



BROADFIELD PRIMARY SCHOOL

Behaviour for Learning Policy (including Anti Bullying Policy)

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Committee: School Improvement

Signed:

Date:

Position:



RATIONALE

At Broadfield we believe that our key objective is the education of the pupils entrusted to our care and that this will be most successfully achieved in a calm and orderly school environment. We also place great importance on creating an environment whereby children enjoy coming to school, in the belief that happy children are hardworking children.

The policy is informed by the DfE 2012 guidance 'Ensuring good behaviour in schools'.

AIMS

- Apply a consistent approach to behaviour and learning behaviours throughout the school in partnership with parents and carers.
- To create an environment in which our children feel safe, secure, respected and where they develop a sense of self worth.
- Promote equality of treatment and equal access to educational opportunity within the school community and respect for other's opinions and ways of life.
- Create a calm, purposeful and happy atmosphere within the school which enables all children to access the curriculum;
- Promote equality of treatment and equal access to educational opportunity within the school community;
- Foster positive caring attitudes towards everyone, in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty;
- Acknowledge and value achievements at all levels in an environment that encourages pride in effort as well as achievement;
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour and learning;
- Apply a consistent approach to behaviour and learning behaviours throughout the school, in partnership with parents and carers;
- Make boundaries of acceptable behaviour clear and ensure that appropriate behaviour and learning behaviours are encouraged and recognised;
- Promote a sense of direction and feeling of common purpose in an environment which is safe and secure for all in our school community.
- To develop a moral framework within which the children have an understanding of the importance of good behaviour.
- The children to demonstrate their understanding of good behaviour through their actions.

PRINCIPLES:

There are two basic principles upon which our behaviour for learning policy is based:

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable not the child.
- We believe it is our duty to promote and encourage positive behaviour and learning behaviours and not just react to that which is unacceptable.



Several key strategies underline the school's behaviour and discipline policy. These are as follows:

SCHOOL RULES - 'The Broadfield Way'

The Broadfield Way applies to all children across the whole school and is as follows:

Work hard	Are you using time effectively?
Be gentle	Are you taking care?
Be kind and helpful	Are you thinking about other people's feelings?
Look after property	Are you treating property with respect?
Listen to people	Have you understood what others have said?
Be honest	Have you told the truth?
Be well mannered	Are you saying please and thank you?

These are displayed in every room around the school and discussed regularly as part of the PSHE/SEAL curriculum, and in whole school assemblies. Every child receives a credit card sized copy of 'The Broadfield Way' on entry.

In the autumn term 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 rules are clearly displayed around the school, including in the playground and in every classroom. All classes are introduced to age-appropriate learning behaviours – the building blocks of independent learning. Children explore what learning behaviours look like, sound like and feel like. They are taken through self-assessment activities to identify what their class does well and what needs to be developed and every class sets their own targets for improvement.

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 community for all. The SEAL curriculum resource is used to develop a learning community where social, emotional and behavioural skills can flourish. Children learn how they can make the classroom and school a safe and fair place for everyone, and that it is not acceptable for other people to make it unsafe or unfair.

CLASSROOM MANAGEMENT

We know that classroom management and teaching methods have an important influence on children's behaviour. Our classroom environments give clear messages to children about the extent to which they and their efforts are valued. Relationships between adults and children, strategies for encouraging good behaviour, the layout of the room, access to resources and classroom displays all have a bearing on the way children behave. Classrooms are organised to develop independence and personal initiative, they are arranged to aid accessibility and reduce uncertainty and disruption. Displays help develop self-esteem through demonstrating the value of every individual's contribution. Overall our classrooms provide a welcoming and affirming environment, which is accessible to all learners through differentiation.



BEHAVIOUR STRATEGIES AND THE TEACHING OF GOOD BEHAVIOUR

All adults in our school are responsible for creating a positive ethos through praise and rewards for good work, desirable behaviour and demonstration of learning behaviours, skills, habits and attitudes. We aim to ensure that children experience success through their efforts and feel recognised as individual and unique people who have things to offer as well as to learn.

PROMOTION OF SELF-ESTEEM AND SOCIAL SKILLS

We use SEAL (Social and Emotional Aspects of Learning) as a tool for developing all children's social, emotional and behavioural skills. This resource offers an explicit and structured whole-curriculum framework. It is delivered mainly by class teachers but all adults who have contact with children – teaching assistants, lunchtime staff and support staff – are made aware of the vocabulary used and the key ideas that are introduced to the children. Every child, whatever their age, takes part in activities throughout the school year, exploring opportunities for ongoing development of their roles and responsibilities within the classroom and beyond.

PSHE CURRICULUM

We use the SEAL curriculum, behaviour for learning, R-time and circle time to drive the teaching of PSHE in succinct and timely lessons. These tools are used to address the needs of the children as they arise and give opportunities for children to explore issues that affect them every day. Teachers use other opportunities during the school week to embed PSHE in everyday experiences across the curriculum.



REWARDS

There is a shared commitment from all members of staff to reward good behaviour. This is most frequently done in the form of verbal praise which can act as a powerful motivating factor in encouraging and maintaining positive behaviour. In addition, a variety of individual, class-based and whole school reward systems also operate.

We have a staged response for recognising good behaviour and positive learning behaviours. Where children demonstrate self-control, responsibility for self and others, emotional intelligence or particular initiative this is acknowledged and celebrated through a variety of ways:

- **Class Behaviour Charts**

All classrooms are equipped with class behaviour charts. These must be followed to ensure all staff are using appropriate steps. Please see appendix for examples. Class behaviour charts are linked to a whole class reward system involving a marble jar. The class works hard showing positive learning behaviours and earns marbles to go in the jar as a result. Once the jar is full the class receives a class prize which is agreed on by the class and teacher before the marble jar begins to be filled. Children move up and down the chart one step at a time and steps are linked to positive behaviours in class. If a child makes a mistake in their behaviour they will be asked to move their name down but to work hard to move it back up. Teachers should be extra vigilant to try and catch positive behaviours in all pupils.

Behaviour for Learning Class Chart Positive Level Guide.

