school rules and ethos.
- ✓ To respect the professional judgement of the staff at Greenslade with regard to rewards and sanctions. To work to resolve issues appropriately and respectfully when this is not the case.
- ✓ To support the learning going on in school and at home.
- ✓ To listen to and value others regardless of age, gender, race, culture, class or background.
- ✓ To work in a partnership with the staff at Greenslade eg by attending meetings and by looking out for any signs of distress in their children and sharing this information with the school.
- ✓ To provide resources as appropriate.
- ✓ To discuss issues and concerns in a calm and respectful manner, following the procedures set out in this policy.

The Language we use

At Greenslade we believe that good behaviour is most likely when language:

- ✓ Is positive and based on praise. Praise should be natural, varied and imaginative.
- ✓ Makes every child feel successful.
- ✓ Emphasises desired rather than unwanted behaviour.
- ✓ Is constructive and helps to create an atmosphere of caring and respect for self and others.
- ✓ Is clear, concise and precise.
- ✓ Reflects the importance of choice.
- ✓ Sets clear expectations.
- ✓ Sets clear learning objectives and success criteria.
- ✓ Teaches children exactly what the behaviour is we want to see.

- ✓ Varies in the tone of voice to suit different occasions. Tone of voice is vital and should be confident, calm and commanding, “assertive but not aggressive”.
- ✓ Is pitched at a volume that reflects the calm atmosphere we are working towards.
- ✓ Is combined with positive non verbal forms of communication and body language: a member of staff’s posture should command respect. Positive NVB eg nods, winks, smiles thumbs up etc can all play a crucial role in creating a positive atmosphere.
- ✓ Uses “pauses” to give children the opportunity to comply with requests.
- ✓ Uses the idea that things that cannot be done now can be done in the future. Frequent use of the word “Yet”.
- ✓ Deals with the behaviour that needs managing and not the personality or attributes of a child in a general way. The behaviour is challenged not the person.
- ✓ Is used in the child’s appropriate level.
- ✓ Engages everyone in learning by giving confidence.
- ✓ Promotes everyone as a learner.
- ✓ Values everyone’s ideas.
- ✓ Is reinforced visually.
- ✓ Encourages children to reflect on their learning and behaviour.

Lesson Planning

At Greenslade we believe that engagement in learning has a vital role in promoting good behaviour and that good behaviour is most likely when:

- ✓ Learning reflects an understanding of issues related to a “growth mindset”.
- ✓ A full range of teaching and learning strategies and styles are planned for and fully used.
- ✓ The objectives, intentions and success criteria of the lesson are clearly explained.
- ✓ Lessons are appropriately differentiated to meet the needs of all the children.
- ✓ The staff and physical resources are carefully and appropriately deployed.
- ✓ All staff have appropriate understanding of the objectives and how they can be adapted and adjusted to suit the needs of the children they are working with.
- ✓ Suitable “challenge” is planned for to ensure all children are stretched.
- ✓ Sufficient high quality learning resources are available.
- ✓ Learning builds on previous knowledge.
- ✓ Learning and resources reflect the cultural diversity of our children and community.
- ✓ Learning is interactive, contextualised and children know where learning is leading.
- ✓ Appropriate pace and timing of the learning is well planned for.
- ✓ All staff and children are aware of the strategies to be used if children are “stuck” or finished. Extension and development or support work.
- ✓ Groupings of children are carefully thought through and planned for and differ for different types of learning.

Golden Rules

At the start of each year classes discuss our Golden Rules and each person’s roles and responsibilities. The Golden Rules should be understood agreed by all children in the class. They should be designed in such a way to meet the full range of learning and social situations that children experience. Circle Times are brilliant ways of introducing and reviewing these Golden Rules.

We are Gentle – We don’t hurt others

We are kind and helpful – We don't hurt anybody's feelings
We listen – We don't interrupt
We are honest – We don't cover up the truth
We work hard- We don't waste our own or others' time
We look after property – We don't waste or damage things

At the start of each academic year staff and children work together to establish clear expectations, rules and routines for working in their class. These are worded positively and with clarity.

