

**WEST DEAN C OF E PRIMARY SCHOOL**  
**BEHAVIOUR AND ANTI-BULLYING POLICY**

**Policy Review Information**

<b>Reviewed By</b>	<b>Head Teacher, Staff and Governor Working Party</b>
<b>Ratified By</b>	<b>Governing Body</b>
<b>Review Frequency</b>	<b>2 years</b>
<b>Policy Reviewed and Agreed</b>	<b>June 2023</b>
<b>Next Policy Review Due</b>	<b>June 2025</b>

## **West Dean CE Primary School Behaviour and Anti Bullying Policy**

### **Aims and Expectations – Our ‘Behaviour Statement’**

**At West Dean School we aim to ‘help pupils to take responsibility for their own behaviour and learning’. We foster respect for all, including ourselves.**

**We aim;**

- For every member of the school community to feel valued and respected, and that each person is treated fairly and well. We are a caring Christian community, whose values are built on mutual trust and respect for all.
- To support the way in which all members of the school can live and work together, respecting one another’s rights, during the school day and outside school hours.
- To promote a happy, safe and secure environment which helps children to become positive, responsible and increasingly independent members of the school and the wider community.
- For every member of the school community to be polite and considerate towards others and to be responsible for their actions.
- For all pupils to be encouraged to make the right choice with their behaviour.
- For all children to be treated fairly and consistently, with responses tailored to individual needs, cultural, religious and social backgrounds.
- For all children to approach any member of staff with their concerns, knowing that their concerns will be listened to and acted on appropriately.
- To promote and value good behaviour, as this will develop an ethos of kindness and co-operation.
- To carefully investigate any allegations or suspicions of bullying quickly, and to take appropriate action to stop it, where necessary. The Headteacher is always involved.
- For the school’s approach to responding to behavioural issues to be multi-layered, from gentle reminders to, where no other option is appropriate, exclusion.

### **School Charter and Rules**

The School Charter and Rules exist for the health, safety and wellbeing of children and adults alike and are kept to a minimum.

- Clear routines and expectations for lesson times, play-times, lunch-times and the beginning and end of the school day; including travel to and from school.
- The School Charter is reviewed by staff and pupils at the beginning of each academic year. The Headteacher and pupils review, re-work or add to this in a whole school assembly. The agreed School Charter is displayed throughout the school. Each class teacher discusses the School Charter with their class and reinforces the principles.

### **Rewards/Positive Reinforcement**

As a school we believe that recognising, praising and rewarding good behaviour and effort is more important and effective than any sanctions.

- The school adults congratulate children and recognise their achievements and good behaviour.
- School adults award children house points and/or stickers etc in line with their class routine.
- Where behaviours have been identified as exceptionally good for any reason, other school adults may celebrate this with the child or class, and may inform parents as appropriate.
- Significant achievement or effort is rewarded by our weekly Acorn Awards during our Worship on a Friday. Certificates are sent home to these pupils and their names, photographs and achievements are displayed in the Entrance Area. These achievements are also celebrated in our newsletter.

### **Sanctions**

We employ a number of sanctions to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and child.

The emphasis is on the child understanding why certain behaviour is unacceptable and on the child taking responsibility for themselves and their actions. Whenever possible the class teachers and teaching assistants will deal with situations, only involving the Headteacher when really necessary.

- If a child's behaviour is mildly disruptive:
  - Staff may give a quiet warning, sometimes merely by making eye contact.
  - Staff may discuss the behaviour, giving the child a choice.
  - Children may miss part of a playtime.
  - Depending upon the choice the child makes, the member of staff may employ a further sanction, such as removal from the situation etc.
- Staff have the legal right to ask children to 'empty their pockets', bags, drawers, pencil cases etc and confiscate any inappropriate items from pupils, for example – music players, phones, dangerous items etc.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the school adult stops the behaviour and takes action to ensure it does not recur.
- If a child threatens, hurts or upsets another pupil, the school adult deals with the situation in the first instance. The incident is recorded in CPOMS, if appropriate, and discussed with the Headteacher where necessary.
- In any case of bullying, the Headteacher is informed.
- If a child repeatedly acts in a way that disrupts or upsets others, the Headteacher becomes actively involved.
- If necessary, school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Temporary or permanent exclusion are available as a last resort if behaviours are persistently disruptive to learning despite all other sanctions, or of a nature which is severely dangerous to self, others or property. In these cases, West Sussex Local Authority guidelines for exclusion, record keeping and the involvement of parents are followed.