LEVEL	EXAMPLES OF POSITIVE BEHAVIOURS	EXAMPLES OF LEARNING BEHAVIOURS	ACTIONS/ CONSEQUENCES
Ready to Learn	Following the Broadfield Way	Using manners, looking after property, being honest, working hard, being gentle, being kind and helpful, listening.	Smiles, encouragement, praise which is meaningful, specific and refers to the Broadfield Way
Managing own learning	Demonstrating the Broadfield Way without support.	Keeping focused on a task, planning and organising a response to the task, good management of resources, responding effectively to teacher's comments, knowing when or where to ask for help, ignoring distractions, responding to change, learning from mistakes, asking good questions Any behaviours similar in value as defined by staff	1 marble in the jar/warm fuzzies), stickers
Supporting others' learning	Helping and reminding others to follow the Broadfield Way.	Helping others to learn, trying new ways of learning, using initiative to support others, respecting the views and ideas of others, waiting for turn to speak, using appropriate tone of voice, working collaboratively and sensibly,	1 large marble in the jar/warm fuzzies or a praise pad note home



		<p>sharing ideas, helping others to avoid mistakes, asking great questions</p> <p>Any behaviours similar in value as defined by staff</p>	
Leading learning	Consistently being an outstanding role model in following the Broadfield Way.	<p>All of the above demonstrated repeatedly over time</p> <p>Taking risks, trying new ways of learning, able to explain why or how things need to change as a result of previous mistakes, asking outstanding questions</p> <p>Any behaviours similar in value as defined by staff</p>	Special privileges as agreed by the class teacher, telephone call home to parents, special postcard sent home.

- **Golden Time**

Golden Time should contain a choice of high quality activities which the children really don't want to miss. This may be best organised in whole year groups.

Golden Time is a short (normally 20 – 30 minutes) whole class reward for good behaviour over the course of a week, during which children engage in purposeful but enjoyable activities that act as a catalyst for continued good behaviour and attitudes.

Golden Time is linked to class behaviour charts and if a child has their name on time out then 'time' is removed incrementally in 5 minute blocks. The time may not be earned back. The principle is that at least 5 minutes of Golden Time is always retained provided the child shows remorse and respect during their time out period of golden time

- **The House System**

Children in Key Stages 1 and 2 are in one of four houses. House points can be awarded by any member of staff in recognition of special achievement or good behaviour. The house point system is two tiered and works both on an individual and team level. On a team level there is a running total and a cup which is presented to the winning team. On an individual level children receive certificates for relevant house point milestones. House points usually work independently of the behaviour for learning class behaviour charts.

- **School wide Rewards**

- Special mention in assembly
- Special mention in the school newsletter
- Special postcards are sometimes sent from the Head teacher and other senior staff by post to the homes of children who have made an extra special effort.



ACHIEVEMENT ASSEMBLY

We believe the balance between reward and consequence should be biased in favour of rewarding the good behaviour fostered in the school's positive environment. We hold an achievement assembly each week. Teachers or pupils choose a child from each class to be rewarded with a Pupil of the Week rosette and share their social skills, organizational skills, independent learning skills or academic achievement with the rest of the school. The names of these children are also shared in the weekly whole school newsletter. Pupils who have completed outstanding pieces of work are recognised in this assembly and are presented with a head teachers award. Parents/carers are invited to attend these assemblies to share in the achievements of their children.

SANCTIONS

The Level System (see next page) is at the heart of the school's behaviour management strategy.

- As appropriate behaviour needs to be positively reinforced by rewards, inappropriate behaviour needs to be discouraged through the use of sanctions. We consider it important to make it clear that bad behaviour is unacceptable and has consequences
- The consequences given on the next page (although not an exhaustive list) provide a set of options available to a member of staff when a pupil has behaved inappropriately. When consequences are administered, there is a need for fairness and consistency, both by the individual staff member and across the school.
- The consequence chosen should "fit" the inappropriate behaviour, although staff will need to use their discretion to take particular circumstances into account. If the inappropriate behaviour is repeated, it may be necessary to adopt a more stringent sanction.
- More serious inappropriate behaviour should be recorded on the 'Incident Report Form', copies of which are (in the Appendix) held by the Head teacher and in the School Office. Any physical injuries or marks should be reported to the Welfare Officer who will use her discretion to decide whether the child's parents should be informed.
- Staff should avoid the punishment of whole groups for the activities of individuals unless there are exceptional circumstances.
- Children who misbehave or prevent teaching or learning from taking place may be sent to work in another class and will miss a portion of their golden time. Children must always be accompanied by an adult to the receiving classroom.

THE LEVEL SYSTEM

The Level System should be used at all times when dealing with misbehaviour. Staff are advised to use their professional discretion with regard to the intention



and force of the behaviour when deciding which level to apply. If in doubt staff members should always consult with a more experienced colleague before deciding a level – particularly for level 2, 3 and 4 behaviours. When a pupil persistently receives 'level' letters (i.e. more than 3 letters of any level in a half term period) then additional strategies may be needed to help modify the child's behaviour. These may include meetings with parents, a referral to Dacorum Education Support Centre (DESC), being put on a counselling programme etc. This may include short term exclusion.

Broadfield level guidance and Incident Report Form .

These levels are to be used for guidance only in the first instance until the circumstances surrounding the behaviour can be determined.

Behaviour Type: (Highlight behaviours observed/reported and circle suggested level appropriate)	
Level 1 <i>Warning</i>	Wandering around classroom, not sitting on chairs properly, not listening, making a poor effort, calling out, inappropriate chattering, throwing or flicking small items, interfering with the property of others, distracting others, fiddling with things, not sitting on the carpet properly, jostling, small pushes or shoves, invading personal space.
Level 2 <i>Time out</i> <i>Debrief</i> <i>Detention</i>	Initial refusal to follow instructions, avoiding work over a sustained period, answering back, unkind remarks, name calling, encouraging others to misbehave by laughing at poor choices made, play fighting, pushing, poking, leaving the classroom without permission.
Level 3 <i>Time away</i> <i>Debrief</i> <i>Detention</i> <i>Inform parents</i>	Choosing not to change level 2 behaviour, repeated refusal to follow instructions, refusing to follow uniform policy after being challenged about incorrect items currently being worn, deliberately exposing genitals in an inappropriate place or situation (generally child under 8), threatened violence, graffiti, using offensive language such as that's so gay/lame/spastic, minor deliberate damage to property, spitting, use of racist/homophobic language (by children under 8), swearing, disrupting the class so that whole class learning is affected, manipulating others to behave badly, minor physical assault: including kicking, biting, punching, hitting, slapping and pushing people to the ground.
Level 4 Parents informed Suggest early collection	Choosing not to change level 3 behaviour, refusing to follow the instructions of HT/DH/AS after they have intervened in a situation, proven stealing, using threats to force others to behave very badly, use of racist/homophobic language (by child 8+), child over 8 deliberately exposing genitals in an inappropriate place or situation, extortion. Serious fighting-this is defined as repeated kicking, punching, slapping or hitting.
Level 5 Parents informed Exclusion	Racist/sexist/homophobic abuse, arson, serious deliberate damage to school property, possession of an object that may cause serious harm to others, serious wounding, sexual assault, smoking, substance abuse, inappropriate use of prescribed drugs, proven and persistent bullying, deliberately punching/assaulting school staff, physically assaulting other children (this would usually include causing bruising/bleeding) by repeatedly hitting, strangling, punching or kicking.



