



Preston & Wingham Primary Schools Federation



Learning together, we grow kind hearts
and healthy minds.

Behaviour & Anti Bullying Policy

APPROVAL & ADOPTION

This policy was formally agreed and adopted by the Governing Body on:

30th September 2024

Chair of Governors

Signed:

Executive Headteacher

Signed:

Review Date: September 2025

Respect Inclusive Creative Hardworking

Positive behaviour is at the heart of our Federation. We play a central role in the children's social and moral development as much as in their academic progress, and our behaviour policy is designed to define and encourage our expectations and our aim to promote outstanding behaviour. The policy has been developed in line with Keeping Children Safe in Education (2023), Working Together to Safeguard Children (2018), Behaviour & Discipline in Schools (2016), Use of Reasonable Force (2013) and Relationships, Sex Education (RSE) and Health Education (2020).

It involves staff, parents and children alike.

- **It is the right of every child** to feel safe and secure at school and have every opportunity to enjoy learning without distraction from others.
- **It is the right of every teacher and adult** to be able to teach without obstruction and to work in a mutually respectful and professional environment.
- **It is the right of every parent** to know that their child is safe, treated fairly and will be supported to develop the skills to enable them to engage positively in our communities.

Our core values

We want our children to be RICH.

R (respect), **I** (inclusive), **C** (creative), **H** (hardworking)

Aims and Objectives

1. It is a primary aim of that every member of the Federation feels valued and respected, and that every person is treated fairly. Our caring, family ethos promotes trust and respect for all. This policy is designed to enable all members of Preston and Wingham schools to live and work together in a supportive way. We aim to promote an environment in which everyone feels happy, safe and secure.
2. We aim to create a positive partnership with parents to build trust, common expectations and strategies for dealing with behaviour problems. (With other agencies if appropriate)
3. Create a positive, caring and effective learning environment, which promotes high expectations of both behaviour and work.
4. Promote honesty and courtesy through example, and thus expect every member of the school community to behave in a considerate way towards each other, showing respect, kindness and an understanding of the needs of others.
5. Ensure every member is treated fairly regardless of age, religious belief, gender, sexual orientation, race, physical difference (hair colour, size etc), ability or impairment.
6. Appreciate the best efforts and contributions of all, value and celebrate high achievement and good behaviour through a rewards system.
7. By promoting good behaviour, in a safe, secure environment we aim to help children and students grow into positive, caring, independent citizens.
8. To develop the role and understanding of staff and pupils of self-responsibility as well as the confidence to recognise behaviour that are not acceptable and to challenge them e.g. their role as a bystander.
9. To create an ethos that encourages children to disclose bullying incidents, to raise awareness in the school community about what bullying is and that it is unacceptable behaviour and support those effected by bullying behaviour and those who are involved in bullying behaviour.

Staff Responsibilities

Staff ensure positive learning behaviour through:

Implementation of best practice in learning and teaching:

- *Quality first teaching* (inclusive, fun & inspiring) supported by outstanding planning and ongoing assessment that informs planning as well as lessons which are in process.
- *Marking which provides feedback*, achievable targets that encourage positive learning and 'can do' attitudes.

By building positive relationships:

- *Rewards* – e.g. actively noticing good behaviour, house points, class table points, golden star awards, positive messages to parents.
- *Good relationships with parents* by being available in the playground at the end of the day, taking concerns seriously and by informing them of good behaviour and learning success as well as behaviour which is a concern.
- *Remembering a teachers own role in the behaviour of a class* & being aware of the reason that may lie behind certain behaviours e.g. through inappropriate activity, lack of challenge, or timetabling, teacher tiredness, excitement over planned events, breaks in routine, accessibility of resources, building positive & quality relationships,
- *Balance of reward & sanction* – not punishing a whole class for the actions of individuals and knowing that sometimes telling off is enough.
- *Knowing the children as individuals*. This means where they are in their learning, how they learn, what sort of people they are, and the best way to support them encouraging confidence, self-esteem and positive relationships with other children and adults.
- By recording significant contact with parents and carers using the agreed school record keeping systems.

