

Cassiobury Junior School Behaviour and Anti-Bullying Policy

Policy Review

This policy will be reviewed by the Governing Body every year.

This policy was last reviewed and agreed by the Governing Body on 20/10/16

It is due for review on October 2017

**Signature..... Date.....
Headteacher**

**Signature..... Date.....
Chair of Governors**

‘There is no such thing as good or bad children just good or bad behaviour’

Positive Behaviour Policy

Teachers have a right to teach and children have a right to learn

Introduction

Everyone at Cassiobury Junior School has a part to play in the promotion of high standards of behaviour. It is important that there are clear behaviour expectations which are reinforced by a balanced combination of rewards and consequences within a secure and positive environment.

This policy has been devised with the support of parents and governors and is based on the guidelines set out in ‘Behaviour and Discipline in Schools’ – January 2016 (Department for Education) which notes that:

- Teachers have power to discipline pupils for misbehaviour which occur in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff with responsibility for pupils, such as Teaching Assistants.
- The Headteacher and Governing Body must ensure that school has a strong behaviour policy to support the staff in managing behaviour, including the use of rewards and sanctions.
- The Governing Body must ensure that arrangements are made to safeguard and promote the welfare of pupils.

Aims

- To promote an environment where we help our pupils to control themselves and to learn that they are responsible for their own behaviour;
- To create a calm and ordered learning environment;
- To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty.
- To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil’s behaviour;
- To develop pride in the school, in work and in effort as well as in achievement.

Governing Body Statement of Behaviour Principles

We the Governors of Cassiobury Junior School:

- adopt and support the school in achieving its values, safeguarding its rights and following its rules
- respect and value members of the school community and are committed to providing a caring, friendly and secure environment for all pupils so that they can learn and achieve success in a safe and happy environment
- recognise our responsibility to safeguard all who access our school and we promote the welfare of all pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying
- value the strong relationships that exist in the school which leads to mutual respect
- encourage positive behaviour
- have high expectations of everyone and actively promote equality of value whether race, gender, age, sexuality, religion or disability
- seek to eliminate all forms of discrimination, harassment and bullying

Rights and responsibilities

We value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe and fair learning environment for all. We believe that children should learn how they can make the classroom and school a safe and fair place for everyone, and that it is unacceptable for other people to make it unsafe or unfair.

The Curriculum and Learning

We believe that an appropriately structured curriculum alongside effective learning, make a significant contribution in ensuring appropriate behaviour. We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. A calm, well-ordered learning environment with opportunity to grow within a positive structure is conducive to good behaviour as it is to good learning. All children should be treated sensitively; **criticism should never damage self-esteem, focussing on the behaviour rather than the individual child.**

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Overall the classroom should provide a welcoming and affirming environment.

Our Golden Rules

We have an agreed set of Golden Rules which help us to work together for excellence to ensure Cassiobury Junior is a successful school.

We RESPECT people, property and ourselves.	<ul style="list-style-type: none">• We are polite.• We set a good example to others.• We let teachers teach and others learn.• We show our school at its best.• We keep our school and belongings tidy.
We LISTEN to instructions.	<ul style="list-style-type: none">• We do what we are asked first time.• We do not answer back.• We keep ourselves and others safe.
We TRY our best and try again.	<ul style="list-style-type: none">• Mistakes are okay, they are part of learning.• We don't give up.• More effort means more success.
We take RESPONSIBILITY for our own behaviour.	<ul style="list-style-type: none">• We can say sorry for our own behaviour.• We accept what we have done.• We do not blame others.• We learn from what we have done.

In the autumn term, each class will sign a Class Charter which means they understand and agree to follow the Golden Rules. Children are asked to work together to explore what each rule means to them and write, photograph or draw examples of people doing these things. The Golden Rules are displayed around the school and pupils' Class Charters displayed in every classroom.

Rewards:

Children who follow our Golden Rules and behave appropriately will be rewarded. We have whole school systems in place to reward children which include:

- Housepoints/Behaviour Points
- Golden book
- Attendance awards (termly)
- Behaviour achievement cards for 100, 200, 300 and 400+ points
- Punctuality Prizes
- Golden broom
- Headteacher Award
- Messages sent home via MarvellousMe

Unacceptable behaviour

Despite focusing on rewarding positive behaviour, we recognise that at times, children will choose not to follow our Golden Rules. Sanctions will be used in a balanced way and will focus on the act and not the child. Pupils should be helped to understand why their behaviour is not acceptable.