NB. Certain behaviour eg. Racist or homophobic behaviour needs to be assigned the level that best fits the level of intent of the behaviour.

- **Play Time/Lunch Time code of behaviour / warning procedure:**

- Verbal warning x 2
- Stand with adult (5 min)
- Time out on a bench (5 min)

Debriefing children about making good choices

MSA's reporting to staff at end of session for Level 2 offences and enter on sims.

Incident reports should be completed for all level 3 or 4 offences and given to a member of the senior leadership team.

- Missing an activity
- Missing a playtime (or part)
- Involvement of Head
- Involvement of parents

PUPIL SUPPORT SYSTEMS

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN or LDD who have specific needs relating to behaviour, may find it continually difficult to follow our rules.

In order to support our most vulnerable pupils, individual strategies will therefore need to be implemented. These may include:

- Meeting of all involved, including parents/carers to collaborate about possible triggers and plan strategies.
- **Liaison with parents/carers (at least weekly)** if persistent problem.
- Home-school link book
- SEN staff and class teacher jointly planning appropriately differentiated work
- Daily reward charts and targets set with appropriate rewards
- Pastoral passport in place for persistent problem (class teacher led) – shared with parents and given a copy.
- Behaviour plan in place if several level 3 incidents (Class teacher led) – shared with parents and given a copy.
- Risk assessment in place if behaviour is dangerous (SLT led) – shared with parents and given a copy.
- Additional 1:1 support for emotional well-being or learning E.g Art therapy; play therapy; social skills; nurture class etc
- Relevant staff training or CPD
- Involvement of outside agencies (Education Support Centre, Integration Manager and Educational Psychologist etc.)

Parents/carers will be encouraged to be involved in working with the school in managing their child's behaviour issues. It may also be appropriate to complete a Common Assessment Form (CAF) if multi-agencies are involved with the child or a Pastoral Support Plan (PSP) if the child is at risk of exclusion. Application for a Statement of Special Educational Needs may be made in the longer term, if appropriate.



ARRANGEMENTS FOR PUPILS WITH SOCIAL, EMOTIONAL OR BEHAVIOURAL DIFFICULTIES

These children need intense and sustained support to guide them how to manage their feelings and reactions to others.

Their reactions are the symptoms of how they are feeling. These symptoms are from a range of causes and often related to relationships at home or a diagnosis of a condition such as Autism.

It is vital that we view these children as needing help with learning how to make the right choices and learn from their mistakes and not viewed as a naughty child.

It is essential that regular meetings are held with the parents, where staff and parents work collaboratively to improve the child's behaviour. Children's behaviour always improves when parents and staff are seen to be united by the child and providing the same expectations.

The support that we offer for these children are wide ranging. We have a team of Teaching Assistants who support the pastoral needs of children who are assessed to need it. This support focuses on supporting the children to settle to their work and not disturb the learning of others.

In addition, we provide a range of therapies including:- play therapy; art therapy; drumming therapy; Lego therapy; indoor lunch nurture group; nurture class for a small number of infant children.

When behavioural, social and emotional needs are identified it is important to put in place tools to guide staff in using effective strategies to improve the behaviour.

Firstly, a pastoral passport should be created and shared with the parents (and given a copy). This passport should be shared with MSA's, sport staff and put in the supply teacher folder that is kept on the back of the classroom door. This passport guides staff in how to manage the child well and understanding what they respond well to and avoiding triggers that could escalate behaviours.

Secondly, if the behaviour persists then a behaviour plan should be created in collaboration with the parents and any staff that work with the child. It is essential that all concerned have a copy of this plan (parents, MSA's, sports coaches; supply teachers file and pastoral team). The strategies agreed on this plan must be implemented every day. If adjustments are required then a review meeting should be convened with all parties involved to agree those changes.

When children display dangerous behaviour on more than one occasion then a risk assessment will be created. This is led by Head/deputy and all parties involved including the parents. Again it is essential that all parties have a copy of this document and everyone implements all of the strategies every day until the next review. These are very effective to quickly reduce the risk of unsafe behaviour as long as all of the strategies are consistently implemented by all parties.

If a child is at serious risk of permanent exclusion then a Pastoral Support Plan (PSP) will be created led by the Education Support Centre and all parties involved.

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 very seriously and work with all members of our school community so that they know:

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

If an allegation of bullying is made by a child or parent we take this claim very seriously. We establish whether there has been a pattern of events with the same child/group of children. At times children or parents will use the word bullying when there has been a one off incident.

If a pattern of incidents is evident then this is dealt with very seriously and addressed with both sets of parents. Often this is enough to stop anything continuing any further as it is out in the open and the child/ren know that they are being monitored closely. If there is evidence of the bullying continuing then serious sanctions such as exclusion will be considered.

EXCLUSION

Only the Head teacher can exclude a pupil from school. Exclusion should not be decided in the heat of the moment although a rapid response can be made if there is an immediate risk to the safety of others in the school or the pupil concerned. A decision to exclude a child will be taken if:

- The pupil seriously breaches the school discipline policy in a violent way;
- A range of alternative strategies have been tried and failed;
- If allowing the pupil to remain in school would seriously harm the welfare of the pupil, other pupils, or staff.

Exclusion can be in response to a single very exceptional incident or more usually as a result of a number of incidents growing in seriousness over a period of time.

