

Kenton Primary School

Behaviour and Action Against Bullying Policy

(in conjunction with behaviour principles Spring 2022)



Vision

Kenton Primary School educates children aged 4 – 11. We are part of the Ivy Education Trust and are also closely connected with Kenn C of E Primary School and Cockwood Primary School, through our Executive Headteacher.

At Kenton Primary School we believe our school is a community and it is vitally important that everyone is safe and happy within it, where individual needs are met and pupils gain the tools with which to start their journey as lifelong learners. We want to work together with parents, teachers and community members, actively involving them in our children's learning and development. We strive to promote positive behaviour in and out of school, which enables pupils to make positive choices. We want to provide a framework of expectations within the school community and aim to encourage a shared responsibility between home and school for the positive management and modelling of good behaviour. We aim to provide a clear structure of rewards and sanctions to support the children and ensure consistency.

We strive to provide an environment in which our children are secure and confident, irrespective of race, gender, religion or disability, with Equal Opportunities for all.

Aims

As a school we aim to:

- to nurture the mental, physical and emotional development of each individual child
- to create a happy and secure learning environment where children are encouraged to accept challenges as learners
- to promote close links within the school's community and prepare children for world citizenship and the different people they will meet during their life journey
- to help children learn, respect and develop a sense of their own worth and responsibility for themselves and others
- to encourage and provide opportunities for children to develop as lifelong learners
- to foster a cohesive team of children, parents, governors, staff and the wider community, who will work together to support all children at Kenton Primary School

Key principles

We strive to help our children establish regular attendance and good behavior from the beginning, involving parents in the process.

We believe in early intervention where there is poor behaviour or unexplained absence, in order to help our children, adapt to the rules and routines of school life.

Teaching and non-teaching staff will all be involved in the day to day implementation of this policy, to ensure a whole school approach is provided at Kenton Primary School. We are committed to:

- Respecting children and adults as individuals
- Promoting a sense of belonging to the school community
- Recognising the importance of different cultures, abilities and backgrounds and offering equal opportunities
- Developing strategies to support positive behaviour
- Working as a team to support one another
- To take account of the effect that the Covid-19 pandemic has had on pupils, families and staff, and to ensure that strategies are in place to support all members of the Kenton community

Teaching and Learning

Our teaching involves supporting the children to learn about how to interact successfully with others, how to develop emotional resilience and appropriate ways of displaying our emotions. We will use the following strategies:

- active participation of learners in an engaging curriculum
- Support children with the understanding of acceptable ways of demonstrating our emotions and interacting socially through our school contract and all children being part of the development of class rules
- The PSHE curriculum is supported through the teaching of the SCARF curriculum designed to meet the needs of the school, classes, groups and individuals
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Ready to Learn

Appendix 1

The aim of the Ready to Learn chart is to promote positive behaviour. All behaviours should be measured against the aims displayed on our 'ready to learn' posters. (Appendix 1) Chris Quigley's secrets to success's learning behaviours underpin the 'ready to learn' chart.

All adults within the schools use targeted, specific verbal praise, catching children setting a good example to others. Needs of individual children will be noted by staff, as some children prefer achievements to be noted in quieter tones.

We will always remain positive and professional even in the most challenging of circumstances. We will discuss the behaviour NOT the person. The school supports a restorative justice approach to supporting behaviour and development.

Careful consideration will be given to class groups, curriculum organisation and use of support staff in promoting positive behaviour.

Teaching staff will strive to plan engaging learning experiences suitable for the needs of the pupils within their class.

Pupils who behave well will be recognised with rewards. These will be in a variety of formats. The whole school systems for promoting positive behaviour are through the House Point system and golden star award.

At the beginning of each year, the 'ready to learn' poster will be shared and promoted in classes and assemblies. It will be revisited termly as appropriate. The poster will be displayed in the classroom and referred to regularly. Children's names will be displayed on the poster and moved accordingly.

Recognitions and Rewards

House Points

Appendix 2

Every member of our school community belongs to a house. Pupils are attached to a house and will stay in it throughout their time at Kenton. All pupils will be able to earn house points which will be recorded in their own classrooms on a class chart. The children will be able to earn house points for the following:

Showing excellent learning behaviours

Lovely lining up

Being helpful

wonderful walking

Using my manners

Following the Kenton way

Being a good role model

Honesty

Extra effort

House Point Certificates

25 points – certificate and a bronze badge

50 points – certificate and a silver badge

75 points – certificate, a voucher for extra time for something at school and a gold badge

100 points – certificate, a book and a gold/house colour badge.

House Point Cup

Each week the house points that the children earn as a house will be collected and the winning house will be awarded the cup in the Celebration Assembly. The cup will be decorated with the winning house colour.

Stars of the term

6 pupils a term (2 from each class) will be selected for a special award if they are showing exceptional effort in behaviour, learning behaviours and a positive attitude to learning.

Learning certificates.