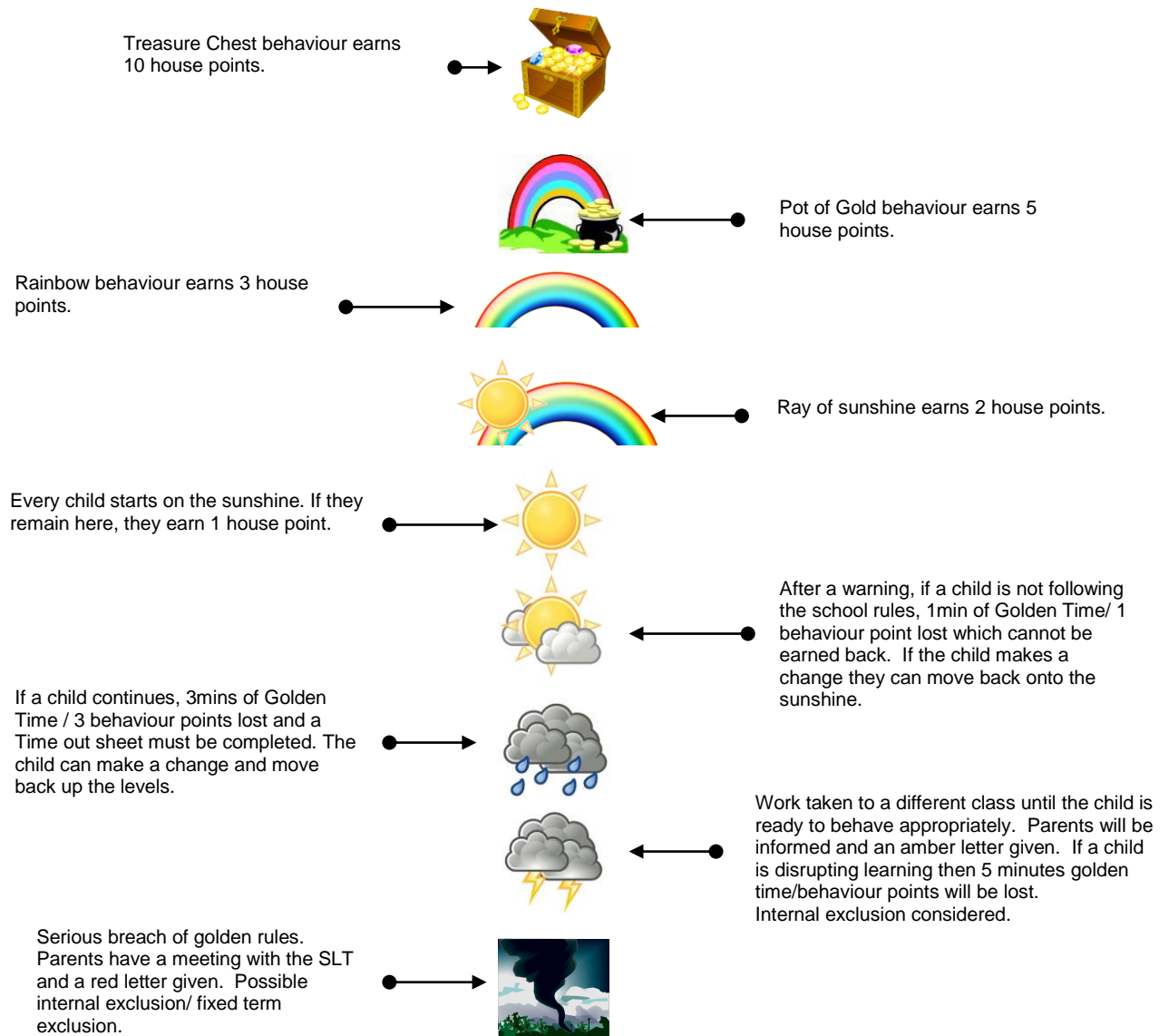
This policy acknowledges the school's legal duties under the Equality Act 2010. Therefore, some children, including those with SEN who have specific needs relating to behaviour, will find it continually difficult to follow the Golden Rules. Individual strategies will therefore need to be implemented to support them. Parents will be continually involved in supporting the school in managing their child's behavioural issues. It may also be appropriate to complete a Common Assessment Form (CAF) if multi-agencies are involved with the child or an individual support plan if the child is at risk of exclusion. Children with emotional needs will be supported by the school Pastoral Support Manager