Before reaching a decision the Head teacher will:

- Consider the written and oral evidence. If there is doubt that the pupil actually did what is alleged the pupil will not be excluded.
- Allow the pupil to give their version of events.
- Check whether there are any mitigating circumstances that provoked the incident and take these into consideration.
- If necessary, consult others.

The class teacher of an excluded pupil is required to set and mark work for the duration of the exclusion period in line with the DfE recommendations. Fixed term exclusions cannot exceed 15 days in a single block and 45 days in a school year. In any event after 6 days of exclusion the child is required to follow an education programme off site. Excluded children must remain at their home during school hours.

WORKING IN PARTNERSHIP WITH PARENTS AND CARERS



We believe in working to build a partnership with parents/carers so that we are able to support their child by 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 shared by:

- Our Home School Agreement.
- Newsletters and through awards which are sent home.
- The procedures as laid out in this policy and our parent/carers behaviour leaflet which explains the behaviour system, associated rewards and sanctions.
- Ensuring parents are involved in working with the school in managing their child's behaviour issues.

Parental Involvement

Parents play an important role by helping the children abide by the behaviour policy set out by the school. If full development of an individual's potential is to be achieved, home and school must work together. When entering the school for the first time parents and children should be encouraged to read the behaviour and discipline policy together. On entry to the school, parents are requested to sign a Home/School Agreement which includes commitment to the areas identified below. It is essential parents are fully informed and involved in finding solutions with teachers to difficult or persistent issues.

Parents should:

- ensure their child is punctual in their arrival at school
- ensure their child arrives alert and eager to learn
- ensure their child has the right equipment for that day's activities
- ensure their child abides by school uniform policy
- show an interest in their child's achievements e.g. attending parent's evening, reading through annual written report with the child and discussing it with them.
- teach their child to respect members of staff, fellow pupils, others and personal property and support staff present in school
- support their child in the completion of their homework



ANTI-BULLYING POLICY

INTRODUCTION

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be encouraged to tell somebody. Incidents should be dealt with promptly and effectively. We are a TELLING school - anyone who knows that bullying is happening is expected to tell a member of staff.

DEFINITION OF BULLYING

There are three factors implicit in bullying activities:

- a) It usually forms a pattern of behaviour rather than an isolated incident
- b) It involves dominance of one pupil by another
- c) It can be verbal, physical and/or psychological

TYPES OF BULLYING

Emotional

Shouting and swearing
Rudeness
Sarcasm
Belittling
Lying/deceiving
Threatening
Name calling
Labelling
Stereotyping
Talking behind back
Spreading malicious tales
Breaking trust
Criticising
Racism
Sexism

Physical

Hitting
Punching
Pinching
"roughing up"
Unwanted touching
Finger jabbing
Jostling
Sexual abuse
Cornering
Withholding physical necessities e.g. food

Non Verbal

Ignoring
Staring out i.e. keep staring at someone
Threatening looks
Writing notes, letters, graffiti
Pulling faces
Withholding love and affection
Exclusion from games etc
Cyber bullying

HOW CAN PARENTS AND CARERS HELP PREVENT BULLYING?

Parents, carers and families have an important role to play in helping services to deal with bullying. You should:

- discourage your child from using bullying behaviour at home or elsewhere.
- take an active interest in your child's school life, discuss friendships, how playtime is spent and the journey to and from school.
- remember your child's view of an event may not be the full story.
- watch out for signs that your child is being bullied, or is bullying others (parents, carers and families are often the first to notice a problem). Signs that may indicate that children are being bullied include if the 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 his/her usual routine
- is unwilling to go to school
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or starts to run away
- cries him/herself to sleep 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 'go missing'
- asks for or starts stealing money (to pay bully)
- often 'loses' dinner or other monies
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children
- stops eating
- gives improbable excuses for any of the above
- bed wetting

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

- Contact the school at the first sign if you are worried that your child is being bullied or is bullying others.

WHY DO CHILDREN SOMETIMES BULLY OTHER CHILDREN?

Children might bully because:

- they themselves have been victim of bullying
- they may not have been taught that it is wrong to bully, or they may think that it is just a bit of fun
- they have their own problems – they may feel angry or upset or feel they don't fit in – they may have problems at home
- they do not know of more appropriate ways of making friends
- they are encouraged to bully by their friends
- they are going through a difficult time at school or elsewhere
- they're scared of getting picked on so they do it first
- they want to show off and seem tough
- many don't like themselves so they take it out on someone else

WHAT SHOULD A CHILD DO IF THEY FEEL THEY ARE BEING BULLIED?

- talk to their Parent/Carer or a member of staff
- place a note in the 'Sharing Box' (Years 2-6)



- if the problem persists they should speak to a senior member of staff

WHAT SHOULD A MEMBER OF STAFF DO IF THEY FEEL THAT A CHILD IS BEING BULLIED?

1. If you become aware of bullying occurring, deal with it yourself in the first instance. Make it clear to the bully that the behaviour is unacceptable. Don't keep it to yourself, report your concerns to the head. Keep a record of the allegation on an incident form and hand it to the head.
2. If as a senior member of staff you are asked to look into suspected bullying you should:
 - interview both the bully and the child being allegedly bullied
 - appreciate that both the bully and the child being bullied need help and provide a safe climate for a discussion to take place
 - involve the parents of both pupils if you are certain bullying is taking place
 - in more serious circumstances it may be appropriate to alert all staff of your actions and ask for their feedback on anything they observe

If a parent, rather than a child expresses concern, begin at stage one, by dealing with it yourself just as you would with a pupil

WHAT SHOULD A PARENT OR CARER DO IF THEY THINK THEIR CHILD IS BEING BULLIED?

- ask your child directly
- take any incidents of bullying that they tell you about seriously
- talk calmly with your child about their experiences
- make a note of what your child says
 - what happened?
 - who did it?
 - who saw it?
 - how did it affect your child at the time?
 - were there any later affects?
- reassure your child that he or she has done the right thing in telling you
- encourage your child to talk to his/her teacher
- be confident that they will wish to help
- make an appointment to see your child's class teacher and explain the problems your child is experiencing
- understand that your child may need to change aspects of his/her behaviour
- never approach another parent directly
- do not encourage your child to retaliate
- ask for a copy of the school's anti-bullying policy

HOW CAN YOU APPROACH THE SCHOOL WITH YOUR WORRIES?