- Star of the week,
- Accelerated reader 100% target – each. Class rewards for pupils on a half termly basis if they reach their individual target for reading.
- Headteachers award – the children who reach the golden star on the ready to learn chart will receive a special certificate and sticker from the Head of School. This will also be recognised in our Celebration Assembly.
- postcards home for evidence of learning behaviours

Attendance Awards

Pupils who achieve 100% attendance every term will receive a certificate. If a child has 100% across the year, they are awarded a book voucher.

Sanctions

Unacceptable behaviour

Examples of unacceptable behaviour are (but not limited to)

- Disruptive behaviour (e.g calling out, distracting others)
- Time wasting
- Ignoring instructions
- Rudeness towards others
- Offensive language
- Property damage

Consequences

Consequences may be imposed for unacceptable behaviour when the children are:

- In lessons
- At break and lunchtimes
- Taking part in any school-organized/school-based activity
- Travelling to and from school
- Wearing school uniform
- Identifiable as a pupil at the school

Where unacceptable behaviour is displayed by individuals or groups, all staff have a duty to apply the consequences in a consistent way, using their professional judgments and ensuring sanctions are reasonable, proportionate, fair, rational and lawful.

Classroom Consequences

(Linked to movement on the ready to learn chart, yellow, orange and red)

Ready to Learn

Everyone starts on 'ready to learn' each day. If the children move on to yellow, orange and red, they will always have the opportunity to climb back up to green and further when they are able to turn their behaviour around.

Positive reminder and reinforcement

The teacher/TA to give a verbal reminder to the pupil of the correct behaviour required but does not enter into

discussion or argument.

Yellow, positive change

The teacher/TA will support the pupil in making a positive change within the classroom. This may take the form of a positive conversation to find out the reason for the displayed behaviour so that the child can be best supported. Ready to learn poster will be referred to for visual reminder also, with pupil's name being moved accordingly.

Orange – reflection – move in class

The teacher/TA will ask the child to move within the classroom to help support any distraction that may be causing the behaviour. This may be a move away from a particular pupil to a designated area within the classroom. Upon a positive change, the child will be invited to return to their place. Ready to learn poster referred to for visual reminder.

Orange - reflection – move to buddy class

The teacher/TA will escort the child to their buddy class for a reflection time (time will depend on the age of the pupil – 3 minutes N/R, 5 minutes 1/2 and 10 minutes 3/4/5/6). It is the class teacher/TA's responsibility to collect the child. Incident recorded on CPOMS by class teacher who informs parents/carers at the end of the day. Ready to learn poster referred to for visual reminder also, with pupil's name being moved accordingly.

Red - Referral – school leader

If consequences (yellow/orange) happen again, then the child will be referred to a member of the school leadership team and potentially isolated for an extended period out of class. It will be the class teacher's responsibility to provide the work and to also 'check in' with the pupil. The incident will be recorded on CPOMS by the class teacher. Class teacher/School Leader to inform parents/carers at the end of the day.

If a pupil refuses to comply with consequences 1-4, then the incident may be escalated instantly to 'Referral – school leader'.

During a period of reflection within the classroom, it is not anticipated that a child will miss any learning. However, if learning is missed due to a 'reflection time', it is expected that the child will complete the task at another time.

Break and Lunchtime consequences

- Positive reminder and reinforcement – the member of staff on duty will give the pupil a positive reminder of the correct behaviour expected.
- Positive change – the member of staff on duty will support the pupil in making a positive change. This may be directing or modelling more appropriate games/play.
- Reflection – the member of staff on duty will direct the child to miss 5 minutes of their play. The child will stay with the member of staff for the duration of this time.
- Referral – the child will miss the remainder of their playtime. They will be taken to the school leader for this. Incident will be recorded on CPOMS.

If a child persists with unwanted behaviour for an extended period of time, the following strategies may be employed:

Initial meeting

This will be organised by the class teacher who may ask for a member of the leadership team to attend, in order to discuss the behaviour and agree a positive plan for moving forward.

This may include:

- Individual reward system – this may be needed to help individual pupils who need something extra to help support their behaviour needs.
- Supported social times – this may be needed to help support individuals who are struggling to manage their behaviour during break/lunch times. A timetable may be put together outlining the activities the pupil can engage in during break/lunch.
- Report card on Seesaw – the parents/guardian, class teacher and pupil will identify three key areas which the child should focus on for improvement.

Serious Incidents and Exclusions

Exclusion will be used as a tool by the school to support individual children and the school communities as deemed appropriate by the Executive Headteacher, the Head of School and the Governing Body.

Exclusion is an extreme step and will only be taken in cases where:

- There has been unacceptable behaviour over a long period of time and the pupil has not responded to the strategies put in place, with the consequence that the safety and learning of others is being seriously jeopardized.
- An incident of extreme seriousness has occurred, and all parties need a short period to consider the best course of action.

Examples of serious incidents are (but not limited to):

- theft
- physical assault with intent
- defiance / refusal to comply with consequences
- bullying / intimidation (including racial harassment or via text and social media)
- deliberate damage to property
- the use of obscene and offensive language
- spitting at another child or adult
- bringing inappropriate items into the school (offensive weapons, stolen items etc)
- setting off the fire alarm
- leaving the site without permission
- racist incident
- making a malicious accusation about a member of staff

Suspensions

Continued unacceptable behaviour, intentional disregard for school rules or a serious incident (as detailed above) may result in a fixed term exclusion. In this instance, a meeting will be called with the Head of School and Executive Headteacher. The class teacher will plan the work for the duration of the exclusion, and this will be passed onto parents/carers.