Greenslade Rules

We have two broad and far ranging rules, which are discussed with children periodically to ensure their meaning is understood. These are:

Every child and every adult in this school shall treat every other child and every other adult with respect. Every child and every adult in this school shall treat the building, the equipment and people's property with respect.

We also have several basic rules, health and safety and administrative regulations which ensure the smooth running of the school, and the safety of the people using it.

- ✓ Sweets and crisps are allowed only for birthdays and with the prior knowledge of the staff.
- ✓ Toys should only be brought in to school with the prior knowledge of the teacher to be used as part of curriculum work.
- ✓ Fads and crazes such as marbles, fidget spinners and collectable cards are encouraged as long as their use supports a positive playtime atmosphere and in no way hinders learning through time wasted in lesson, arguments over ownership or items being lost. The school will take no responsibility for lost or stolen items.
- ✓ Money should only be brought in to school for school related reasons and given to the appropriate member of staff on arrival.
- ✓ Appropriate watches and stud earrings are the only types of jewellery to be worn for reasons related to health and safety. There are religious exceptions to this rule. The school will take no responsibility for the loss or damage to personal property.
- ✓ People are asked to walk safely around the building, staying to the left hand side on both the stairs and the corridors.
- ✓ Children are expected to wear our school uniform which has been designed to be as practical as possible to support children in taking part in a full range of learning experiences.
- ✓ Items that are inappropriate to have in school may be confiscated by school staff. If they are deemed by the Headteacher to be dangerous then they can be disposed of appropriately. In most circumstances the item should be returned to the child (or their parent/carer) at the end of the day. In some circumstances items can be disposed of as a punishment so long as this is reasonable in the circumstances. If a member of staff thinks a child has "prohibited items" such as drugs, weapons or stolen items then the Headteacher should be informed immediately and he will follow the appropriate procedures.

Strategies for developing Positive Behaviour

Children's success and achievements in all aspects of school life are celebrated by, for example

- ✓ Giving verbal praise.
- ✓ Children are praised for the choices they have made in terms of their behaviour.
- ✓ Giving positive feedback on work and on play.
- ✓ Informing parents and carers verbally at the start or the end of the day.
- ✓ Informing parents and carers through a phone call or by sending a card through the post.
- ✓ Praising children in front of their class or another class.
- ✓ Sending child to another member of staff for praise.
- ✓ Sending child to Head or Deputy for praise.
- ✓ Commending a child in an assembly.
- ✓ Special displays or photographs to praise an achievement or piece of work.
- ✓ Individual classroom rewards e.g. star chart, marbles in a jar, points, smiley faces, stickers.
- ✓ Half Termly "Deputea" sessions where chosen children spend the afternoon enjoying tea and cakes with our Deputy Headteacher.

Strategies for challenging inappropriate behaviour (sanctions)

Sanctions are carefully considered and are reasonable and proportionate. A range of disciplinary measures are used to ensure children's behaviour meets our agreed expectations. All staff employed by the school have a responsibility to challenge and manage inappropriate behaviour.

At Greenslade we will not accept any behaviour which is dangerous or which disrupts the learning of others. Children need to know the consequences of the choices they make in terms of their behaviour. Some children will need no extra support to achieve and maintain an appropriate standard of behaviour. We deal with unacceptable or inappropriate behaviour immediately, firmly, consistently and with clarity.

In dealing with incidents of inappropriate behaviour we strive to:

- ✓ Help children to understand the choices they have in regards to their behaviour.
- ✓ Help children to understand the consequences of their choices of behaviour.
- ✓ Make a connection between the choice of behaviour and the resulting sanction.
- ✓ Use colleagues to share expertise and use outside agencies if appropriate. Eg discussing children displaying concerning behaviour with other staff, particularly the SENCO, SLT and Headteacher.
- ✓ Be alert to the behavioural signs of children being abused, and report and record our suspicions and concerns with the Headteacher.

If the inappropriate behaviour is attention seeking in its nature and is not causing harm to the education or safety of others, we may choose to "tactically ignore" the behaviour until a time when it can be challenged without the audience that the behaviour is trying to attract. All parties, including the other children, need to be aware that it will be dealt with at an appropriate time.

