

Davenham Church of England Primary School

**“Working Together, Playing Together, Serving God and Serving Others”**

***“...encourage one another and build each other up...”***

**1 Thessalonians 5:11.**

## **BEHAVIOUR AND ANTI BULLYING POLICY**

### **OBJECTIVES**

1. To create an ethos of good behaviour in school where pupils feel happy, secure and safe.
2. To ensure that everyone is treated fairly and is shown respect.
3. To promote good relationships.
4. To help pupils lead disciplined lives and to understand that good citizenship is based upon good behaviour.
5. To build a school community which follows our 6 Golden Rules which are based on our Christian values of friendship, thankfulness, trust, forgiveness, compassion and koinonia.

### **OVERVIEW**

Good behaviour is central to all that we do at Davenham, where Christian values permeate our daily life.

Good behaviour is conducive to promoting our objectives to support teaching and learning including an abundance of the school and class rules. Our overall aim is to encourage pupils to be good citizens in their immediate community and the wider world.

High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life.

### **OUR SCHOOL MOTTO, BIBLE QUOTE AND GOLDEN RULES**

Our school motto ‘Working together, playing together, serving God and serving others,’ and our Bible quote ‘...encourage one another and build each other up,’ are known by all staff and pupils in school and permeate all aspects of school life.

Our Golden Rules are based around our six Christian values of friendship, thankfulness, trust, forgiveness, compassion and koinonia.

Our vision and associated values are all linked to the idea of community. As a Church school we encourage children to think about their relationship with God and with one another. We value everyone as a unique child of God and when behaviour is unacceptable or falls below the standards we expect, then we stress to children that it is their behaviour that needs to change and not them as individuals. Children are encouraged to reflect on the example of Jesus and our six Christian values when reflecting on their own behaviour. We often pose the question 'What would Jesus have done?' to help children make these important links.

We encourage children to say sorry for their actions and to forgive one another when things go wrong. We support children to do this using the concept of restorative justice. This refers to an approach that seeks to repair harm by providing an opportunity for those harmed and those who take responsibility for harm to communicate about and address their needs after they have been hurt in some way.

**As a school family, we want to live in harmony  
and so we will...**

Listen to and care for one another.  
Be thankful for one another, our belongings and our  
environment.  
Respect, value and celebrate our differences.

**As a Christian community we want to be friends  
who...**

Trust one another.  
Say we are sorry if we upset or hurt others  
And forgive one another when things go wrong.

## **THE FOUR STEPS**

The 4 Steps aim to empower pupils to resolve minor disputes.



**Sometimes when you work together and play together there can be disagreements.**

**Very often these are small things and can be sorted out all by yourself. The Four Steps are steps to help you try to sort out these kinds of small problems.**

**Sometimes, you will need a grown up to help, if the problem is a bigger one.**

### **STEP 1**

#### **IGNORE THE PROBLEM**

**Lots of small problems go away if you ignore them.**

### **STEP 2**

#### **WALK AWAY**

**Walk away or go and play with someone else, or somewhere else. Leave the problem behind.**

### **STEP 3**

#### **ASK THEM TO STOP!**

**It's fine to do this. The person might not realise they are annoying you.**

### **STEP 4**

#### **TELL A GROWN UP**

**If you have tried steps 1, 2 and 3 then you are not telling tales!**

## CLASS RULES

In addition to our Golden Rules, each class will agree up to 8 of their own Class Rules at the beginning of each academic year. These may be revisited from time to time if necessary.

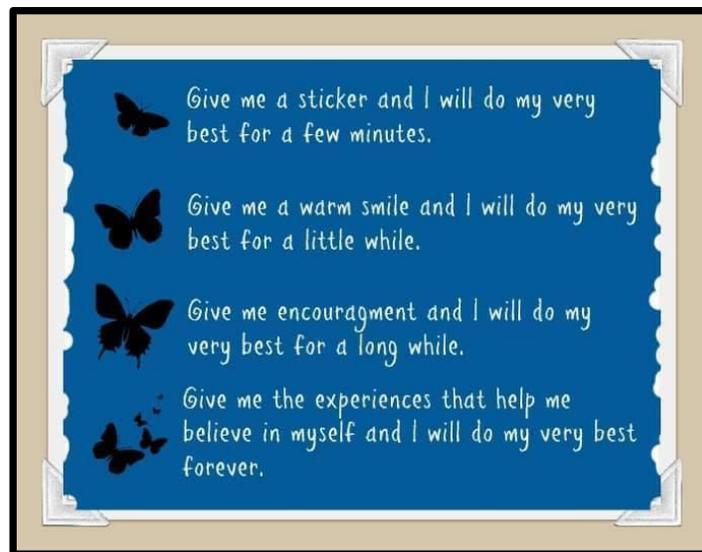
## STAFF EXPECTATIONS

All staff should understand that they are role models and thus pupils will constantly be learning appropriate interactions from them.