- Remember that bullying is a very specific term (see earlier definition) and is not a single verbal/physical incident.



- contact the school as soon as possible to arrange an appointment with his/her teacher
- always try to be calm – they will be keen to resolve the problem but it may be that they were not aware that there was a problem and in some cases the cause may be complicated
- be as clear as possible about what your child says has happened – give dates, places and names of others involved
- encourage them to admit to any mistakes they have made themselves
- ask if there is anything you can do to help your child
- ask the school to keep a record of the incident and your meeting
- keep in touch with the school – let the teacher know if things improve as well as if the problem continues
- make a future appointment to review the situation

WHAT CAN YOU DO IF YOU ARE STILL WORRIED?

Once the school is aware of a problem it is very likely that they will be able to deal with it effectively. If you have followed the advice above and you are still worried you may wish to:

- make an appointment to discuss your concerns with the Head teacher
- allow time for the school to implement strategies and provide follow up meetings
- ask for a copy of the school's complaints procedure, if you feel that they have not responded appropriately to your concerns after you have had several meetings with the head.

WHAT ABOUT THE CHILD THAT BULLIES?

Some children may be involved in bullying other children at one time or another. In fact, some children who are bullied, either at school or elsewhere, also bully other children. Parents and carers are often not aware that their child is involved in bullying others. The school's level system will be implemented when your child is considered to be bullying others.

WHAT CAN YOU DO IF THE SCHOOL TELLS YOU YOUR CHILD IS BULLYING OTHER CHILDREN?

- be prepared to listen and accept professional judgement and advice
- be assured that the school will want to work with you in a supportive way to change your child's behaviour

HOW CAN YOU STOP YOUR CHILD FROM BULLYING OTHER CHILDREN?

- talk with your child and explain that what he/she is doing is not acceptable and is making other children very unhappy



- discourage other members of your family from ever using bullying behaviour or from being aggressive to get what they want
- show your child how he/she can join in with other children without bullying
- make an appointment to see your child's teacher to explain the problems and discuss how you can work together to stop your child from bullying other children. It is very important to work closely with the school or other services
- regularly ask your child how things are at his/her school. Give your child lots of praise and encouragement when he/she is co-operate or kind to other people try to find out why your child feels the need to bully
- monitor their Internet and mobile phone use and set up appropriate safeguards

USEFUL NAMES AND CONTACT NUMBERS

Advisory Centre for Education (ACE)

Advice for parents on all matters concerning schools.

If you would like to speak to an ACE adviser about bullying a free helpline is available

Monday to Wednesday from 10am to 1pm. Term time only. Tel: 0300 0115 142
<http://www.ace-ed.org.uk/advice-about-education-for-parents/advice-booklets-and-briefings/tackling-bullying>

Anti-bullying Campaign

If you need to talk to someone straight away, you can contact the Anti-bullying Campaign on 0207 378 1446

Bullying online

Gives advice to parents and children as well as links to related websites
www.bullying.co.uk

Children's Legal Centre

Publications and free advice on legal issues
Tel: 08088 020 008

Childline UK

Childline is the UK's free 24-hour helpline for children in trouble or danger. If you want to talk to someone call Childline free on:
0800 1111
www.childline.org.uk

Kidscape

Anti-bullying helpline
Tel: 08451 205 204

Mobile and Text Message Bullying

If you or someone you know is receiving text or calls that upset or offend, your network should have a number that you can call to bar or report calls. Some of the main numbers are:

O2 01753 565 000
Nokia 0870 0555 777



Orange 0800 801 080

Parentline

Free confidential helpline for anyone looking after a child. Staffed by trained volunteers who are parents themselves
Tel: 0808 800 2222

Appendices

Appendix 1. Copy of Broadfield Behaviour for learning charts

Appendix 2. Strategies to encourage positive behaviour

Appendix 3. Incident Forms and guidance



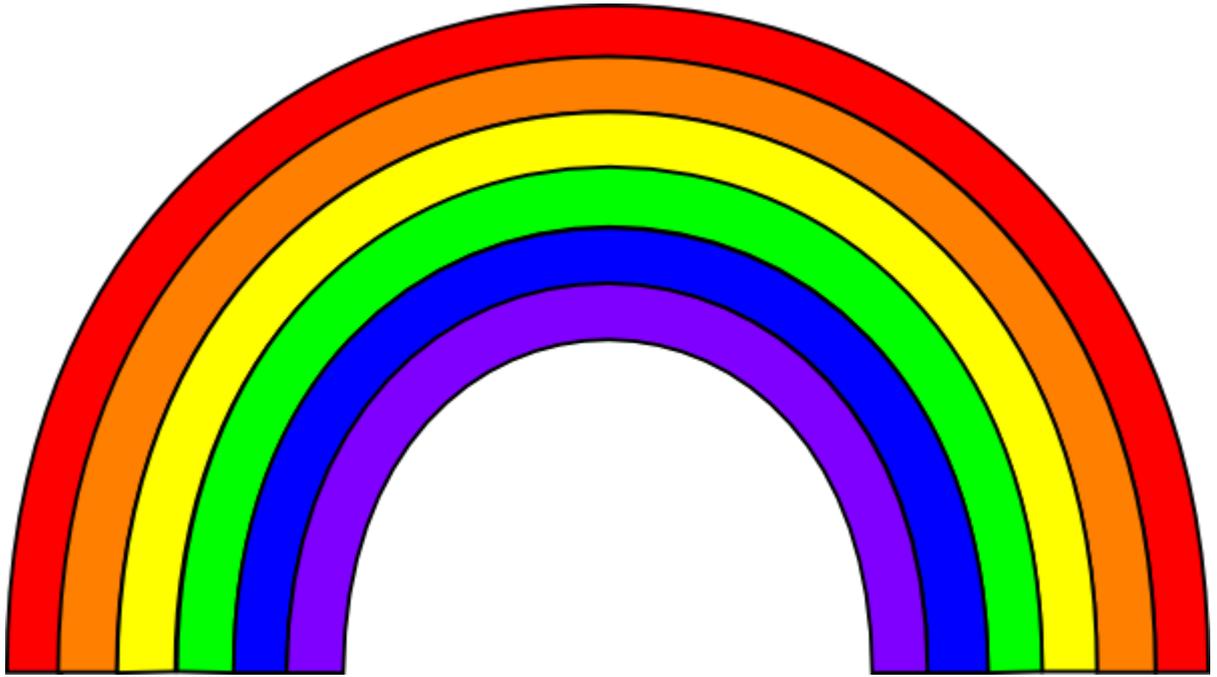
Leading Learning



Congratulations - you have
made an outstanding
contribution to your learning
today.