In dealing with incidents we take into consideration a child's maturity, special needs, emotional needs, previous behaviour and personality. Incidents are always dealt with but this approach gives us the flexibility to use our professional judgement to manage situations appropriately.

In April 2017 our whole staff worked together to develop a clear and stepped approach to manage and challenge disruptive or dangerous behaviour. This system was reviewed in October 2017 and seen to be successful in our attempt to create a calm and respectful atmosphere in which to play and learn.

Desired and expected behaviour at our school. April 2017

Children behave well and are polite and respectful to other people. They consistently follow our Golden Rules. They are focused on their learning and work hard. They help make our school a calm and happy place to learn.

Step One – Low level disruption –

Eg - Talking, out of seat, making noises, humming, calling out, fidgeting, lack of focus etc
ACTION: How we will respond - Minimal low key response managed by the Class Teacher:

- Tactical ignoring – with an understanding child will be spoken to at a later time.
- Praise of other children.
- Positive language to be used by staff at all times to focus on what behaviour we want to see and what choices we want children to make.
- Positive reinforcement when the child complies with our expectations.
- Remind child of the Golden Rules and the “choices” being made.
- Indicate visual symbols for behaviour expectations – eg “Good Sitting” “Good Listening” “Good Looking”.
- Make eye contact, use a raised eyebrow or stern stare so child is aware that the behaviour is disruptive.
- Assertive body language (crossed arms, frowns etc).
- Name/pause technique.
- Whispering a firm reminder, a quiet word to reinforce expectations of the choices needed to be made.
- Gentle touch on shoulder/pat on back.
- Direct child back to seat.
- Quiet, unobtrusive questioning about behaviour to redirect ‘What should you be doing?’ or ‘Are you okay?’ “Do you need some help?”
- Allocating assigned seats in the room therefore not allowing child to sit with friends.
- Allocating a lining up order for assemblies/playtimes.
- Warning of consequences of choosing not to change behaviour to our agreed expectations.
- Clear and consistent explanations about why certain behaviour is inappropriate.

Step Two – Medium level disruption –

Beginning to challenge, continuation of choices above, choices that prevent other children from concentrating and learning, not completing a reasonable amount of work in a set time, deliberate disruption by trying to distract other children from learning.

ACTION: How we will respond – to be managed by class teacher with support from other staff.

- Encourage a return to Step One.
- Reminder of Golden Rules, reminder of expected behaviour and the “choices” being made.
- Move to a different place in the class - seat somewhere separate from class group.
- Sit in ‘Time out’ chair in the classroom until child is ready to join back in.
- Set a time limit for improved behaviour.
- Warning of consequences of choosing not to change behaviour to agreed expectations.
- Move to end of row if in assembly or a large class group.

- Take to Community Room at lunchtime to be sat with member of the SLT. Up to 15 mins additional time to repay behaviour, e.g. practising sitting still, or completing work.
- Send or get a sensible child to take to another class for 10 mins 'Time out' with their work (if already had a time out in class). This action is to be logged in behaviour book so SLT need to be informed.
- Hold conversation to reflect on the disruptive behaviour.
- Pre written letter to be sent home for being sent to another class or being kept in at lunchtime with the SLT.
- An informal conversation with parent/carer.

Step Three. –

Serious level of disruption e.g. repeated behaviour choices at stage 2, violence/aggression / wilful damage to property/ non-compliance/ refusal to follow instructions or carry out a request/ walking away from a member of staff, answering back, persistent rudeness/ bullying etc.

ACTION: Response usually managed by member of SLT

- Kept in at lunchtime by member of SLT on duty.
- Escorted to (or send for) SLT using an "Orange Card".
- Formal meeting with parents/ carers with member of SLT and class teacher.
- Personalised letter sent home.

Actions taken will include:

- Extended lunchtime detentions.
- Internal exclusion (to be decided by HT).
- Lunchtime exclusion.
- Possible SENCO involvement and development of Behaviour Support Plan.
- Report sheet used to keep parents / carers involved with behaviour management.