During the fixed term exclusion, a meeting will be held with a member of the leadership team, the class teacher and the parents/carer. This will be to discuss a strategy for reintegrating the pupil and helping to manage future behaviour.

The school will give due consideration to any safeguarding concerns and whether continuous disruptive behaviour might be the result of unmet educational or other needs. The school may also consult with other agencies during the process to gain advice about, or support for, the individual or family.

Permanent Exclusions

A decision to permanently exclude a pupil may be made in response to a serious breach or persistent breaches of the school's behaviour policy or where it would seriously harm the pupil's own or others' education. It will only be used as a last resort and the decision will be lawful, reasonable and fair.

Working with parents

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. The school expect that parents will give their full support in dealing with their child's social, emotional and behaviour needs. Parents will be involved where the staff in the school have a concern about an individual incident or where a concerning pattern of behaviour has been identified. At all times we would ask that parents work with and support the school in order to help their child.

We ask parents:

- to support school in having high expectations of your child's behaviour
- read and sign the school contract annually and discuss this with your child
- to keep us informed of different behaviours that children may be exhibiting

- inform us of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family
- inform us about their child's ill health and any absences connected with it

The schools will endeavour to achieve good home/school liaison by:

- promoting a welcoming environment within the schools
- giving parents regular constructive and positive comments and feedback on their child's work and behaviour
- encouraging parents to come into school on occasions other than parents' evenings
- keeping parents informed of school activities by letter, newsletter etc
- involving parents at an early stage in any disciplinary problems

Working with pupils

We encourage our children to be responsible for their actions and to play a part in setting themselves targets for improving their behaviour. Most pupils behave well and are a credit to themselves, their parents and school. Pupils who have received awards such as house point awards or attendance awards are celebrated in the weekly celebration assembly.

Our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's Special Educational Needs Coordinator (SENCo) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

In some cases, the Head of School will work alongside a child and short-term targets will be put in place, which will be monitored daily. These targets are shared with parents and copies of rewards or monitoring timetables are sent home each day for parents to comment on.

The School Council take an active role in listening to the needs of pupils, supporting them in and out of class, alongside the school ambassadors. The School Council meet half termly (more if required).

Mobile phones

Mobile phones Children in Year 5 and 6 may bring mobile phones to school. These will be switched off and handed to the office. These will be kept in a safe and secure place in the office until they are given back at the end of the school day.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan.

The provisions set out in that plan must be secured and the school must co-operate with the local authority and

other bodies. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned taking into account reasonable adjustments.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Pupils with an education, health and care (EHC) plan The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Role and Responsibilities

All staff should:

- Follow the hierarchy of rewards and sanctions
- Remind children that they are responsible for their behaviour
- Work in partnership with parents in dealing with behavioural issues
- Act as a role model for desired behaviour, treating all adults and children with respect
- Ensure that every child has work appropriate to his/her level of ability
- Be consistent as far as possible in the use of rules and sanctions
- Receive updated training to support the delivery of positive behaviour strategies
- Consider the needs of all children on a day-to-day basis within the classroom and try to ensure that all pupils can thrive as individuals
- Ensure good classroom routines and boundaries are positively reinforced
- Ask for support from the Headteacher and other senior staff where there are concerns around children or groups of pupils

Parents should:

- Support the school's hierarchy of rewards and sanctions
- Help the children understand the rules and the need for them
- Work in partnership with the school to promote high standards of behaviour at all times
- Ensure that their child attends school regularly/punctually and notifies the school for reasons for absence
- Agree to use social networking sites responsibly and respectfully to support the school and encourage their child to use the internet and e-mail safely. The school provides regular parent guides to support them with this.

Governors should:

- Be aware of the Behaviour Policy and understand the school's expectations with regard to behaviour
- Support the school's hierarchy of rewards and sanctions

- Monitor and evaluate the impact of this policy throughout the academic year

Training

Our staff have received training on managing behaviour in line the with behaviour policy and behaviour management also forms part of their continuing professional development.

Power to use reasonable force

Members of school staff receive PIPS training (Passive Intervention and Prevention Strategies) and will use reasonable force to prevent pupils injuring themselves or others, damaging property and to maintain good order and discipline in the class. All incidences where this is used will be logged by the Classteacher and both parents and the Head of School will be informed. School staff may also use reasonable force if necessary if there is a need to conduct a search without consent. The following items may warrant a search without consent: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or articles that could have been used to commit an offence or any item banned by the school rules. The Head of School may confiscate a particular item and return it to parents after a period of time, designated by The Head of School. Any serious items will be handed over to the police.

Racist Incidents

Racist incidents are taken very seriously at Kenton Primary School. Any incidents are recorded by the Head of School and are reported to the Local Authority. Repeated racist incidents or a single serious incident may lead to an exclusion, and this could be permanent (see Exclusion Policy).