Staff at Davenham will use a positive approach including being considerate and polite to the pupils, thus displaying the behaviour and attitudes that they are supporting the pupils to learn.

***There must be continuity and consistency as a common approach for dealing with problems.***

## STRATEGIES



*First and foremost, we do not use reward systems such as stickers, marbles in a jar or team points as we believe the impact from such systems is very short lived.*

*Our behaviour expectations are based around a climate of mutual respect and our Christian values.*

- At the beginning of each year, the class teacher and pupils will agree a set of up to 8 class rules which will be displayed in the classroom. These rules will be worded positively and may be reviewed during the course of the year to reflect the needs of the class.
- Pupils will be taught to be polite, respectful, well-mannered and well behaved through teaching, discussion and by example.
- All pupils have access to a Worry Box in their classroom and on the head teacher's door. These boxes should be checked daily and any issues dealt with promptly.
- Relationship and Sex Education lessons provide support and advice around creating and maintaining healthy and safe relationships.
- Lessons around internet safety provide support and advice around appropriate behaviour online and staying safe online.
- Praise is the main vehicle used to reward positive behaviour.
- Teachers and the head teacher have postcards which may be sent home from time to time to praise exceptional or improved behaviour.
- The Fruits of the Spirit certificates recognise pupils who have displayed Christian Values during the course of the week.
- We have a number of ELSAs (Emotional Literacy Support Assistants) who can offer bespoke sessions to individual children. This support may include sessions around behaviour and changing behaviour.
- We will work in partnership with parents / carers to ensure that the school's values become central to the lives of learners.
- Parents / carers are encouraged to inform their child's teacher of anything which they feel may affect their child's behaviour, for example changes in family circumstances, bereavement or illness.
- Where a member of staff needs further advice and support, they should discuss this with their line manager or a member of the SLT.
- The head teacher, assistant head teacher and a number of other staff have completed Team Teach training. These members of staff are able to provide support should a child display behaviour which has escalated or has the potential to escalate to hurting themselves or others. In this event, the list of consequences above may not always be followed in order to protect the child and/ or others. The support could include guiding the pupil to a safe space using Team Teach holds. Any such incidents will be recorded on CPOMS and the Team Teach Records. This training will be repeated every three years.

## **CONSEQUENCES (refer also to Anti Bullying Policy and Exclusion Policy)**

Pupils are encouraged to find ways of managing their behaviour themselves but on occasions there may be a need for a consequence for poor behaviour. These consequences are generally sequential, but in some more serious cases this may not be the case. Staff use their professional judgement and understanding of the children in their care to decide the most appropriate actions.

- Initial warning.
- Second warning.
- Final warning.
- Thinking time.
- Miss playtime / other privilege.
- Move to another classroom for a period of time.
- Involvement of the Key Stage Lead.
- Involvement of the Head teacher.
- If a child does not respond to these initial consequences then the head teacher may request an interview with parents/ carers and the child.
- An individual behaviour plan may be adopted with SMART targets.
- If the consequences set out above fail to be effective then the pupil may be temporarily suspended for up to 5 days in accordance to the Local Authority Pupils' Service Exclusion and Suspension Guidelines. (see Exclusion Policy)
- In extreme cases a learner's bad behaviour or failure to respond to help, support and other sanctions may result in the child being permanently excluded from school by the Head teacher in accordance to the Local Authority Pupils' Service Exclusion and Suspension Guidelines.

\*These consequences tend to be sequential but this may not always be the case, depending on the severity of the behavior.

## **PUPILS WITH ADDITIONAL EDUCATIONAL NEEDS**

There is a clear difference between routine mis-behaviour and pupils who struggle with their behavioural, emotional, or social development to such an extent that it becomes a barrier to their learning despite the usual interventions of the school. Pupils may display disruptive or challenging behaviour for a range of different reasons, which may be known to school or may be hidden. Pupils may not be accessing their education or making progress, have problems with language and / or communication, have postural difficulties or mental health needs. There could

also be issues outside school that staff are unaware of, but which have a negative impact on a pupil's behavior.