### **The Role of School Adults**

- It is the responsibility of the school adults to ensure that the **School Charter** is enforced throughout school.
- The school adults have high expectations of the children in terms of behaviour, and they strive to ensure that all children behave their best.
- The school adults teach the children to set examples of good behaviour, support other children with their behaviour and to understand the difficulties some children may have.
- The school adults treat each child fairly, with respect and understanding and promote the School Charter and values consistently.
- School adults will risk assess activities to reduce the likelihood of behavioural issues occurring.
- We expect parents to support children's behaviour, and to co-operate with the school, as set out in the home-school agreement. We aim to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. We encourage parents to inform school of their concerns.
- Where behaviours are reported 'after the event', school adults will listen and investigate carefully, taking appropriate action.
- All school adults will listen to children's concerns about other children's behaviours and respond appropriately in line with this policy.
- All members of staff are aware of the legal powers for them to use 'reasonable force' set out in the Education and Inspections Act 2006 to prevent pupils from committing a crime or causing injury, damage or disruption. Staff only intervene physically to restrain children if a child is in danger of hurting him/herself or others or damaging property: this is as a last resort and not a punishment. The actions that we take are in line with government guidelines on the restraint of children appropriate to the needs of each individual child.
- Although all members of staff are subject to the above legal powers to use reasonable force, as far as is possible and practical, where there is a need for any form of physical guidance or restraint, members of staff who have received TeamTeach Training will operate in this capacity. As of June 2023, this is currently the headteacher and one other member of teaching staff.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concerns about the way that their children have been treated, they should initially contact the class teacher or Headteacher. If the concern remains, they should contact the school Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

- In cases where a child has additional needs (SEND) in terms of behaviour, (eg: continuous disruptive behaviour), the SEND team will involve outside agencies to support the child and school community. Individual Behaviour Plans will be adopted where appropriate.
- Where behaviours raise safeguarding concerns, the Headteacher will be involved in taking appropriate action, in line with the school safeguarding policy and detailed records will be entered on CPOMS.

#### **The Role of the Governors**

- The governors support the Headteacher and all school adults in following this policy.
- The Headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.
- The governing body has the responsibility to review this policy and its effectiveness through regular monitoring.
- The governing body reviews this policy every two years, but may review or amend it at any time in the light of new government regulations or as the result of recommendations received.

#### **Bullying Behaviours**

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

#### **West Dean CE Primary School's Definition of Bullying.**

*Bullying is when a person as an individual or as part of a group intentionally make someone upset or hurt their feelings through unwanted and persistent physical, emotional or verbal abuse in person or online, or negatively disrupt their lives on more than one occasion.*

Although bullying can occur without any clear reason, it can sometimes:

- relate to race, religion or culture
- relate to special educational needs
- relate to appearance or health
- relate to sexual orientation
- be aimed at young carers or looked after children, or related to home problems
- be sexist or sexual bullying
- be online / cyber bullying

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out". Friendship fallouts occur at times and occasionally there will be conflict between pupils. Bullying occurs where there is an imbalance of power.

West Dean CE Primary School will not tolerate bullying between any members of its community be they staff, pupils or the wider community. If bullying does occur, all members of the school should be able to tell and know that incidents will be dealt with promptly and effectively. We actively promote a culture where all children and adults feel confident and empowered to speak up if they are concerned that bullying is occurring. We challenge attitudes about bullying behaviour, increase understanding for children and adults and promote an anti-bullying ethos in the school.