By modelling and teaching learning behaviours:

- *Helping children become independent and active learners*, by listening and acting on their knowledge and understanding, encouraging them to think for themselves, develop their own opinions, and to organise their own time and resources effectively, with support from the teacher.
- Knowing that humour can be an extremely powerful behaviour management tool.
- Adults giving explicit direction and being clear with reasons for actions and consequences for actions e.g. *'I have moved you because you were disturbing other children and if you continue to talk I will sit you on your own'*
- By not engaging children in protracted discussion about incidents but simplifying them in relation to school expectations e.g. *'I understand that you are upset but you are disturbing the learning of other children and I cannot allow you to do that'* / *'You kicked someone and even though you were provoked it is still unacceptable'*
- To clearly set the expectation that respect means pupils not raising their voice at you or answering back.
- Using role play/drama and circle time to help children develop strategies to deal with situations and giving the child strategies to deal with a situation if it should arise again
- By taking pupil concerns seriously and applying the schools' policy on bullying fairly and with an awareness that bullying occurs in every school and is a hindrance to a positive learning climate for both pupils and adults.

By ensuring consistency of expectation from all stakeholders

- Referring to class expectations displayed in each classroom.
- All adults being proactive in ensuring that children from Reception to Year 6 are expected to enter and leave assembly and to *walk* around the school *quietly and sensibly*.
- Ensuring that when a sanction is used it is fair and appropriate for the action.
- Negotiating school rights and responsibilities with the children at the beginning of a school year and displaying these in the classroom.
- By listening but being clear that your decision is final regardless of whether it is perceived as right or wrong.
- By supporting the Federation policy of ensuring that children who are old enough to go home without an adult at the end of the school day, do so immediately with due respect for our local neighbours and community. Upholding the school values and positively representing the school whilst in the community.
- By active implementation of the systems and procedures outlined in this policy.
- By ensuring that a common strategy and expectation for transitions both in the classroom and around the school is established.

Thrive

Preston and Wingham Primary Schools are both a 'Thrive School'. We adopt the approach to all aspect of school life to ensure behaviour and child's mental welling- being are at the heart of what we do.

The Parents'/Carers' Responsibilities

For pupils to achieve to their full potential it is essential that there are links and clear communications between home and school. Central to this is the understanding that teachers, parents and carers *all* want their children to succeed and be safe and happy within school.

Parents can support their child to adhere to the expectations of the school community by:

- Explaining to your child **what school is for**: a place for learning where he/she will be living with other people and that means sharing – books, equipment, adult attention and co-operating with others.
- Helping your child with his/her learning: This means showing an interest in what your child has done at school, sharing reading books, ensuring homework is completed, looking after and returning borrowed books or and attending parents' meetings to discuss your child's progress with the class teacher.
- Supporting the school. Any worries or concerns should be shared first with the class teacher. It is not always appropriate to voice your concerns in front of your child or other children in a public place. Make an appointment. We are always willing to listen and come to a shared understanding.
- Acting on messages from the school: This may mean praising your child at home for actions at school or discussion and sanctions at home to support those imposed at school as well as understanding that undermining your child's teacher in front of your child will create further situations that may be very difficult to repair.
- **Understanding that the school can act to prevent and stop bullying.** Bullying takes many different forms and the school will always take a balanced view and listen to all sides of a story before acting.
- **By not attempting to deal with issues yourself** through conversations with other children or other parents in the playground.
- Understanding that children also learn from watching the behaviour and actions of their parents and siblings: If the parent / carer criticises the school or acts in an antisocial way, the child will do the same, and this will affect his/her learning. Parents / carers who do not co-operate reasonably with school staff or who become abusive will be asked to leave the school premises and will not be allowed back until the situation has been resolved.
- Sending your child to school on time. **Every day.** If he/she is not well enough to come make sure that he/she returns at the earliest opportunity

- Sending your child to school ready to learn: Children need to concentrate to learn, and therefore need to be fit and well, to have had enough sleep, to have eaten, and to be suitably dressed.
- **By actively supporting the school policy** of ensuring that children who are old enough to go home without an adult at the end of the school day, do so immediately with due respect for our local neighbours and community. Upholding our school values and positively representing our school whilst in our community.
- Communicating with the school **any special medical needs:** Or any special circumstances at home that may affect your child's learning.