At Davenham, we recognise the need for early intervention to assess and put in place appropriate adjustments to support pupils for whom the universal strategies for promoting good behavior are not effective. Any sanctions should consider the additional barriers the pupils may face.

Where a child has behavioural, emotional, or social difficulties and these are acute enough to become a barrier to learning despite the usual interventions of the school, the child may receive support through the SEN framework. This will be led by the SENCO, who will work with the class teacher, parents / carers, child and any other agencies.

## **BULLYING**

Bullying is a complex area and needs tackling subtly and with the constant aim for our school to provide a safe, caring and protective environment for all our pupils. Bullying is the willful, conscious desire to hurt, threaten, frighten, or discriminate against someone else. It is a systematic and sustained approach rather than one isolated incident. Bullying can occur in a range of ways including verbal, physical and racial. Bullying can be a learned behaviour observed between adults, adults and pupils and between pupils. A one-off act of random physical or verbal attack against a child who happens to be in the wrong place at the wrong time is different (though clearly unacceptable).

At Davenham, bullying and other forms of unacceptable intimidation, including cyber bullying by internet or mobile phone, will not be tolerated. Bullying is wrong and damages individuals. We will therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable. This ethos is supported by our Behaviour Policy, Golden Rules, 4 Steps and the attitudes and examples set by both adults and pupils alike. All staff are encouraged to be vigilant and act promptly to intervene if there are any signs or reports of bullying.

## **ANTI - BULLYING POLICY**

The Head teacher will implement the school Anti-Bullying Policy and ensure that all staff are aware of the school policy and know how to deal with incidents of bullying. She will ensure that staff are adequately trained to be equipped to deal with incidents of bullying and that all staff and pupils know that bullying is wrong and unacceptable behaviour in our school.

The Head teacher will report to the Board of Governors any incidents where bullying has found to have taken place. The Governing Board supports the Head teacher to eliminate bullying from our school and ensures that any incidents of bullying that do occur are dealt with seriously and appropriately.

Staff are required to keep accurate records of all incidents and the Head teacher is expected to report to the FGB on request about the effectiveness of school anti-bullying strategies. The GB will respond within ten days to any request from a parent to investigate incidents of bullying. The GB will notify the Head teacher and ask her to investigate the case and report back to Chair of Governors.

### **OBJECTIVES**

1. To ensure that all pupils feel safe and free from bullying and intimidation.
2. To ensure that all pupils understand what bullying, including cyber bullying is.
3. To build an ethos where learners feel safe and free from threat and intimidation.
4. To promote good relationships where all are treated well and where learners care for each other.
5. To act promptly and effectively at the first sign of bullying.
6. To encourage learners and parents to report any attempted bullying.
7. To protect and reassure any victims of bullying.
8. To have effective sanctions to deter bullying and to have successful strategies to reform bullies.
9. To make this a happy school that is free from bullying of any kind including cyber bullying.

### **STRATEGIES**

1. We will use our Behaviour Policy and Anti Bullying Policy effectively to promote good behaviour so that there is an ethos where bullying is unacceptable.
2. All staff will be expected to be vigilant and to intervene immediately and effectively if any bullying is observed or reported.
3. All staff and pupils will be encouraged to report bullying and when they do, they will be listened to and taken seriously.
4. Staff will do all they can to support the child being bullied.

5. Staff will do all they can to support and help change the behaviour of the person carrying out the bullying.
6. If necessary external agencies, such as social services, may be contacted for specialist support.
7. Where bullying has been found to have taken place, the parents / carers of all pupils concerned will be informed and involved in any reported incident and they will be expected to support this school policy.
8. Any cyber bullying of staff or pupils, in or out of school, must be reported and then investigated rigorously, in conjunction with any relevant authority including the police if appropriate.
9. Any victim of bullying will be well protected immediately and in the future.
10. PSHE (Personal, Social and Health Education) and circle time will be used to discuss bullying and to ensure that all are aware that bullying is never acceptable, and that the victim must always report it to parents, staff or friends.