Stage Four – Ongoing consistent behaviour at previous level, very serious behaviour infringement including dangerous choices that create a health and safety risk for the child or others – repeatedly leaving class without permission, running out of school, being involved in a serious fight, causing intentional physical harm to other children, verbal abuse to any staff, serious theft, e.g taking money or a mobile phone from an adult's bag, persistent bullying

Action: Response to be managed by member of SLT

- Child to be taken to member of The Senior Leadership Team immediately.
- Meeting with parents / carers – recorded with formal letter.

Actions taken will include:

- Extended lunchtime detentions.
- Internal exclusion.
- Lunchtime exclusion.
- Fixed term exclusion.
- Withdrawal from next trip / special event.
- Introduction of a Behaviour Support Plan.
- Introduction of a Report Sheet.
- Involvement of outside agencies – CAMHS, Counselling, Waterside, Inclusion Team

Stage Five Extremely Serious –

Extreme danger, or violence, very serious challenge to authority – persistent and dangerous, physical abuse to staff, possession of weapon with threat or intent to cause harm, possession of drugs.

Action – Immediate involvement of HT or DHT

Actions taken will include

- Fixed term exclusion.
- Lunchtime exclusion.
- Possible referral to Fair Access Panel – Pupil Placement Panel.
- Possible Pastoral Support Programme.
- Possible Permanent Exclusion.

✓ Corporal Punishment is never used.

Outside Agencies

We have strong links with many external agencies who we use to support our children and families. These include CAMHS, The Amber Light Counselling Service, Greenwich Children's Services, our SALT, Family Support Workers, The Slade Children's Centre.

Our aim to provide "early help" through "Team Around A Child" meetings is proving extremely successful in supporting families manage challenging behaviour at home and in school. We regularly run Parent and Carer courses to support in the development of positive behaviour strategies. In recent years these have been run by the Amber Light, our ASD Outreach Team and by members of Family Support Service. Our EP visits regularly and is keen to support with any concerns we may have with all children not just those that are being assessed for statemented support.

The role of Parents and Carers

We are very proud of our strong relationship with parents and carers and we believe that this partnership has a significant impact on the positive behaviour our children exhibit. This does not mean that we do the same job, but that we strive to overtly support each other for the children's benefit. We talk to each other about children's behaviour at school and at home, their good and challenging behaviour their difficulties and their achievements. We try to share our expectations and encourage children to be responsible for their behaviour.

We rely on parents and carers to reinforce our rule that children should not retaliate to acts of aggression, whether verbal (name calling) or physical (hitting back). We ask parents and carers to support us by talking to their children about discussing difficulties and problems with members of staff. Staff endeavour to listen to every child and to respond in the appropriate way. Children and parents may not always be made aware of the details of the actions or sanctions that have been taken against another child, other than that the incident has been dealt with in line with this policy.

We involve parents and carers as early as is appropriate. This will normally be initially through an informal discussion in the playground, but may progress to a more formal meeting, possibly involving a member of the SLT and may be recorded in the form of a letter to be kept on the child's file. We keep parents and carers informed of progress and make the child aware of their parents' / carers' involvement. We also speak to parents about children's positive behaviour so that more negative discussions are held on the foundation of a positive relationship.

Use of Restraint / Care and Control

Key members of staff are trained in the use of physical restraint to keep a child from harming themselves or others or damaging property or the learning of other children. The Headteacher or Deputy is called to support if there is time in such situations and a witness should always be present. Such action is only taken in the most extreme of cases in order to fulfil our obligation to keep our children safe from harm. The most important aspect of the training involves preventative measures and deescalating a situation before any form of restraint is required. Wherever possible all other children are removed from the vicinity if there is the possibility of restraint being required. The degree of force will be in proportion to the circumstances and seriousness of the behaviour. Any force or physical contact should always be the minimum required to achieve the desired result. The member of staff should “commentate” (in as calm a voice as possible) to communicate what is happening so that the child is aware of what is going on. It should be made clear to the child that any physical contact will stop as soon as it ceases to be necessary.

Incidents are rare and are recorded in the “Numbered Book” which is monitored by Governors.