Teachers' Powers

- Teachers and paid staff have the statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours
- Teachers can confiscate pupils' property

Our Sunshine System

We celebrate positive learning behaviour and also manage low level behaviour problems through the use of our Sunshine system which can be found in each classroom. (See Appendix 2 for Hierachies of Behaviour and Achievement)



- Every child starts with their name on the SUNSHINE. It is an expectation that this is where they will remain when they follow instructions and requests in an appropriate manner.
- However, if a child displays negative behaviour which is disrupting the class or safe play, a child will get a warning about their behaviour and a reminder to make the right choice. This will be a verbal reminder. If the behaviour continues, the child's name will be moved down onto the CLOUD below the SUNSHINE. This will lead to the loss of 1 minute from Golden Time.
- If the initial warnings fail to impact on the child's inappropriate behaviour, the child's name will be moved down onto the RAIN CLOUD. They will then complete a time out sheet in class/playground and lose 3 minutes of golden time. *If a child is persistently placed on the CLOUD/RAIN CLOUD, parents will be informed and these conversations logged in the class behaviour file.*
- The child's name will be moved down on to the STORM CLOUD if the behaviour continues and it is stopping the teachers from teaching and children from learning. They will then take their

work to another class until they are ready to behave appropriately. If at play they will be sent inside to fill in a timeout sheet. This will be recorded in the school behaviour file. The child's parents/carers will be informed, an amber letter and 3 points will be given. **The Senior Leadership team (SLT) must be informed through an internal message (phone call, email etc).**

N.B. It is important that each classroom has an area/table for children to complete a timeout sheet. They must be encouraged to do so in a calm manner, with the emphasis on behaviour returning to an acceptable level as soon as possible. Pupils should be thanked and praised for following instructions to improve behaviour/attitude at this point.

More serious behaviour problems

Children displaying more serious behaviours will be sent to a member of the SLT and will receive an appropriate consequence. The incident is recorded in the School Behaviour File and parents/carers will be informed and a red letter worth 10 points will be given.

If a child persists with inappropriate behaviour and receives 3 or more level letters **in a term**, this may lead to a fixed one day exclusion.

For children who continually do not follow the **Golden Rules**, special strategies will be implemented to support them. This may include the use of clear targets with specific rewards. Alternative rewards and consequences may be used if those in this policy are considered inappropriate. The SLT will decide on when parents are contacted and what future strategies will be used.

Sanctions that may be used:

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets required standard
- The setting of extra written work
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in elements of school life (mufti day, trips/visits, sports teams etc)
- Missing Break Time
- Missing Lunch Time
- School based tasks – such as picking up litter or weeding school grounds; tidying a classroom; helping clear the dining hall after meals; removing graffiti etc
- Behaviour Monitoring/Behaviour Plan
- Temporary, Permanent or Internal exclusions (Internal exclusions involve being isolated from class/year group for all aspects of school life over a set period of time)

With missed lunch times and break times, staff should allow reasonable time for the pupil(s) to eat, drink and use the toilet. Parental consent is not required for missed lunches and breaks.

Bullying and Harassment

Developing a whole-school approach to bullying takes time, effort, education, attitude change and behaviour change by all members of the school community. We take the issue of bullying seriously and work with members of our school community so that they know:

- What the school means by bullying
- Why bullying is totally unacceptable
- How we address bullying
- What support there is for those who have been bullied or those who bully as well as clear consequences for those who bully

It is the responsibility of every adult working at Cassiobury who witnesses bullying or inappropriate behaviour by any member of the school community to challenge it **immediately**. If further action or support is needed, a member of SLT must be informed. Any abusive, intimidating or threatening behaviour aimed at the adult who does challenge bullying or inappropriate behaviour will be dealt with in the strongest manner possible.

Uniform and Appearance

The following forms the school's Uniform and Appearance Policy.