The Child's Responsibilities

The expectations for each class are displayed. These expectations are regularly explained and discussed with children.

- We expect children to listen carefully to instructions both in and out of the classroom, from all members of staff and do the right thing.
- We expect children to try their best and take responsibility for their learning in all activities.
- We expect children to come into and leave assembly quietly and to sit quietly unless asked to take part in discussions.
- We expect children to behave responsibly at playtime and dinnertime and to respect their peers and all adults.
- We expect children to respect and care for all property and resources.
- We expect children to be a friend and care for others within their class but also within the school community.

Rewards Systems and Support Mechanisms

We praise and reward children in a variety of ways:

- Positive verbal or non-verbal response
- Teachers and Head of School give stickers and badges showing value of work, effort or behaviour.
- Celebrate success in weekly assemblies.
- Award certificates and RICH badges at the end of the term for children who have demonstrated the RICH values.
- Celebrate success, both in and out of school, in newsletters to parents, in the Parish Magazine, on our website and in displays around the school.
- Each class teacher implements additional reward systems. These may benefit both the individual and the whole class.

Other strategies include:

- A system for logging incidents which allows for an analysis and tracking of issues and the identification of pupils at risk of permanent exclusion, as well as any patterns of bullying.
- Weekly/Daily behaviour reports with individual targets that are monitored by senior members of staff and communicated home
- Social skills groups for children who present particular difficulties.
- Restorative justice meetings for pupils facilitated by a Senior Member of staff.
- Re-integration meetings with pupils returning from suspension.
- Alternative play opportunities at lunchtime for children who find the long period difficult.
- Engaging with outside agencies for support.

Sanctions

It is far more effective to reduce or remove the cause than to repeatedly deal with the result. Every effort will be made to defuse potentially difficult situations. At all times the school will seek to work with parents to resolve any problems. There is a need for sanctions to register the disapproval of unacceptable behaviour. This is needed to maintain the security and stability of the school community.

Children will need to know -

- Why the sanction is being applied.
- That their viewpoint is being listened to.
- What changes in behaviour are needed to avoid reoccurrence in the future?
- Group punishments should be avoided - the innocent are punished with the guilty and breed resentment (i.e. keeping the whole class in for the misdemeanours of a few).
- There should be a clear distinction between minor (low level disruption) and major offences (physical and verbal abuse towards pupils or staff).

Unacceptable behaviour, as outlined below, will result in a child being immediately sent to Head of School.

- Bullying by physical aggression - biting, kicking, fighting, scratching, spitting or threatening to use a weapon.
- Bullying by verbal abuse - racism, sexual innuendo, swearing, name-calling, verbal threats.
- Damage or abuse of property - stealing, deliberately damaging someone's belongings, graffiti, wrongly setting off the fire alarm.
- Defiance - repeatedly refusing to work, being uncooperative, ignoring adults, leaving class without permission, surly attitude/body language, answering back.

Parents will be contacted and the issues discussed. A decision will be made by senior staff as to what is an appropriate sanction.

In accordance with LEA guidelines the Headteacher may decide that a child's behaviour, over a period of time, or after a particular isolated incident represents an unacceptable threat to health and safety standards within the school, or to the educational progress of others in the school. The child may be suspended from school for a temporary period, or permanently exclude.

Suspension will only be used as a serious sanction where other strategies have failed or in response to a breach of discipline that is serious enough to put student's learning opportunities at risk, and/or the health and safety of other students or staff.