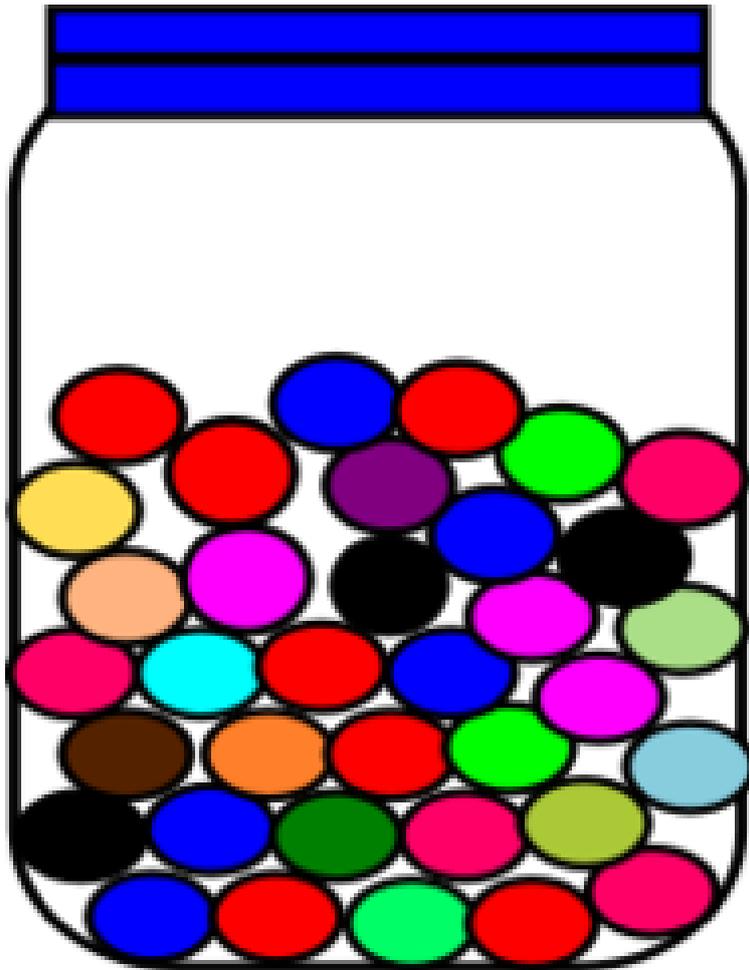


Supporting Others' Learning



You have been a learning role
model today.

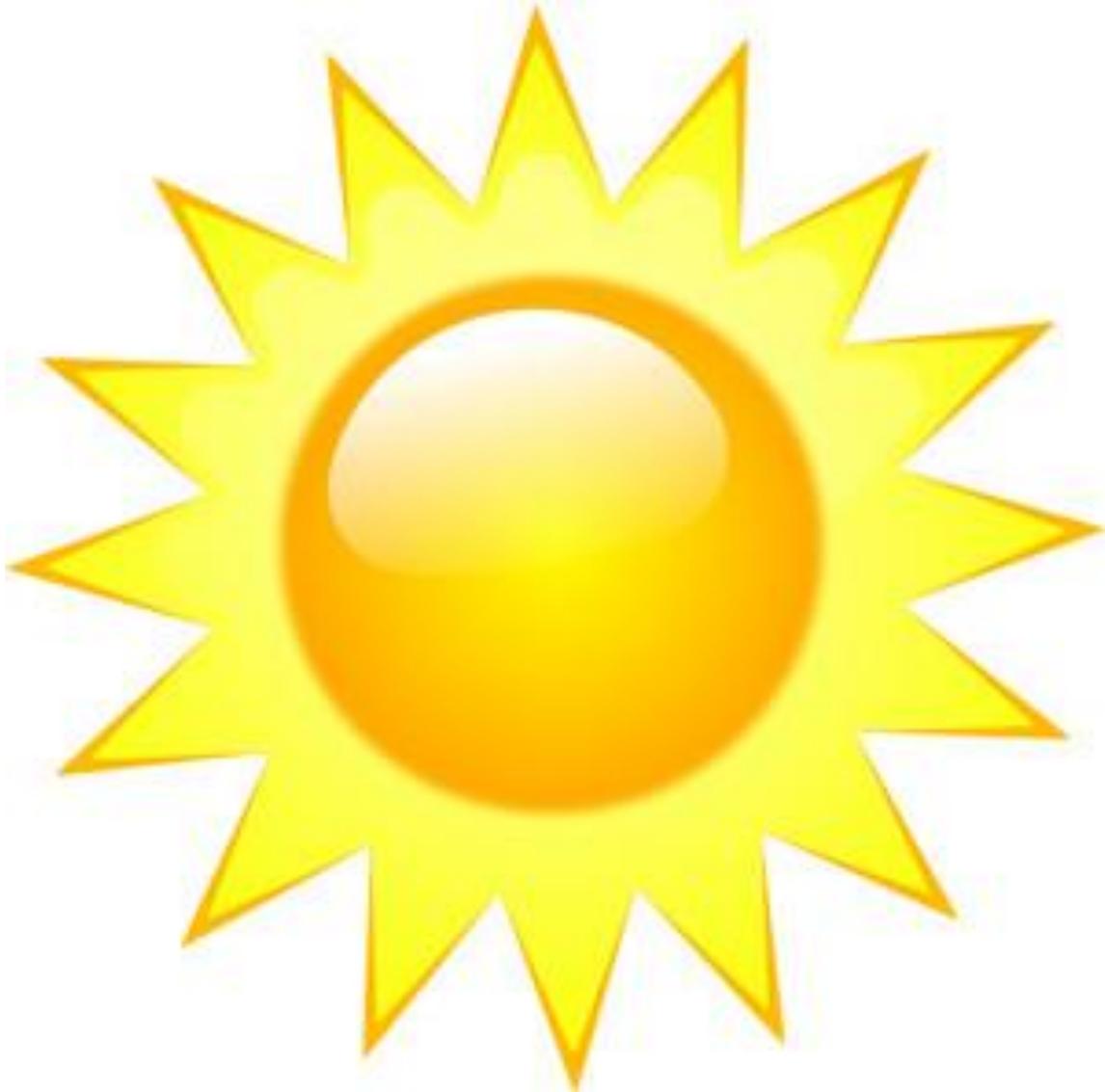
Managing Own Learning



You have been a fantastic learner– well done!