Summer Uniform (April – October)		Winter Uniform (October – April)
<ul style="list-style-type: none"> • Black school shoes (not black trainers/sandals/boots/plimsolls/Ugg Boots etc) • Black, Grey or White socks • Thick grey tights • Grey shorts or trousers • Blue gingham/checked dress (not striped) with short sleeves • School jumper or cardigan with logo • Blue polo shirt (with school logo/badge) 		<ul style="list-style-type: none"> • Black school shoes (not black trainers/sandals/boots/plimsolls/Ugg Boots etc) • Black, Grey or White socks • Thick grey tights • Grey skirt (knee length) • Grey trousers • Grey shorts • Grey pinafore dress (knee length) • Waterproof coat with a hood
Headscarves may be worn throughout the school year in blue, black or grey		

The following are **NOT** permitted as part of school uniform:

- Trainers (unless being worn for PE/outdoor learning)
- Leggings of any style or colour
- Boots/Plimsolls/Sandals
- Temporary tattoos/transfers etc (this rule excludes henna tattoos applied as part of cultural observance)
- Nail polish/decorations/make-up – nail polish remover will be kept in the school office.
- Piercings – Piercings with studs/rings must be taped over for the duration of the school day.
- Necklaces – discreet necklaces (worn for religious adherence) may be worn under uniform but should be removed for PE
- Watches/fitness trackers are allowed but for obvious reasons smart watches are inappropriate for school.
- Torn/damaged/defaced uniform

PE Kit

The following PE Kit is acceptable:

Black shorts

White school polo shirt with logo

Black or navy tracksuit bottoms (plain)

Black or navy tracksuit top (plain)

Trainers (for outside)

Hair

Allowed	Not Allowed
<ul style="list-style-type: none"> • Discreet decorations/clips etc in school colours • Shoulder length hair to be tied back for the duration of the school day • Grade 2 haircuts or longer 	<ul style="list-style-type: none"> • Brightly coloured and/or oversized hair decorations • Hair dye • Extreme hairstyles <ul style="list-style-type: none"> ○ Razored/shaved designs ○ Mohicans ○ Shaved eyebrows ○ Coloured braids

Misconduct relating to appearance will be dealt with in line with Appendix 2. Please consult this

document for sanctions. Parents should note that 'Extreme Hairstyles' will be determined at the Headteacher's discretion.

Behaviour Beyond the School Gates

Teachers and paid members of staff have the power to discipline pupils for misbehaving outside of the school premises.

Teachers may discipline pupils for misbehavior when:

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

Teachers may discipline pupils for misbehavior that:

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

Confiscation of Inappropriate Items

The general power to discipline (as described in Behaviour and Discipline in Schools – January 2016) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Power to search without consent is allowed for prohibited items (as set out in Section 550ZA (3) of the Education Act 1996) includes:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarettes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for

Use of Reasonable Force

Paid members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in schools.

Headteachers and other school staff may also use such force as is reasonable when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence.

Further advice can be found in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'.

Links with home

At Cassiobury Junior School, we believe in working to build a partnership with parents/carers so that they are able to support the school in promoting good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in school and are able to participate in their children's education by having two-way communication with the school. This information is contained in:

- Parent/Carer Behaviour leaflet
- Newsletters and through awards which are sent home
- Ensuring parents are involved in supporting the school in managing their child's behaviour issues
- The procedures as laid out in our Attendance Policy for parents/carers

Adult Behaviour

At Cassiobury Junior School we are very fortunate to have a supportive and friendly parent body and local community. Our parents recognise that educating children is a process that involves partnership between parents, class teachers and the school community. As a partnership, our parents and community understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of our school. This is a reminder to all parents, carers and visitors to our school about the conduct which we expect. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding.

Guidance

We expect parents, carers and visitors to:

- Respect the caring ethos of our school.
- Understand that both teachers and parents need to work together for the benefit of their children.
- Demonstrate that all members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour.
- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue.
- Correct their own child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour.
- Approach the school to help resolve any issues of concern.
- Avoid using staff as threats to admonish children's behaviour.

In order to support a peaceful and safe school environment the school cannot tolerate parents, carers and visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds including team matches.
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper.
- Threatening to do actual bodily harm to a member of school staff, Governor, visitor, fellow parent/carer or pupil regardless of whether or not the behaviour constitutes a criminal offence.
- Damaging or destroying school property.
- Abusive or threatening e-mails or text/voicemail/phone messages or other written communication
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parent/staff, at the school on any social media formats.
- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on school premises.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences- these incidents will be referred to the police).
- Smoking and consumption of alcohol or other drugs whilst on school property.

Should any of the above behaviour occur on school premises the school may feel it is necessary to contact the appropriate authorities and if necessary, even ban the offending adult from entering the school grounds.