Safeguarding

Safeguarding The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

External support

The Head of School and/or the SENCo will engage with outside agencies to support with the development of the social, emotional and behavioural needs of groups and individuals when deemed necessary by the school and/ or parents. A plan will be put into place with parents, the school and the child, focusing on what is hoped to be achieved through these links. At this stage further records may need to be kept, such as observations, trigger charts and provision maps. This support may be sought for a child with SEND, but it is not limited to just these children. Outside agencies that the school might access to support children with social, emotional and behavioural needs might include the following:

- Education Welfare Officer
- Behaviour Support Team
- CIDs Team
- Outreach teachers from specialist provision
- Social Care
- Educational Psychology
- Medical practitioners and mental health services
- Inclusion Officers

Beyond the school gates

The rewards and sanctions apply not only in school but also when a pupil is representing the school during and beyond school hours within the care of the school. This may include when pupils are on a school trip or if a child is competing in a school-based event off site.

Where there is an incidence of inappropriate behaviour out of school (and not representing the school) we may

intervene where appropriate, to minimise the negative impact felt within the school. We seek to work with parents, members of the community including our PCSO (Police Community Support Officer) to achieve this if necessary.

Strategies to support inclusion

We have a range of mechanisms to support the inclusion of pupils with emotional/behavioural difficulties and enable their access to the national curriculum and wider school life. These strategies are over and above the strategies that are used for the majority of pupils.

These include: -

- Anger management strategies
- Targets formulated to support pupil behaviour
- Educational Psychologist referral
- Pastoral Support Plans
- Regular meetings with parents
- Support from County Behaviour Team
- Thrive type support from trained in-school practitioners
- Mindfulness sessions
- Lego therapy

Within this policy we recognise that some pupils have additional needs and therefore find school routines and expectations more difficult. Where sanctions are to be applied, the school will take into account the needs of each individual and assess the support the school has provided for that pupil in the lead up to, and after, any instances of poor behaviour.

The school recognises its legal duties under the Equality Act 2010 to support pupils with special educational needs. A record of all behaviour incidents is kept, assessed and any patterns noted and shared with key governors.

Pastoral care for staff, professional development and malicious allegations

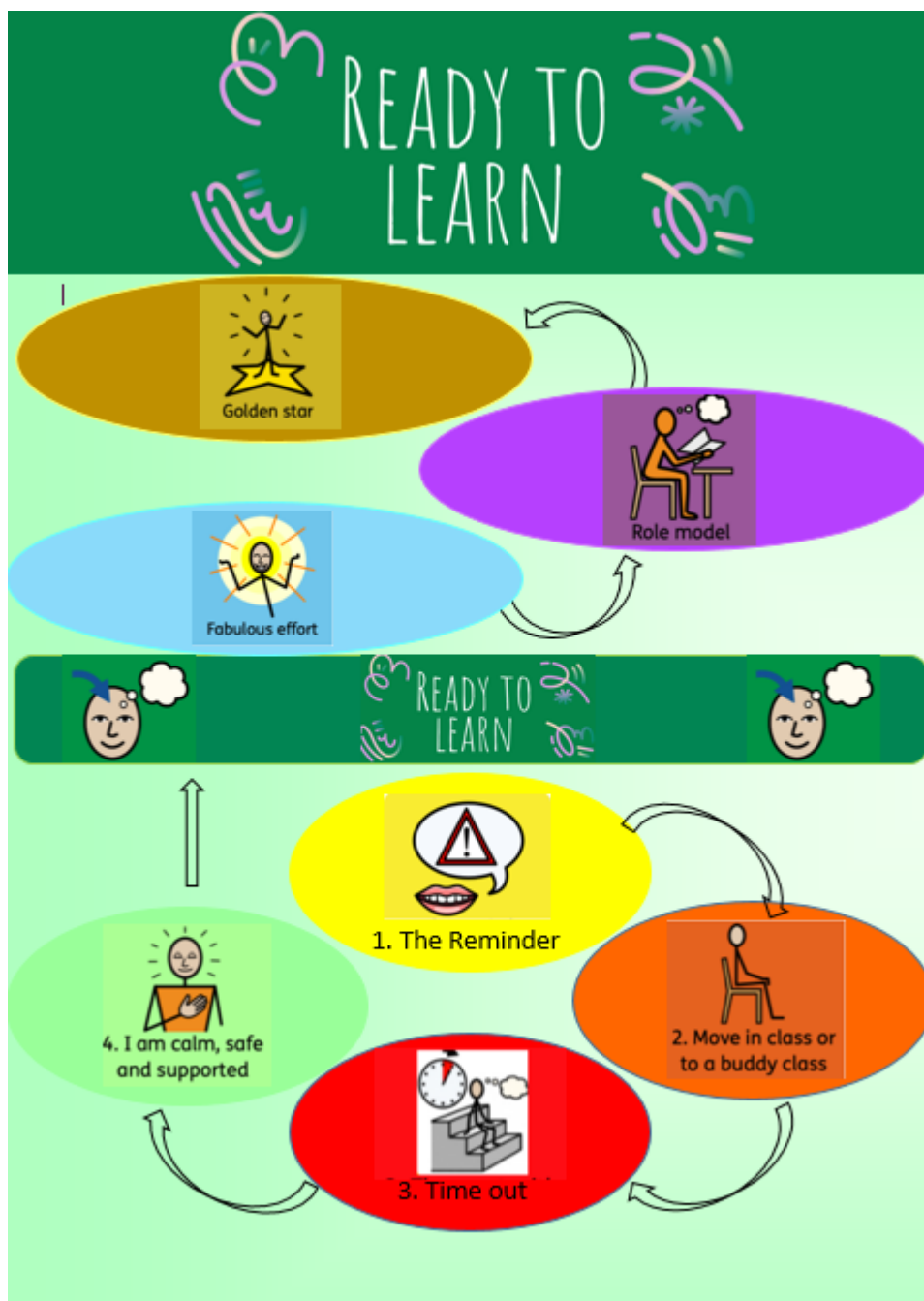
Where a pupil makes an accusation against a member of staff or other adult/volunteer and that accusation is shown to be malicious, The Head of School will apply a sanction in accordance with this policy. The Head of school will also consider the pastoral needs of the staff member/volunteer/governor accused of misconduct. All staff will have access to support and training to improve their practice. Within the school's child protection and safeguarding policy, there is information relating to the support offered to pupils if an allegation is made.

