

1. Behaviour and Anti – Bullying Policy

1.1 Introduction

This policy is a statement of the aims and arrangements for behaviour and bullying prevention in school and will be reviewed annually. A copy will be available on the school website.

1.2 Policy Statement

At Woodland View we believe that our school is a community and that it is vitally important that everyone feels safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of race, gender and religion with equal opportunities for all. Bullying of any kind is unacceptable at our school and any incidents that do occur are dealt with promptly and effectively. Our children take full responsibility for their own behaviour which will prepare them for continuing responsibility when they venture into the world beyond primary school.

1.3 Aims

- To promote the school's aims, values and ethos
- To ensure good behaviour to maximise teaching and learning
- To encourage respect for others, for property and for the environment
- To encourage and develop self-discipline and personal responsibility for actions
- To apply a consistent and fair policy in dealing with inappropriate behaviour
- To develop a positive and safe learning environment in which bullying will not be tolerated
- To work in partnership with parents when dealing with behavioural issues

1.4 Responsibilities

1.4.1 School Responsibility

The school recognises that every child matters and aims to meet the various needs of every child in a positive way. These include educational, spiritual, moral, physical and emotional needs. Rules are based on positive statements and are shared at the beginning of each year and reinforced throughout. Our rules link directly with our key school value: 'Respect'. Assemblies and school displays are also used to inform and remind children, parents, staff and visitors of the school's expectations.

High expectations of children's behaviour are insisted upon at all times. These expectations include:

- be polite and well-mannered to adults and to each other
- be truthful and honest

- do as they are told when asked
- be thoughtful and caring towards others
- move around school in a safe and sensible manner
- be careful with other people's possessions and look after their own
- collect, use and put away equipment carefully and sensibly

Positive behaviour will be acknowledged and praised, by reference to the Class Rules and School Values, through Special Awards at Celebration Assembly, Values Awards at the end of each half term and Dojo points.

Class teachers, as well as following the school's awards scheme will adopt a range of individual strategies within their classroom to promote, reward, encourage and maintain high standards of behaviour and attitudes to work.

1.4.2 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

1.4.3 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring the school environment encourages positive behaviour
- Ensuring staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so that they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

1.4.2 Staff Responsibility

- follow the hierarchy of rules and sanctions
- make children aware of appropriate behaviour in all situations
- frequently reinforce the school rules, class rules and values
- create a calm working atmosphere in the classroom with access to resources and with well established routines
- act as a role model for desired behaviour, treating all adults and children with respect
- focus on good behaviour and positive reinforcement to raise self-esteem
- deal with incidents of poor behaviour appropriately

- Teachers and Lunchtime Supervisors work collaboratively to communicate any issues regarding lunchtime behaviour
- be as consistent and fair as possible in the use of rules and sanctions, taking into account each individual child's needs
- work in partnership with parents in dealing with any behavioural issues

1.4.3 Parental Responsibility

- support the school's hierarchy of rewards and sanctions
- help the children to understand the rules and the need for them in an ordered society
- ensure their child has access to an appropriate diet and has an appropriate level of sleep
- ensure their child attends school regularly/punctually and notify the school of reasons of absence
- report any factors in a child's life that might be affecting their behaviour to the teacher (family problems, bereavement, etc)

1.4.4 Pupil Responsibility

- follow the school rules throughout the whole school day
- co-operate readily with all school staff

1.5 Responding to good behaviour

Staff ensure that behaviour is rewarded more often than negative behaviour is punished. The following details awards on offer:

- verbal praise, body language (smile, thumbs-up, nod)
- praise phrases
- Dojo points
- other in-class rewards (stickers, stamps, star of the day)
- Special Award certificates given in Celebration Assembly
- Values Awards given at the end of each half term
- Homework rewards
- lunchtime Dojo stickers given by Lunchtime Supervisors

1.6 Responding to misbehaviour

A whole school system for dealing with poor behaviour is used to ensure consistency. FS and KS1 children use visual systems (sun and cloud) and KS2 use a warning system (1. Verbal warning, 2. Name on board, 3. Time out, 4. Time in another class) Each child will start each day on a positive note. Misbehaviour is then dealt with using the appropriate system.