Sexualised Behaviour

Whilst it is normal for children to exhibit curiosity with regards their own bodies and physical development it is essential that clear boundaries are set to protect all children from abuse and to reflect cultural and societal expectations.

It is appropriate to discuss incidents with the child, suggest alternative games, make a record of event and inform designated safeguarding officers.

If a child discloses inappropriate serious sexual behaviour involving other children or adults, it is the legal duty of the adult to inform the designated safeguarding lead immediately.

Repeated or serious sexualised behaviour will result in a referral to Children's Social Care/Police Services.

Use of reasonable force

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

1. All members of school staff have a legal power to use reasonable force.
2. This power applies to any member of staff at the school. It can also apply to people whom the head of school has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.
- Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Across the federation, it is rare for reasonable force to be used. Senior leaders consider whether members of staff require any additional training to enable them to carry out their responsibilities according to the needs of the pupils on roll.

Searching, Screening and Confiscation – Advice for Schools July 2022

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. Under common law, school staff have the power to search a pupil for any item if the pupil agrees.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of any person (including the pupil)
- tobacco and cigarette papers
- fireworks
- pornographic images.

Pupils with Special Educational Needs & Disabilities

To be fully inclusive the Federation expects the same standards of safe and respectful conduct from all of its pupils. This behaviour policy applies to all pupils who attend the school however, the Federation acknowledges its duty not to discriminate on the basis of special educational need or disability and that it has a duty to make reasonable adjustments to ensure that all children are included and receive their education entitlement. For children with additional needs who present behavioural challenges the school will additionally seek the support and advice of external agencies. Reasonable adjustments may include changes to timetabling, to the received curriculum and the provision of resources and scaffolds such as visual timetables and additional adult support.

Bullying

Bullying can happen anywhere, however it prevents equality of opportunity and it is everyone's responsibility to prevent it from happening and to deal with it robustly when it does occur.

What is bullying?

The term 'bullying' has changed over time. The Department for Education defines bullying as:

- Repetitive, wilful or persistent behaviour intended to cause harm, although one-off incidents can in some cases also be defined as bullying
- Intentionally harmful behaviour, carried out by an individual or a group
- An imbalance of power leaving the person bullied feeling defenceless.

The Anti-Bullying Alliance defines bullying as:

- Intentional, repetitive or persistent
- Hurting of one person by another, where the relationship involves an imbalance of power

Bullying can be physical, verbal, emotional or online by a single person or a group.

There are four main types of bullying. All of these types of bullying can take the form of Homophobic/Racist/Ability or gender based bullying:

Verbal: Verbal bullying is when someone is called names, threatened and made to feel bad

Physical: Physical bullying is when someone is hit, punched, pushed or have their personal items stolen and any other kind of physical, aggressive contact

Social: Social bullying is when someone is left out of games, deliberately ignored and has bad things spread about them and made to feel like an outsider

Cyber: With the technology age a new type of bullying was born; Cyber Bullying. This type of bullying can be chat rooms, online, instant messaging, on a mobile phone or even e-mails

Possible signs

The **victim's distress** may be recognised by:

- signs of withdrawal
- deterioration in work, attendance and time-keeping
- general unhappiness, fear or anxiety
- false claims of illness
- isolation and/or desire to remain with adults

We aim to **prevent bullying**, rather than having to cure it, by:

- the staff providing good role models for the children
- encouragement of caring for others
- discouragement of bullying tendencies
- a caring and co-operative approach to work and play (pairs and group work)
- discussion of friendships – for example PHSE Lessons
- appropriate supervision in playgrounds.
- ensuring regular coverage in assemblies
- following a full PSHE curriculum

We must **distinguish** between **bullying and other behaviour** which might be confused with it. For instance, the child who is inclined to be bossy may boss whoever is around, regardless of age or size and will grow out of this as maturity and greater social skills are acquired. In learning and developing social skills children may also on occasions be unkind to each other. This will be dealt with appropriately in school but we should be mindful that this is not bullying.