Strategies to manage serious incidents such as blatant defiance and deliberate provocation

eg refusal to do as requested, walking away, answering back, losing temper or having a “tantrum” –

Such incidents must always be dealt with in the clearest possible way and children must be aware of the consequences of making this choice of behaviour

To manage such serious incidents successfully staff should:

- ✓ Avoid confrontation and stay calm. Staff should use their professional judgement in terms of the severity of the situation and their knowledge of the child involved.
- ✓ Remove the child from an audience or the audience from the child. In the playground, send other children away from immediate vicinity and in the class situation move the child away from the group or take the child outside the room (if he/she will come).
- ✓ If the situation is deemed to be dangerous, call for support from Headteacher or Deputy using “orange card” and remove rest of class to MP room, library, hall or computer suite, always explaining that the incident will be dealt with even though it possibly cannot be resolved at that time.
- ✓ If relevant use of “care and control” policy can be applied. If this type of restraint is used a witness must be present and it is a good idea to do a running commentary, in a calm quiet voice, explaining what you are doing. As well as making it clear your actions are to restrain rather than punish, it cools the situation down by giving the child something to focus on. See above.
- ✓ If appropriate request support from a colleague, either to take rest of class or to observe child if danger of harm being caused. Staff should, however, be aware of the potential consequences of an overbearing number of additional members of staff.
- ✓ Explain again the initial request, giving justification for the request.
- ✓ Explain choices and consequences of their behaviour.
- ✓ Give time to “cool off”, explaining that the situation will be dealt with.
- ✓ If a child runs off the premises, staff are not to follow them (one gate must always be left unlocked). SMT should be alerted and parents and appropriate authorities will be notified.

Strategies for managing a fight or the use of physical violence

- ✓ Stop the fight using guidelines set out in Greenwich Care and Control Policy ie physically interposing between children, blocking a child's path, holding a child in a cuddling style avoiding arms, neck and head, shepherding a child away by placing a hand in the centre of a child's back. .
- ✓ Send another child or an adult for support from a member of the SLT.
- ✓ Disperse any crowd.
- ✓ Deal with any injuries using First Aid training received by all members of staff.
- ✓ Remove children from the scene.
- ✓ Separate children for a supervised cooling off period.
- ✓ Comfort any victim.
- ✓ Once calm talk to children involved in a non confrontational way to ascertain information about the incident.
- ✓ Discuss strategies for coping with differences other than fighting.
- ✓ If not already done, refer any fight to member of SLT (normally Headteacher)
- ✓ HT will inform parents as appropriate.
- ✓ HT will apply appropriate sanctions.

Strategies to successfully manage behaviour that is disruptive to the learning of others

(repeated inappropriate talking, disturbing others by tapping, touching other children's work, moving around room inappropriately, focussing attention away from teacher

we should:

- ✓ Embed rules and expectations early in the year.
- ✓ Divert attention away from disruptive child eg refer to the appropriate behaviour of others.
- ✓ Ensure the child is clear about the type of behaviour that is causing concern and that this behaviour is unacceptable.
- ✓ Ensure child is aware of the choices available in terms of modifying the behaviour to comply with expectations (see above sanctions).
- ✓ Remove the child from audience by asking them to move to another part of the room, sit by another adult or in extreme cases leave the room.
- ✓ Ask child to think about what it is about their behaviour that is unacceptable and why you are asking them to refrain from continuing.
- ✓ If behaviour continues use one of range of sanctions available including the option of making up work that is missed at play or lunch time.
- ✓ Inform a member of SLT and inform parents.

A child refuses to carry out their work.

- ✓ Ensure the task set is appropriately differentiated and understood by the child.
- ✓ Ensure the child is aware of the choices being made and the options available.
- ✓ Ensure that child is aware that the work will be made up either at lunch time or at home with their parent's knowledge of the reasons why.
- ✓ Children will be sent to the Lunch Club to complete this work.

Behaviour Support Plans

Some of our children experiencing difficult circumstances or who have particular special needs or emotional needs have Behaviour Support Plans in order to modify target aspects of their behaviour that are particularly challenging or are causing ongoing disruption to learning. Our aim is that these BSPs operate within the normal parameters of this Behaviour Policy but are a way of focussing our energies on adapting the challenging behaviour. Targets set are reviewed on a termly basis by all those staff involved including members of the SLT. Targets are SMART and manageable.