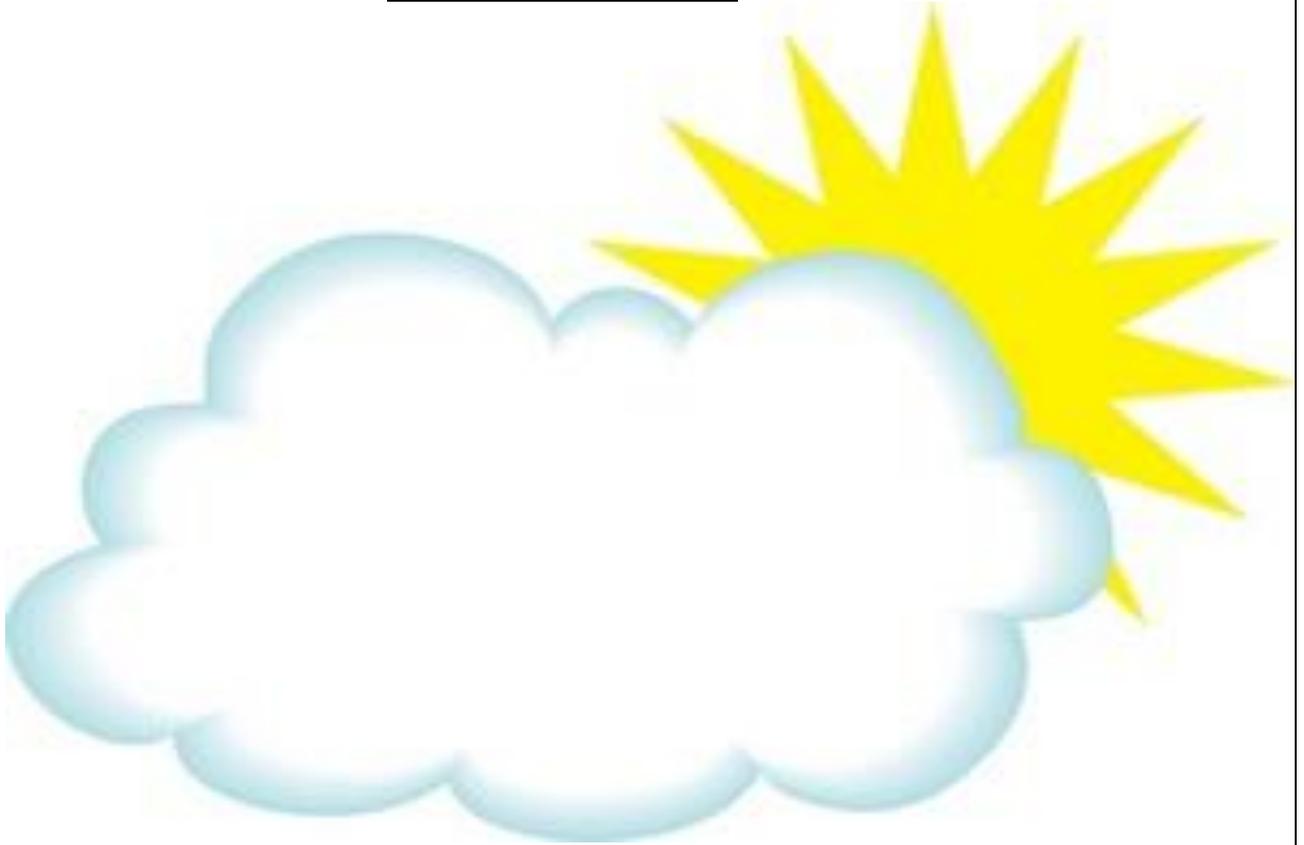
Ready To Learn



Keep up the good work!



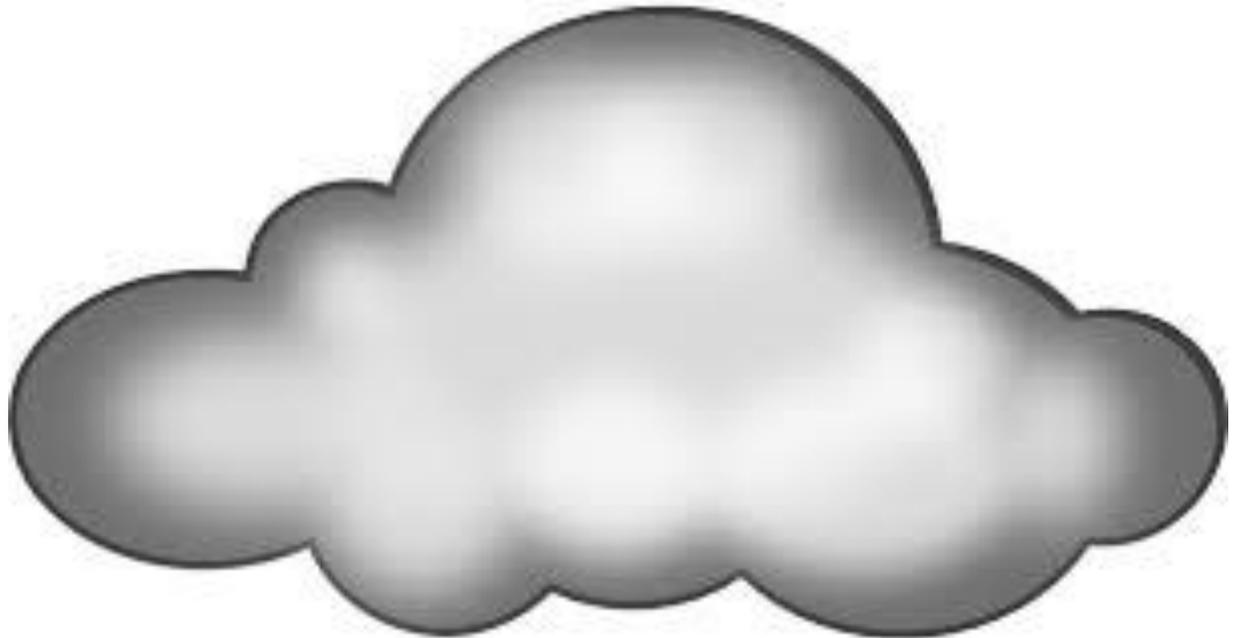
Not Ready to Learn



You haven't used your learning
time effectively.