We believe that parents and teachers alike **should not** unwittingly **condone** bullying behaviour by statements such as:

- Hit him back
- You must have done something to deserve it
- It will sort itself out
- It is part of growing up
- Don't be a wimp
- Learn to look after yourself
- Don't tell tales (where the 'tale' is persistent)

We believe that we may be able to be **deal with bullying informally** by:

- stressing that to stand and do nothing in the face of bullying is to condone it
- tackling racist, sexist or discriminatory language
- supporting both the victim and the bully in their individual requirements (both will need to be encouraged to have a sense of self-esteem and self-value, whilst the bully will also need to be encouraged to co-operate rather than compete, and to speak about the reasons for bullying)
- liaising with parents of both victim and bully
- following up and supporting the victim to prevent recurrence
- rewarding of non-aggressive behaviour in school and at home
- avoiding statements that condone bullying, as above
- using peer pressure for support for victims and to express disapproval of bullying behaviour
- helping children to see things from the other's point of view
- discussion

Procedure when bullying is reported by a child, parent or member of staff

This member of school staff should establish the circumstances of the incident(s) by speaking to any adults or pupils who witnessed it. Records should be made of the content of the discussions and witness statements taken where appropriate.

Give support to both the victim and the bully. Victim needs self-esteem and self-value. Bully needs to work with others (co-operation rather than competition).

Follow up, to support victim and prevent reoccurrence. Pupil voice recorded and meetings arranged at appropriate points in the year.

The role of the Executive Head/ Head of School

- It is the responsibility of the Executive Head/head of school to implement the Federation behaviour policy consistently throughout each school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head of school to ensure the health, safety and welfare of all children and staff both within the school, or any school related, extended school activities or visits.
- The Head of School will support the staff by implementing the policy, by setting standards of behaviour, and supporting staff in the implementation of the policy.
- The Head of School keeps records of all reported **serious** incidents of misbehaviour.
- The Head of School/Executive Head has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, which are not changed after a programme of support from staff, parents and other agencies, the Executive Head/Head of School may permanently exclude a child. These actions are only taken after the Governors have been notified.
- The Executive Head will ensure all staff receive up to date training to ensure effective, consistent management of student behaviour when necessary.

The role of the Governors

- The Governors will review the Behaviour and Anti Bullying Policy with the SLT and monitor behaviour regularly in Governor meetings.

- The Governors, with the SLT, will be responsible for decisions about suspensions or exclusions, or unresolved complaints and will liaise with the LEA.
- The Governors should support the SLT and staff in implementing the Behaviour and Anti Bullying Policy.

Outside Agencies

Within both schools any problems will be discussed with the class teacher, Inclusion Leader, and Head of School.

Information may need to be passed on to other agencies from which the school may need advice and support.

This may follow on from LIFT. Some behaviour, if extreme, will need to be carefully and fully documented.

Outside Agencies include:

Educational Psychologist
 Behaviour Support Service
 Educational Welfare Officer
 Speech therapist/technicians
 Physiotherapist
 Occupational Therapist
 School Doctor
 School Nurse
 Orchard House, Thanet
 George Tearle House, Canterbury
 Social Services
 Early Help
 Looked After Children Virtual Head Teacher and services.
 NHS School Counselling Service

Monitoring and Review

- The Senior Leadership Team (SLT) monitors the effectiveness of this policy on a regular basis. The Executive Head reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The Head of School keeps a record of any child who is suspended for a fixed term, or who is permanently excluded and reports to the Governing Body meetings, and to KCC and the DfE in mandatory annual returns.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the Federation will pay particular attention to matters of racial, disability and gender equality; it will seek to ensure that the Federation abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide for Schools, and that no child is treated unfairly because of race or ethnic background, disability or gender.
- The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy may be improved.