Children's conduct outside of school

In certain circumstances staff have the power to discipline children for misbehaving outside of the school premises "to such an extent as is reasonable" if it is witnessed by staff or reported to the school. Such circumstances include misbehaviour when a child is:

- ✓ Taking part in any school organised or school related activity.
- ✓ Travelling to or from school.
- ✓ Wearing school uniform.
- ✓ Identifiable as a pupil at our school.

Or misbehaviour that

- ✓ Could have repercussions for the orderly running of the school.
- ✓ Poses a threat to another pupil or member of the public.
- ✓ Or could adversely affect the reputation of the school.

In such circumstances the agreed sanctions within this policy will apply. The Headteacher will make the decision as to whether the school will become involved in such situations and instances.

Recording and Monitoring

- ✓ The HT keeps records of "serious incidents" that have required the involvement of members of the SLT.
- ✓ Serious incidents are recorded on a specific form and can be used as data for monitoring or evidence in formal situations, eg Pastoral Support Programme, Looked After Child Review, or an during decision making for an exclusion.
- ✓ Some children may have behavioural targets as part of their IEPs.
- ✓ Some children may have behavioural targets as part of their work with Learning Mentors.
- ✓ Children who are sent to the Lunch Club are recorded. If children's behaviour is repeated this is recorded by letters being sent home. These letters are recorded.
- ✓ Governors are made aware at Governors meetings of any serious incidents, Racist Incidents and Fixed Term or Permanent Exclusions.
- ✓ The Governor with responsibility for monitoring the behaviour management systems is the Chair of Governors.

This policy will be fully reviewed by staff and Governors in the Summer Term 2018.

Greenslade Primary School

Anti Bullying Statement

“Let no, one or no circumstance render you less than you are or less than you know you have the capacity to be” Gus John speaking about the Windrush experience.

The aims of this statement are to:

- ✓ Define the term “bullying”.
- ✓ Prevent bullying happening in our school.
- ✓ Enable us to support those who are the victims of bullying.
- ✓ Enable us to support the “aggressors” in bullying incidents and prevent them from behaving in this way again.
- ✓ Enable us to report and record instances of bullying.
- ✓ Enable us to explore the possible reasons for people being exhibiting behaviour associated with bullying.

We hope to realise these aims by:

- ✓ Investigating every allegation of “bullying” and referring incidents to a senior member of staff.
- ✓ Supporting the victims by listening carefully, reassuring and suggesting strategies that we hope will enable them to overcome the negative feelings associated with bullying.
- ✓ Discussing with the “aggressor/s” the reasons for their actions and striving to get them to understand the feelings and hurt they may have caused.
- ✓ Not labelling children as “bullies” but by managing the various behaviours associated with bullying.
- ✓ Disciplining the “aggressors/s” in line with the procedures set out in our “Behaviour Policy”.
- ✓ Helping all children to use successful behavioural strategies to channel their feelings.
- ✓ Developing children’s understanding of “right and wrong” through Circle Time, assemblies, the curriculum, stories, drama, discussions, leading games in the playground, modelling appropriate responses etc.
- ✓ Developing children’s self esteem and feelings of value.
- ✓ Encouraging children to report incidents that concern them to members of staff.
- ✓ Involving parents and carers appropriately.
- ✓ Informing Governors of those serious incidents classified as bullying.

Definitions

- ✓ Bullying can occur in every school and in every institution.
- ✓ Bullying is intimidation.
- ✓ Bullying is based on the abuse of power.
- ✓ Bullying is a wilful desire to hurt or threaten another person.
- ✓ Bullying can be carried out by individuals or by groups.
- ✓ Bullying can be repeated often over a period of time.
- ✓ Bullying can involve physical or verbal abuse, name calling, malicious gossip, damaging or stealing property, coercing people into actions against their will and ostracism (leaving a person out or isolating them).
- ✓ Bullying can include the use of social media and various types of technology.
- ✓ When bullying is happening, “it is difficult for those being bullied to defend themselves” (DfES)
- ✓ Bullying is often characterised by the silent consent of victims and onlookers.