Monitoring Arrangements


This will include keeping records of significant rewards and sanctions, linked to our Ready to Learn charts, individual behaviour logs, bullying log and incident log, observations in the classrooms and around the school, questionnaires for children and parents and discussions with the School Council. There will be regular reports to governors, as part of the Governors annual cycle of business, and this will also be monitored by trustees. A record of sanctions applied will be kept on individuals if this is deemed appropriate (so possibly establishing a pattern that can be discussed with SENCo/parent).

The Teaching and Learning Committee, along with the Head of School will monitor the effectiveness of this policy, through learning walks, formal classroom observations, and informal meetings with pupils, to include discussions with the School Council. This information will be reported back to the Full Governing Board.

Appendix 1 – Ready to Learn Poster



ppendix 2 – House points.

A decorative border of green ivy leaves and vines frames the central text. The ivy starts at the top right, goes down the right side, across the bottom, and up the left side, forming a large 'C' shape around the text.

Here are some examples of things I can do to earn a house point:

- Showing excellent learning behaviours
- Lovely lining up
- Wonderful walking
- Being helpful
- Using my manners
- Following the Kenton Way
- Being a good role model

Anti-Bullying

LEGAL REQUIREMENTS

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying.

The Education and Inspections Act 2006

In particular section 89 of the Education and Inspections Act 2006:

Provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents. Gives head teachers the ability to discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Schools are required to comply with the new Equality Duty.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (DfE, 'Preventing and Tackling Bullying' 2012)

Our children's definition of bullying

Bullying is when another child or group of children do things to upset and hurt you on purpose, and keep doing it. It could be hurting your body or hurting your feelings with words.

Some children get mixed up and call a disagreement 'bullying'. It is only bullying when one side is to blame more than the other.

Bullying is someone doing something that makes you feel not 'safe, strong and free' and which happens frequently.

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice- based and discriminatory, including: <ul style="list-style-type: none"> · Racial · Faith-based · Gendered (sexist) · Homophobic/ biphobic · Transphobic · Disability- based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber- bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

AIMS AND OBJECTIVES OF THE SCHOOL ANTI-BULLYING POLICY

Kenton Primary School will aim to:

- Prevent or reduce the incidence of bullying in schools
- Create an emotionally safe environment where positive relationships can develop
- Reduce the use of homophobic and racist language
- Better reflect pupils' different families in our schools
- Ensure that all pupils, parents/carers and staff are aware of this policy and their roles and responsibilities in contributing to its success.
- Teach, embed and model positive values for children to assist their moral, emotional and empathetic growth

The Anti-bullying Policy reflects the school's vision statement with a view to developing:

- An enquiring mind and a desire for knowledge.
- Strong self-esteem and high personal expectation.
- A set of spiritual and moral values – honesty, integrity and sound judgement
- Understanding and respect for others

The schools aim to foster values of tolerance and mutual respect through promoting the self-esteem of all members of the school community. At the Kenn and Kenton Federation bullying behaviour is contrary to the school ethos. We recognise that bullying is a concern for all of us, including pupils, teaching, non-teaching staff, parents/carers and governors.

Other school policies which have relevance to the Anti-Bullying Policy are:

- Attendance
- Behaviour
- Child Protection
- Children in Care (CiC)
- Confidentiality
- Code of Conduct
- Drugs Education and Incident Management
- Equality and Diversity
- Online Safety
- Health and Safety
- PSHE
- Relationships and Sex Education (RSE)
- Special Educational Needs and Disability (SEND)

Individual responsibilities

All members of the school community have a key role in promoting, implementing and supporting the Anti-Bullying policy at Kenton Primary School. It is important that there is a collaborative whole school approach to address any difficulties which may be encountered. Everyone should work together to create a safe, happy and anti-bullying environment.