Time Out



You are not managing your own learning. Stop and think about your behaviour and its consequences.



Time Away



You are stopping others from learning.



Time To Talk



You are stopping others
learning. Someone else needs
to be told about your
behaviour.



Broadfield Primary School

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. By following the SEAL programme, we also promote good behaviour throughout all aspects of school life.

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
- 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 wandering
- 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 showing 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 then not be involved
- Have a quiet word in the early signs of misbehaviour
- Give non-verbal signals – a steady disapproving look
- Move the child nearer the teacher
- Isolate the child from the audience
- Project a positive self image – let the transgressor(s) know they are letting themselves down
- Focus 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 harassments 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, headteacher.



Incident Report Form - L3 and above. (Guidance overleaf)

First Name: **Surname:**.....

Teacher: **Date:** / /.....

Behaviour Type: (Highlight behaviours observed/reported and circle suggested level appropriate)	
Level 1 <i>Warning</i>	Wandering around classroom, not sitting on chairs properly, not listening, making a poor effort, calling out, inappropriate chattering, throwing or flicking small items, interfering with the property of others, distracting others, fiddling with things, not sitting on the carpet properly, jostling, small pushes or shoves, invading personal space.
Level 2 <i>Time out Debrief Detention</i>	Initial refusal to follow instructions, avoiding work over a sustained period, answering back, unkind remarks, name calling, encouraging others to misbehave by laughing at poor choices made, play fighting, pushing, poking, leaving the classroom without permission.
Level 3 <i>Time away Debrief Detention Parents informed</i>	Choosing not to change level 2 behaviour, repeated refusal to follow instructions, refusing to follow uniform policy after being challenged about incorrect items currently being worn, deliberately exposing genitals in an inappropriate place or situation (generally child under 8), threatened violence, graffiti, using offensive language such as that's so gay/lame/spastic, minor deliberate damage to property, spitting, use of racist/homophobic language (by children under 8), swearing, disrupting the class so that whole class learning is affected, manipulating others to behave badly, minor physical assault: including kicking, biting, punching, hitting, slapping and pushing people to the ground.
Level 4 <i>Parent informed Suggest early collection</i>	Choosing not to change level 3 behaviour, refusing to follow the instructions of HT/DH/AS after they have intervened in a situation, proven stealing, using threats to force others to behave very badly, use of racist/homophobic language (by child 8+), child over 8 deliberately exposing genitals in an inappropriate place or situation, extortion. Serious fighting-this is defined as repeated kicking, punching, slapping or hitting.
Level 5 <i>Parents informed Exclusion</i>	Racist/sexist/homophobic abuse, arson, serious deliberate damage to school property, possession of an object that may cause serious harm to others, serious wounding, sexual assault, smoking, substance abuse, inappropriate use of prescribed drugs, proven and persistent bullying, deliberately punching/assaulting school staff, physically assaulting other children (this would usually include causing bruising/bleeding) by repeatedly hitting, strangling, punching or kicking.

Key facts related to the incident:
<ul style="list-style-type: none"> • • • •
Witnessed by: Adult(s) <input type="checkbox"/> Child(ren) <input type="checkbox"/>
Location:-
What action already taken by reporting person: <input type="checkbox"/> Established <u>all</u> the facts <input type="checkbox"/> Time out within classroom <input type="checkbox"/> Time out of classroom <input type="checkbox"/> Informed class Teacher <input type="checkbox"/> Other:
Action taken by HT / DH / AH:
Means by which parent contacted: (delete as appropriate) Telephone / Letter / Face to face
Behaviour level recorded after investigation: L2 L3 L4 L5 Incident resolved? YES / NO Signed: Countersigned (HT / DH / AH):



Guidance for completing the incident form.

Please complete an incident form if you feel that the child's behaviour is at level 3 or above.

If it is level 2 behaviour please enter all the details required (**complete all boxes**) on Sims for that child and send a message to the teacher and or TA via the tab on sims.

Please only record **key facts as bullet points** only. (no need to write in sentences and should not need to write on the back)

Please give directly to Headteacher. Go to Deputy only if Head is not in school and the same for the assistant head. Please interrupt whatever the head is doing. Please wait for the member of SLT to read the form before leaving. Ensure that you have given a copy to the class teacher.

The SLT member will investigate the matter to ensure that all the facts are known and assess any mitigating circumstances. They will then decide which level the behaviour is based on the outcome of their investigation (this could be lower than the level suggested by the member of staff as mitigating circumstances are taken in to consideration).

The SLT member will contact the parent by phone or will see them at the end of the day (other commitments pending). SLT will send home a letter for all level 3 & 4 behaviours.

They also enter all of the information on Sims and send a message to the teacher.

Please bear in mind that the SLT may not have made contact with the parents before the end of the day. Please inform the parent that there has been an incident and that SLT will be in contact with further details.

SLT will also contact the parents of a child that has been injured/treated unkindly. Again this may not be before the end of the day so please let the child's parents know.

The decision of a Level 4 is when a child is displaying unsafe behaviour and not responding to adults, including SLT. Only SLT can make the decision to advise parents that it would be in the child's best interest to go home early.

The decision to exclude a child is a very serious and complex one and can only be made by the Headteacher. If the head is out of school the Deputy/Assistant Head must consult the head before issuing an exclusion. The head must inform the chair of governors about all exclusions straight away. Exclusions are invoked when the head considers the child's behaviour to be of a criminal nature and without provocation and any mitigating circumstances.

If a child has needed to be restrained as they are a danger to themselves, others or property this must be done in pairs. A restraint form needs completing afterwards.