Why does bullying happen?

Research has shown that bullying occurs for a variety of reasons, often associated with very strong emotions. These can include hatred, envy, jealousy, revenge and frustration. Very often the “aggressors” do not understand the consequences of their actions, or the feelings their actions create. People sometimes “bully” others because they do not know it is wrong, or because they are copying the behaviour of other people they admire, or because they have not learned other, better ways of mixing with other people, or because other people encourage them to bully, or because they are going through a difficult time themselves and they are acting out aggressive feelings.

The role of staff

We take all allegations of bullying seriously and follow the procedures set out in this statement and in our Behaviour Policy.

Greenslade staff:

- ✓ Are vigilant deal with allegations of bullying as a priority.
- ✓ Strive to respond to allegations of bullying immediately.
- ✓ Speak to people involved in the incident separately to ascertain details, then if appropriate speak to all parties together.
- ✓ Discuss with all those involved the feelings and implications of bullying, and try to get all parties to understand why bullying is unacceptable.
- ✓ Help children to deal with issues related to bullying through discussion, Circle Time, games, role play, stories, through the taught curriculum and through assemblies.
- ✓ Support and show we care about all children, including those who have been involved in behaviour associated with bullying.
- ✓ Inform other adults in the school about incidents involving bullying types of behaviour.
- ✓ Praise victims of bullying for speaking about the situation and reassure them that the matter will be dealt with sensitively and seriously.
- ✓ Speak with members of the SMT about the possibility of arranging a meeting with the parents of those involved.
- ✓ Discuss ways of solving the problems or differences and issues related to the bullying to strive to prevent any re-occurrence of the situation.
- ✓ Monitor the situation and where appropriate keep relevant parties informed of developments either verbally or by letter.
- ✓ Serious incidents are shared with Governors through the termly Headteacher’s Report.

The role of Parents and Carers

Bullying of any kind is a an extremely serious problem, and to be dealt with effectively requires the commitment, support and trust of all those involved to work together to investigate and find possible solutions.

If parents and carers think their child is or has been bullied they should:

- ✓ Calmly talk with their child about their experiences.
- ✓ Make a note of what the child says. (What happened, who was involved, where it happened, how often it happened, who else was there etc)

- ✓ Reassure their child that they have done nothing wrong and praise them for talking about the experiences they have had.
- ✓ Explain to the child that they should speak to an adult at school immediately if any more incidents occur.
- ✓ Make an appointment to speak with someone at school to discuss the situation and to work out how we can all best support the child.

If parents and carers become aware that their child is bullying another child they should:

- ✓ Calmly talk to their child and explain that what they are doing is unacceptable and makes other people extremely unhappy.
- ✓ Make an appointment to see someone at school to discuss the situation, to explain any problems the child may be experiencing which are causing the behaving, and to strive to work out how the child can be best supported so that together we can resolve the situation and prevent the bullying type behaviour re-occurring.
- ✓ Explain and show the child appropriate ways of playing and mixing with other children without displaying the types of behaviour classified as bullying.
- ✓ Regularly check with the child and school to discuss how things are going.
- ✓ Give the child lots of praise and encouragement when they are cooperative and kind to other people.
- ✓ Discuss the situation with other family members to ensure that everyone is aware of the situation and the impact of using aggression or force or other abuses of power to get what they want.

When talking with people from school about bullying type behaviour, we ask parents and carers to:

- ✓ Try and stay calm.
- ✓ Bear in mind that the staff may have no idea that the child is being bullied or may have heard conflicting accounts of the situation.
- ✓ Be as specific as possible about what the child has said has happened, giving dates, places times and names of other people involved.
- ✓ Be assured that the staff at Greenslade take such incidents extremely seriously and will work hard to resolve the issues.

If you are concerned about your child being involved in bullying type situations, either as the victim or aggressor, please speak to the Headteacher about a range of publications, web sites and organisations who can support with this very difficult issue.

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately.

This policy will be fully reviewed by staff and Governors in the Summer Term 2019.