Staff should:

- Provide a safe, secure and caring environment
- Promote and sustain good behaviour
- Listen to all reports of bullying
- Address each situation in line with procedures
- Work collaboratively with all relevant members of the school community, developing positive partnerships with parents/carers

Pupils should:

- Report all incidents of bullying (if a child is being bullied or if they know about another pupil who is being bullied – TELL SOMEONE)
- Follow the school's code of conduct
- Avoid inappropriate behaviour which might be considered as bullying
- Be respectful and supportive to others
- Peer mediators will report to their link adult if they are having repeated sessions with one pupil or a group of pupils, they should always report an instance of bullying

Parents/carers should:

- Work in partnership with the schools
- Advise their children to report any concerns to a member of staff
- Discourage behaviours which might be considered as bullying
- Stress to their children that retaliation is not helpful
- Contact the School Administrator to arrange an appointment with the child's class teacher to discuss concerns
- Cooperating with the school, if their child/children are accused of bullying, try to ascertain the truth and point out the implications of bullying, both for the children who are bullied and for the bullies themselves
- Accept their role in dealing with bullying behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day

MORAL AND VALUES FRAMEWORK

The school believe that all staff and children have the right to feel safe and secure in the school environment. The

school encourage the following values:

- Kindness as the overarching theme for all actions and behaviour
- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, school and wider community

EQUAL OPPORTUNITIES

Kenton Primary School is committed to working towards equal opportunities in all aspects of school life. All resources used will support this commitment.

CONTENT

The anti-bullying education programme will:

- Provide information that is relevant and appropriate to the age and developmental stage of the children
- Develop skills of assertiveness, communication and effective dialogue in relationships, enabling children to deal with conflict and feelings e.g. anger
- Encourage the exploration and clarification of values and attitudes, rights and responsibilities
- Foster self-esteem, positive self-image and confidence

Health topics and themes will be revisited taking into account the children's stage of development and the spiral curriculum concept. The content of the anti-bullying education programme is based primarily on SCARF (Safety, Caring, Achievement, Resilience, Friendship). The school also works with the CAP Team (Child Assault Prevention) on a regular basis, to help equip children with the skills to keep themselves safe and will also invite other agencies and visitors into the school to enhance this aspect of their education.

Topics will include:

Key Stage 1:

- Awareness of different forms of bullying
- Personal strategies to resist unwanted behaviour

Key Stage 2:

- Recognise, discuss and understand the nature of bullying and the harm that can result from it
- Homophobic language in school

ORGANISATION

Anti-bullying education will be coordinated by the PSHE Coordinators

Delivery will be:

- As topics
- Addressed occasionally in assembly time
- Through pastoral time
- Through circle time
- Through PSHE activities
- Through small group work
- Whole school events / theme weeks

Active learning methods which involve children's full participation will be used.

Discussions with the School Council will also take place on a regular basis with a view of exploring new initiatives e.g. a buddy system; peer counsellors

PECIFIC ISSUES

The role of outside organisations and procedures for their involvement

Whenever possible representatives from outside organisations will be used to support and assist teachers in the development of classroom based work. They will be required to work within the school's moral framework

outlined earlier. Every individual who has contact with the children will be DBS checked.

Confidentiality

Children will be made aware that some information cannot be held confidential and that their best interests will be maintained.

Disclosure or suspicion of possible abuse

Kenton Primary School has a Child Protection policy and procedure for dealing with child abuse based on the Local Authority guidelines and recommendations. This policy is available on request.

Complaints procedures

Any complaints about the anti-bullying procedures or programme should be made to the Headteacher who will report to the governors.

Disciplinary procedures

The following steps will be taken when dealing with incidents:

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached through a restorative approach, the victim of the bullying will be given the opportunity to explain how they have been affected by the incidents.

- Reports will be taken seriously
- Steps will be taken to ensure the child feels safe and secure
- All children involved in the incident (child bullied, perpetrator/s and witnesses) will be interviewed
- Parents/carers will be informed
- Incidents and actions taken will be recorded in the school bullying record log and on the LA Bullying and Prejudice Related Incident form. They will also be logged on CPOMS
- Attempts will be made to resolve the situation quickly
- The completed form will be returned to the LA at:
reducingbullyinginschools@babcockinternational.co.uk

Incidents outside school

Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate pupils' conduct (including bullying incidents) when they are not on school premises. Where bullying outside school is reported to school staff these incidents will be investigated and acted on. Parents/carers will be informed as will the police if the headteacher deems it appropriate.

Strategies to support a whole school approach

We encourage a 'whole-school approach' in which children and adults work together to create an environment where everybody gets a clear message that bullying is wrong and will not be tolerated, that bullying behaviour of all kinds must be challenged.

- All school staff, teaching and non-teaching, will be familiar with the Anti-Bullying Policy and procedures for dealing with reports of bullying
- School values will be at the heart of daily routine and will be referred to whenever appropriate
- Awareness raising posters are displayed in classrooms and corridors and on the Child Protection notice board.
- Appropriate leaflets and literature will be provided for the children.
- Children will be encouraged to understand their roles in preventing bullying, using, for example, drama; role-play and novels
- Children will be guided to understand the feelings of bullied children and to practise the skills they need to avoid bullying
- An annual survey will be undertaken linked to safeguarding

Monitoring procedures

Records will be kept of all reported bullying incidents by the Headteacher including details of the age and gender of the children involved, the nature of the incident and actions taken. The bullying record book will be regularly monitored.