When poor behaviour becomes frequent or for more severe cases, the following actions will be taken:

- the lead adult involved in any incident will ask for the support of a DSL (Designated Safeguarding Lead) in school if it is felt that the incident could be judged as child on child abuse
- the DSL will support the lead adult and if the DSL judges the incident to be child on child abuse the DSL will follow procedures in the safeguarding policy, in the same way as for any other allegation or incident
- in circumstances where it is not judged to be child on child abuse, the lead adult will continue in line with our behaviour policy
- Parents are contacted and asked to discuss the situation by teacher/s involved
- involvement of Phase Leaders in the first instance if necessary
- involvement of the Senior Leadership Team
- involvement of Educational Psychologist and the Special Needs section that deals with emotional and behavioural difficulties (in full consultation with parents)
- exclusion from lunchtime as decided by the Headteacher
- exclusion from school for a period of time as decided by the Headteacher
- permanent exclusion as decided by the Headteacher

2.0 Bullying

No one deserves to be a victim of bullying. Any suggestion that bullying is taking place will be investigated.

2.1 Definition of Bullying

“Bullying is a repeated pattern of behaviour that intentionally hurts or harms”

We also use child friendly definitions for identifying bullying which is regularly reinforced to the children through assemblies.

S – several	S - start
T – times	T - telling
O – on	O - other
P – purpose	P - people

Bullying can be:

- Physical hitting, kicking, stealing or hiding belongings, sexual assault
- Verbal name calling, insults, offensive or sexual remarks, threatening language
- Indirect social exclusion, spreading rumours or stories, graffiti, defacing property, displaying literature or materials of a racist or sexual nature. It includes offensive or abusive text or internet messages and all forms of **cyberbullying**.

2.2 Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and investigate if a child:

- is unwilling to go to school or begins to truant
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- cries more frequently or has nightmares
- feels ill in the morning
- school work begins to deteriorate
- has possessions which are damaged or lost
- asks for money or starts stealing money
- has unexplained cuts or bruises
- becomes aggressive or disruptive
- stops eating
- is bullying other children or siblings

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

2.3 Whole School Strategies

In order to prevent bullying and deal appropriately with any incidents of bullying, the following strategies are employed:

- targeted class sessions, including circle time / class discussions
- assemblies
- indoor and outdoor playtime staff monitors
- playtime buddy bus-stop to encourage kindness and friendship
- Buddy systems

2.4 Procedures

2.4.1 School

- listen to the victim, bully and any other pupils with information
- make it clear that they have made the right decision to tell
- record what they have said and pass the information to the appropriate lead person involved (see school structure)
- meet with lead person to discuss steps to deal with the behaviour
- communicate with the parents of the victim and bully and explain, where appropriate, the incident and actions
- make regular checks with the victim to monitor the situation

2.4.2 Pupils

- tell a teacher or any member of teaching staff if you feel threatened or unsafe
- stay with a group of friends

- talk to their parents
- tell the classteacher of any incidents or improvements

2.4.3 Parents

- listen to your child but remain calm
- make an appointment to see the class teacher to share concerns and give the facts
- reassure your child that the school will deal with the bullying and encourage him/her not to fight back

2.5 Outcomes

- after the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place
- in serious cases suspension or even exclusion will be considered

3.0 Pupil Transition

3.0.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

3.0.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils will have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or school year.

4.0 Training

As part of their induction process, new staff are provided with training and support on managing behaviour.

Behaviour management will also form part of continuing professional development.

5.0 Associated Documents

Safeguarding Policy (Child Protection)
Equality Information & Objectives
Physical Handling Policy