Social Networks/cyberbullying

In recent years has been an increase in the inappropriate use of Social Networking sites and Social media to fuel campaigns and complaints against schools, Headteachers, school staff, and in some cases other parents/pupils.

The Governors of Cassiobury Junior School consider the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have about such misuse should be made through the appropriate channels by speaking to the class teacher, the Headteacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.

In the event that any pupil or parent/carer of a child being educated at the school is found to be posting libellous or defamatory comments on any social network sites, they will be reported to the appropriate 'report abuse' section of the network site.

All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately.

In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites.

Additionally, and perhaps more importantly is the issue of cyber bullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying.

Staff and Governor Behaviour

Staff are bound by the staff code of conduct approved by the Local Authority (LA) and governing body.

Procedures for review and evaluation

Our positive behaviour policy is a living policy. Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring takes place in a number of ways:

- The completion of short questionnaires by pupils, staff and parents/carers
- School council feedback
- Involvement of pupils in environment walks and interviews
- Parent/carer focus group feedback
- Statistical data of pupils or groups who are regularly given consequences or rewards
- Classroom observation

Anti-bullying

1 Introduction

1.1 Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. Bullying is not based on a single incident, rather repeated incidents.

2 Aims and objectives

2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

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

Why is it Important to Respond to Bullying?

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

Objectives of this Policy

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

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they 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
- feels ill in the morning
- begins to do poorly in school work
- 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
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

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

Procedures

1. Report bullying incidents to staff
2. In cases of bullying, the incidents will be recorded by staff (See Appendix 3). In these cases, parents should be informed and may be asked to come in to a meeting to discuss the problem
3. If necessary and appropriate, police will be consulted
4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
5. An attempt will be made to help the bully (bullies) change their behaviour

Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place. The behaviour policy will be instigated.
2. In serious cases, suspension or even exclusion will be considered
3. If possible, the pupils will be reconciled
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

A number of strategies can be employed such as:

- writing a set of school rules/class charter

- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- having discussions about bullying and why it matters
- an anti-bullying focus week each year

3 The role of governors

- 3.1** The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- 3.2** The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies. These are reported annually to the Full Governing Body.
- 3.3** The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

4 The role of the headteacher

- 4.1** It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 4.2** The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 4.3** The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. (e.g. buddy patrol)
- 4.4** The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

5 The role of the teacher

- 5.1** Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.
- 5.2** If teachers witness an act of unkindness, they do all they can to support the child who is being mistreated. If a child is being bullied, then, after consultation with the headteacher, the teacher informs the child's parents.
- 5.3** We keep an anti-bullying log in the headteacher's room where we record all incidents of bullying that occur. If any adult witnesses an act of bullying, they should report the incident to the headteacher. There is a worry box that enables children to record any bullying incidences.

- 5.4 Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- 5.5 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

6 The role of parents

- 6.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- 6.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

7 Monitoring and review

- 7.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.
- 7.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying log, and by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Appendix One

Strategies to encourage positive behaviour

Principles and values apply both inside and out of school, high standards of behaviour are expected at all times. Our most powerful influence on behaviour is to praise positive behaviour by actively seeking out children who are behaving well. All staff must take the lead in modelling the high standards of behaviour, courtesy and respect they wish to see in their classrooms and throughout the school.

Strategies are used to encourage the child to change his/her behaviour. These may include:

Varying teaching styles

Directing questions to the child to encourage participation

Use of other adults in the room

Changing the position of the child and teaming them up with a good role model

Organising the classroom (and equipment) to pre-empt possible reasons to be distracted or wander

Knowing individual trigger points and avoiding them

Differentiating time expectations

Give public and private praise for good behaviour as shown by the individual or the class

Smiling and show warmth

Give and encourage the taking of responsibility

Focus attention not just on the most difficult element but also on the 'next group' to encourage them not to be involved

Have a quiet word in the early stages of misbehaviour

Give non-verbal signals – a steady disapproving look

Move the child nearer the teacher

Isolate the child from an 'audience'

Project a positive self-image – let the transgressor(s) know they are letting themselves down

Focus all comments on the behaviour and do not make personal comments

Avoid shouting at all costs

Allow a child to 'cool down' before dealing with an incident

Thinking time






Pupils should learn from experience to expect fair and consistently applied consequences for negative behaviour that make apparent the distinction between serious and minor offences. All pupils should be aware that incidents of harassment and bullying will not be tolerated. They will be dealt with in a manner that supports and protects the victims.