#### **Who can you tell?**

Any teacher, Teaching Assistant, a governor, parents and friends.

Adults in our school should talk to the Headteacher or a governor if they feel they are the target of bullying or harassment. If an adult feels that the Headteacher is acting in a manner that they consider to be bullying in nature, this should be raised directly with the Chair of Governors.

### Who has responsibility?

- Everyone
- Governors will review the policy and outcomes
- Headteacher will review any incidents and report to governors
- Teaching staff will deal effectively with any bullying incidents they are aware of and report to the Headteacher
- Pupils will tell an adult if they see or hear any bullying actions towards any member of the school community
- Parents will support the pupils by ensuring that the pupils communicate any concerns that they have as soon as possible
- Everyone will take care to know the difference between occasional fall outs and bullying

Prevention of bullying is a priority, so we will be vigilant for signs of bullying and always take reports of incidents seriously. Staff are on duty around the school at social times to prevent any incidents of bullying. We use the PSHE curriculum, assemblies and theme weeks to reinforce the ethos of the school and help pupils to develop strategies to recognise and combat bullying type behaviour. We seek best practice from other agencies to support our work on promoting equality and celebrating diversity.

### Tiered Response to Bullying at West Dean CE Primary School

#### 1. Friendship Fallout or Isolated Incident between Pupils – Not Bullying

Restorative Conversation / Apology - Actioned by teacher (Parents not necessarily informed)

#### 2. Repetition of behaviours towards others which causes upset or distress – **Potentially** Bullying Behaviour

First Instance – Restorative Justice / Apology / restate expectations about acceptable behaviour towards other (Tolerance and Respect: school charter) – Actioned by teacher (Parents may be informed)

Repetition towards same person or another person – Restorative Justice / Apology AND Sanction (Parents informed if necessary, depending on severity)

#### 3. Continuation of behaviours towards others which fit the West Dean CE Primary School definition of Bullying – Bullying Behaviour

A Meeting actioned by teacher - Headteacher and may be involved. Parents informed and will attend the meeting where appropriate. Actions agreed to support the bully in changing behaviours.

#### 4. Persistent behaviours towards others which fit the West Dean CE Primary School definition of Bullying – Bullying Behaviour

A second meeting actioned by teacher. Headteacher and parental involvement required. Actions agreed to support the bully in changing behaviours

#### 5. Continued persistent choices which fit West Dean CE Primary School definition of Bullying – Bullying Behaviour

Outside agency support sought – moves towards exclusion if exceptional circumstances persist.

*At West Dean, we never intend to have to use any physical force with any other person. We accept, however, that there may be rare instances when this is necessary, and so include this in our policy:*

### Reasonable force

The guidance states that there is no legal definition of when it is reasonable to use force. However, to be judged lawful the force used must be in proportion to the consequences it is intended to prevent.

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- a) committing an offence
- b) causing personal injury or damage to the property of any person (including the pupil himself); or

c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

*Section 95 advises on whom these powers apply to:*

A teacher who works at the school. Any person whom the head has authorised to have control or charge of pupils. This includes support staff whose job normally includes supervising pupils such as teaching assistants, learning mentors and lunchtime supervisors. This can include people to whom the head has given temporary authorisation to have control or charge over pupils such as paid members of staff whose job does not normally involve supervising pupils (for example, catering or premises-related staff). Unpaid volunteers (for example, parents accompanying pupils on school organised visits). These powers can be used when pupils are on school premises or on school visits (including pupils from other schools who are visiting the school).

Mr C Williams - Headteacher

Appendix: School Charter

## Our School's Charter:

is guided by the teaching of Jesus through the words of John 13:34-35

'Love one another. As I have loved you, so must you love one another. By this everyone will know that you are my disciples.'

1. I will always try my best in everything I do.
2. I will ask for help when I need it, and help others when they need help.
3. I will show respect for everyone and everything in our school and in the wider world, in my actions and in my words.

This charter is reviewed and agreed with children and adults in school at the beginning of the school year.