## **PROTOCOL**

### **If a child reports bullying:**

1. Find a quiet space and time to dedicate to listening to the child.
1. Interview the victim asking them WHO, WHEN, WHERE and HOW OFTEN they feel the bullying takes place. Be careful not to ask leading questions or put words into the child's mouth. Seek support from the Head teacher or SLT if necessary.
2. Reassure the child that you believe them and will look into the situation for them. Seek support from the Head teacher or SLT if necessary.
3. Speak with the accused perpetrator. Seek support from the Head teacher or SLT if necessary.
4. Record the finding on CPOMS (Safeguarding and Child Protection Software), including the outcome of the investigation.
5. If bullying is found not to have taken place, monitor the situation and repeat steps above if necessary.
6. If bullying is found to have taken place / is strongly suspected of taking place, inform the Head teacher and follow the steps below.

### **IF BULLYING IS FOUND TO HAVE TAKEN PLACE**

- Parents of the victim must be informed and a review date set.
- Parents of the perpetrator must be informed and a review date set.
- Actions to be shared with both the victim and perpetrator and both sets of parents. This could include referral to another agencies, fixed term exclusions or intervention programmes.

- Log events for and report to FGB.
- All subsequent meetings and review of actions should be recorded on CPOMS.

### **If a parent reports bullying:**

1. Find a quiet space and time to dedicate to listening to the parents. Be aware that this is sensitive information and should therefore be given ample time and a private room. Ask an additional member of staff (preferably SLT) to sit in the conversation if you do not feel comfortable meeting the parent alone.
2. Ask the parents WHO, WHEN, WHERE and HOW OFTEN they feel the bullying takes place. Be careful not to ask leading questions or to comment on the behaviour of another child. At this point, try not to make a judgement or contradict what the parent is saying.
3. Reassure the parents that you believe them and will look into the situation for them. Seek support from the Head teacher or SLT if necessary.
4. Explain that you will inform the Head teacher and they will be contacted once we have had the opportunity to look into the situation.
5. Explain that the next steps will be to speak to their child and also the accused perpetrator, any other witnesses.
6. Interview the victim asking them WHO, WHEN, WHERE and HOW OFTEN they feel the bullying takes place. Be careful not to ask leading questions or put words into the child's mouth. Seek support from the Head teacher or SLT if necessary.
7. Speak with the accused perpetrator. Seek support from the Head teacher or SLT if necessary.
8. Record the finding on CPOMS, including the outcome of the investigation.
9. If bullying is found not to have taken place, monitor the situation and repeat steps above if necessary. Feedback to parents.
10. If bullying is found to have taken place / is strongly suspected of taking place, inform the Head teacher and follow the steps below. Feedback to parents.

### **IF BULLYING IS FOUND TO HAVE TAKEN PLACE**

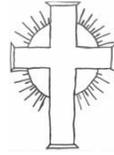
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- Parents of the perpetrator must be informed and a review date set.
- Actions to be shared with both the victim and perpetrator and both sets of parents. This could include referral to another agencies, fixed term exclusions or intervention programmes.
- Log events for FGB.
- All subsequent meetings and review of actions should be recorded on CPOMS.

**OUTCOMES**

This policy will promote the Christian ethos of the school. Children will be taught that positive behaviour is celebrated and praised but that poor or disruptive behaviour may result in sanctions or consequences. Children will be supported to address their poor or disruptive behaviour within a climate of forgiveness and in line with the Christian ethos of our school.

## **EQUALITY STATEMENT**

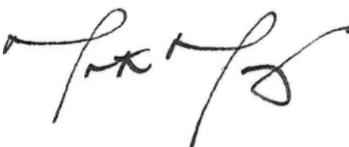
*Davenham Primary School is committed to ensuring equality of opportunity for all pupils, staff, parents, carers and visitors irrespective of their race, gender, gender identity, disability, religion or belief, sexual orientation, marital status, age or pregnancy and maternity. We tackle discrimination through the positive promotion of equality, by valuing diversity, challenging bullying and stereotypes and by creating an inclusive environment which champions fairness and respect for all.*



Davenham Church of England Primary School

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**POLICY FOR BEHAVIOUR AND ANTI BULLYING**

<b>Effective Date</b>		<b>March 2024</b>
<b>Review</b>		<b>Annually</b>
<b>Person Responsible</b>		<b>Joanne Hyslop</b>
<b>Signed Headteacher</b>	<b>Signed Chair of Governors</b>	<b>Date Ratified</b>
		18 March 2024
Joanne Hyslop	Martin Mewies	