When problems do occur, staff should try to avoid over reacting; remaining calm and listening to all sides. We do recognise, however, that dealing with bad behaviour and difficult pupils can be a stressful time for staff and all teachers need to be given support by colleagues, head teacher and governors.

Appendix Two

Hierachies of Behaviour and Achievement

	Sunshine	Ray of Sunshine	Rainbow	Pot of Gold	Treasure	
POINTS	1	2	3	5	10	
Awards	House points	Star of the day Visit to SLT	Bronze Attendance Certificate	Golden book nomination Reaching Pot of gold Silver Attendance Certificate	Headteacher's award Gold attendance certificate	
						
◆	Learning	◆ Staying on task to complete work	◆ Show an increasing independence during learning	◆ achieving a Next Step target	◆ show an exceptional attitude to learning with an outstanding piece of work	◆ A persistent attitude to improving learning
	Listening	◆ Listen to instructions and advice from all adults	◆ Following instructions and advice calmly during a difficult situation	◆ Encouraging others to listen and follow positive advice	◆ Take a leading role in encouraging listening skills in others	◆ To demonstrate exceptional listening skills in a related task or piece of work
	Attitude	◆ Speak with respect to adults and pupils ◆ Have a willing attitude to learning ◆ Be willing to turn a negative situation around with a positive response	◆ Demonstrate a persistently positive attitude to learning	◆ Show leadership or a willingness to assist others	◆ Encourages a positive attitude in others	◆ A pupil who shows spirit to benefit others
	Kindness	◆ To perform an act of kindness for adults or pupils	◆ Demonstrate persistent thoughtfulness to others	◆ Encourage kindness in others and lead by example	◆ Perform an act of kindness beyond expectation	◆ Perform acts of kindness which benefit the local community
	Respect	◆ Accept and value the rights of other people	◆ Show an increasing understanding of how demonstrating respect leads to respect	◆ Taking a leading role in promoting respect	◆ Demonstrates respect on a consistent basis	◆ Manners and acts lead to recognised respect from the local community
	School Spirit	◆ Showing a positive attitude to learning and behaviour	◆ Turning a negative situation into a positive outcome	◆ Representing the school in a positive manner	◆ Encouraging others to gain school spirit with an act of leadership	◆ Takes a leadership role among pupils to develop school spirit
	Honesty	◆ To be truthful at the first time of asking ◆ Take ownership of own behaviour by being truthful	◆ Encourage others to be truthful and take responsibility	◆ Be truthful about situations when others are encouraging to lie		
	Attendance			◆ 100% attendance for whole term	◆ 100% attendance for 2 terms	◆ 100% attendance for whole school year

		Sunshine	Cloudy	Rain Cloud	Thunder Storm	Hurricane
POINTS		0	1	3	5	10
SANCTIONS		'The Look' Verbal Warning Positive reinforcement	Loss of GT 1 min Extra or repetition of work Missing Break/Lunch	Loss of GT 3 min 5 minutes Time out sheet in class/playground Setting of extra work Loss of Privilege Missing Break/Lunch School Based Task	SLT informed Possible - Foster class/removal from playground Missing Break/Lunch School Based Task Behaviour Report Formal amber letter to parents	SLT involved Missing Break/Lunch School Based Task Formal letter to parents Behaviour Report Consideration of exclusion
						