MONITORING AND REVIEW OF THE POLICY AND PROGRAMME

Possible success indicators which will indicate the effectiveness of the policy and programme will include:

- fewer reports of bullying
- more pupils reporting that they feel safe in school
- more pupils feeling that there is less bullying in school
- more staff responding to bullying behaviour
- positive feedback from parents/carers

Issues relating to bullying will be reported to Governors through the termly Headteachers report.

DISSEMINATION OF THE POLICY

All staff members and governors will receive a copy of this policy. Several copies are available for loan from the administrator's office on request. A short summary of this policy will be included in the school prospectus and the policy will be made available on the school website.

Through a restorative approach, the victim of the bullying will be given the opportunity to explain how they have been affected by the incidents.

- Reports will be taken seriously
- Steps will be taken to ensure the child feels safe and secure
- All children involved in the incident (child bullied, perpetrator/s and witnesses) will be interviewed
- Parents/carers will be informed
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- Appropriate leaflets and literature will be provided for the children.
- Children will be encouraged to understand their roles in preventing bullying, using, for example, drama; role-play and novels
- Children will be guided to understand the feelings of bullied children and to practice the skills they need to avoid bullying
- An annual survey will be undertaken linked to safeguarding.

Monitoring procedures

Records will be kept of all reported bullying incidents by Head of School including details of the age and gender of the children involved, the nature of the incident and actions taken. The bullying record book will be regularly monitored.

MONITORING AND REVIEW OF THE POLICY AND PROGRAMME

Possible success indicators which will indicate the effectiveness of the policy and programme will include:

- fewer reports of bullying
- more pupils reporting that they feel safe in school
- more pupils feeling that there is less bullying in school
- more staff responding to bullying behaviour
- positive feedback from parents/carers

Issues relating to bullying will be reported to Governors through the termly Head of School report.

DISSEMINATION OF THE POLICY

All staff members and governors will receive a copy of this policy. Several copies are available for loan from the secretary's office on request. A short summary of this policy will be included in the school prospectus and the policy will be made available on the schools website.

A Guide for

At Kenton Primary School we aim;

To provide a safe and secure environment within which bullying has no place.

To ensure that any incidents that do take place are dealt with promptly and effectively.

THE SCHOOL WILL USE THE FOLLOWING STRATEGIES:-

- Picked on Guidelines - see attached
- 1:1 Mentoring
- Circle Time
- PSHE units of work

AWARENESS

Staff may see signs that can indicate that a child is being bullied. These could include:

- | | |
|---|---------------------------------------|
| • Withdrawal | • Increased absenteeism/arriving late |
| • Aggressive behaviour | • Missing possessions |
| • Schoolwork problems | • Stealing |
| • Tiredness | • Low self-esteem |
| • Injuries | • A desire to seek adult company |
| • Becoming unusually difficult or argumentative | • Relationship difficulties |

IF YOU BELIEVE A CHILD IS BEING BULLIED OR IS BULLYING OTHERS:

- INFORM THE HEAD OF SCHOOL
- DISCOVER THE DETAILS, DEALING SYMPATHETICALLY WITH ALL PUPILS INVOLVED
- TAKE THE NECESSARY AGREED ACTION TO DEAL WITH THE INCIDENT

ACTION

FIRST STEPS

Remain calm. You are in charge by staying in control. Reacting aggressively or punitively gives the message that it's acceptable to bully if you have the power. Reacting emotionally may add to the bully's sense of control.

- Take the incident or report seriously.
- Think about whether your action needs to be public or private.
- Reassure the victim. Avoid making them feel inadequate or foolish.
- Offer concrete help, advice and support to the victim by referring to the school's own strategies.
- Inform duty teacher or if during class time, Head of School

NEXT STEPS

Encourage the bully to see the victim's point of view, and ask if s/he has any constructive ideas. It is advisable to allow the bully time to explore the reasons for their behaviour and support them as necessary.

- Use appropriate sanctions (as listed in the School Behaviour Policy).
- Explain clearly the sanctions and why they are being applied.
- Inform the appropriate colleagues of what you are doing (if the incident arose where others should be vigilant).
- Inform parents

FINAL STEPS FOR THE SCHOOLS

Allow everyone to make a fresh start.

Make sure the incident does not live on through reminders.

Try to think ahead to prevent a recurrence.

REMEMBER

Encourage the victim to help him/herself.

Separate the behaviour/act from the child.

Consider factors that may be influencing the bully's behaviour

DEALING WITH BULLYING: LISTENING TO CHILDREN

In dealing with bullying there are three main aims;

1. **stop** the bullying behaviour
2. **change** pupil attitudes and behaviour for the future

3. **promote positive peer** relationships

ACCEPTING REPORTS OF BULLYING FROM CHILDREN

- LISTEN to what is being said, without displaying shock or disbelief. Be patient. Wait during any silences. Prompt gently.
- ACCEPT what is said (“believe” is too strong) - keep an open mind if you can. AVOID being judgemental.
- MAKE NOTES of the main details after listening to the child.
- REASSURE the child that s/he was right to tell you. You may need to pass this information to a colleague so do not promise confidentiality.
- REASSURE the pupil that it is not his/her fault that s/he is being bullied and that it is vital that the situation is sorted out.
- REMEMBER that the person the child is talking about may be an adult. At this point you may need to inform the Head of School.

TALKING AND LISTENING WITH THE BULLY

Use the same strategies as above.

FINALLY

In the rare instances where you discover details which are distressing you may need some support for yourself; if so, ask for it from the Head of School.

Appendix 2

Action Against Bullying

A Guide for

At Kenton Primary School we aim to;

Provide a safe and secure environment within which bullying has no place. To ensure that incidents are dealt with promptly and effectively.

BULLYING is;

The persistent, willful, conscious desire to hurt, threaten or frighten someone.

It can be physical, verbal or emotional, involving physical injury, threats and intimidation, teasing and name-calling.

AWARENESS

Parents often see signs that can indicate a child is being bullied: e.g.

- | | |
|---|---------------------------------------|
| • becoming withdrawn or moody | • increased absenteeism/arriving late |
| • bed-wetting | • missing possessions |
| • aggressive behaviour | • stealing |
| • schoolwork problems | • a decrease in self-esteem |
| • tiredness | • fear of going to school |
| • unexplained injuries | • a change in friendship patterns |
| • becoming unusually difficult or argumentative | |

**IF YOU BELIEVE YOUR CHILD IS BEING BULLIED OR IS BULLYING OTHERS:
CONTACT THE SCHOOL IMMEDIATELY, SO THAT A JOINT PLAN OF ACTION CAN BE
STARTED QUICKLY**

- Understand that your child may find it difficult to talk about what is worrying him or her. Accept that they may prefer to talk to someone else.
- If s/he does talk, listen to him/her and take the situation seriously.
- Let him/her know that you will work with the school to do whatever is necessary to stop the bullying.
- Be aware that your own reactions may get in the way of what is best for him/her - act carefully and with advice where necessary.

In dealing with bullying there are three main aims;

- **stop** the bullying behaviour
- **change** pupil attitudes and behaviour for the future
- **promote positive peer** relationships

Listening to children - some hints;

- Listen to what is being said, without displaying shock or disbelief.
- Be patient-wait during any silences; prompt gently-"And?"
- Accept what is being said
- Avoid being judgemental
- Jot down brief notes of the details
- Reassure your child that s/he was right to tell you
- Reassure him/her that it is not his/her fault and that it is vital that the situation is sorted out
- Try to encourage your child to offer his/her own solutions to help him/herself- this will help them to maintain a positive self-image

Finally, you may discover details which are distressing and upsetting. You might need some support for yourself so ask for it by speaking to a friend or from your GP or health visitor.

Action Against Bullying

A Guide for

We want Kenton Primary School to be a safe and happy school where there is no bullying.

If there is a problem we want it sorted out very quickly.

BULLYING is;

when someone picks on you again and again, on purpose. They might hurt, scare or upset you, by teasing you or calling you names.

Peer mediators will report to their link adult, if they have repeated sessions with one pupil, or a group of pupils.

Important

IF YOU ARE BEING BULLIED TELL SOMEONE!

- don't be afraid to say
- tell a peer mediator, they will help you tell a grown up
- tell a grown up you trust – it could be anyone who works or helps in school
- don't rush and try to tell them everything
- the person you tell will listen to you
- they will tell you what they are going to do about it
- if the bullying continues – tell again
- **you do not have to put up with bullying**



Equality Duty

Kenton Primary School fully recognises its duty to comply with equality and diversity legislation, and its Equality Duty sets out the schools' aims in relation to equality and what it will do to ensure that equality is fully embedded in practice. The school fully acknowledges their responsibilities in terms of equality issues in relation to gender, age, race, disability, religion or belief, sexual orientation and gender reassignment.

Kenton Primary School is firmly committed to equality and diversity, and when carrying out our functions, we shall have due regard to the need to eliminate unlawful discrimination and harassment and to promote equality of opportunity.

At Kenton Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, which is anything that is additional to or different from what is normally available in schools in the area.

In our school, we undertake the duties, including in relation to this policy:

- Not to treat disabled pupils less favourably for a reason which relates to their disability
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To do our best by all disabled members of our school community

Other related policies:

- Safeguarding Children and Child protection.
- Positive Handling

POLICY REVIEW AND AMENDMENT LOG

Date	Reviewer	Change	Approved by Governors	Next Review Date
2018	T&L Committee			Summer 2020
January 2021	Joe Baxter	Amalgamate Behaviour and Anti-Bullying Policies into one document	26.01.2021	Spring 2023
February 2022	Gemma Sandercock and L Curry	Edition of rewards systems and ready to learn chart Separate policy for Kenton Primary School – no longer a federation policy		Spring 2023