BEHAVIOUR DESCRIPTOR	UNIFORM and REFUSAL	<ul style="list-style-type: none"> Wandering around classroom Not sitting on chairs properly Not listening Making a poor effort No PE kit/incomplete uniform, presentation or kit – 1st time 	<ul style="list-style-type: none"> Choosing not to change behaviour Initial refusal to follow an instruction Refusing to do work/avoiding work No PE kit/incomplete uniform, presentation or kit – 2nd time 	<ul style="list-style-type: none"> Persistent Cloudy behaviour Not following uniform/jewellery policy No PE kit/incomplete PE kit Not handing in homework No PE kit/incomplete uniform, presentation or kit – 3rd time 	<ul style="list-style-type: none"> Persistent Rain Cloud behaviour Leaving the classroom without permission Refusing to follow any instruction from any member of staff No PE kit/incomplete uniform, presentation or kit – 4th time (meeting with parents and possible removal of breaks and/or lunchtimes) 	<ul style="list-style-type: none"> Persistent Thunder Storm behaviour Leaving the school site without permission Continual lack of PE kit/incomplete uniform, presentation or kit – internal/external
	VERBAL	<ul style="list-style-type: none"> Disturbing learning Calling out Interrupting rudely Inappropriate chattering 	<ul style="list-style-type: none"> Answering back Swearing to make people laugh Swearing to release frustration Name calling Unkind remarks Insulting families or loved ones Denial of inappropriate behaviour 	<ul style="list-style-type: none"> Using language which offends others e.g. 'that's so gay/lame/spastic' Malicious lying or rumour spreading 	<ul style="list-style-type: none"> Swearing under breath/indirectly Lying to get a child or adult in trouble 	<ul style="list-style-type: none"> Swearing directly to intentionally hurt or abuse someone Racist, religious, sexist and homophobic abuse, taunting or harassment
	DAMAGE/DAMAGE TO PROPERTY	<ul style="list-style-type: none"> Throwing or flicking small items Interfering with the property of others 	<ul style="list-style-type: none"> Defacing own or others work Accidental damage to school or personal property Taking and giving back (teasing) hiding items from others/going through people's things 	<ul style="list-style-type: none"> Minor deliberate damage to property Minor damage to the image of the school Minor/ deliberate damage to someone's things Minor/one off incident of taking from school or a person 	<ul style="list-style-type: none"> Proven stealing of school or personal property Graffiti Severe damage to the image of the school Taking money from others/taking property from others (stealing) 	<ul style="list-style-type: none"> Arson Serious deliberate damage to school or personal property Repeated theft or destruction of property/blackmail
	DISRUPTION	<ul style="list-style-type: none"> Distracting others Fiddling with things Not sitting on carpet properly 	<ul style="list-style-type: none"> Encouraging others to misbehave by laughing at or encouraging their poor behaviour choice 	<ul style="list-style-type: none"> Disrupting the class so that learning is affected Manipulating others to make a poor behaviour choice 	<ul style="list-style-type: none"> Persistent, significant disruption to learning Using threats to force others to make poor behaviour choices Extortion 	<ul style="list-style-type: none"> Disruption to learning through physical, verbal or emotional abuse of pupils or adults
	PHYSICAL	<ul style="list-style-type: none"> Unwanted physical contact: jostling, small pushes or shoves, poking, invading personal space. 	<ul style="list-style-type: none"> Play-fighting 	<ul style="list-style-type: none"> Minor physical assault: including hitting, pinching, pushing Spitting on things 	<ul style="list-style-type: none"> Threatened violence Fighting Deliberately hurting another child including emotionally 	<ul style="list-style-type: none"> Possession of an object that could be used intentionally to harm someone Serious fighting Serious physical assault: including hitting, strangling, punching, pinching, kicking Spitting at someone Serious wounding Causing injury by biting Sexual misconduct
	BULLYING/CYBER BULLYING		<ul style="list-style-type: none"> Unkind remarks Excluding others from games, conversations or activities in school. 	<ul style="list-style-type: none"> Regular incidents of unkindness to different individuals. 	<ul style="list-style-type: none"> Regular incidents of unkindness to the same individual. 	<ul style="list-style-type: none"> Proven and persistent bullying.

Appendix Three

Integrated Bullying and Racist Incident Record

For each incident please complete one form and return to a member of SLT for collation and monitoring.

1. Focus of Bullying/Harassment

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Ability		
Age/ Maturity		
Appearance		
Class/Socio-economic		
Learning Difficulties and Disability		
Ethnicity/Race*		
Religion/Belief*		
Institutional Racism*		
Gender		
Homophobia		
Sexualised		
Size		

*See County Guidelines on Dealing with Racist Incidents

2. Manifestations of Bullying/Harassment (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – please also record where appropriate:

- adults as targets or perpetrators (A)
- perpetrators from outside the school community (O)
- children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s causing offence (including ethnicity and other relevant diversity issues)
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4. Description of incident(s)
 Please give a precise account including places, date, times and any witnesses.
 Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)
 N.B. Indicate if it is a repeat incident.
 N.B. indicate if a serious incident referral should be made to the LA.

5. Action taken:
 Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
<i>Form tutor/class teacher</i>		
Head of Year		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
CAF initiated for <i>target/offending person</i>		
Local Authority: SEA/SIP, Anti-Bullying adviser or MECS		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially

Date.....

Member of staff:

Name Date