

Dewhurst St Mary CE Primary School



'Let your light shine' Matthew 5:16

Dream Believe Achieve

Anti-Bullying/Behaviour/Exclusion Policy 2022-2023

Introduction

In line with the Christian ethos, we aim to encourage the whole school community to uphold the School Values. We use a holistic approach to understanding and supporting emotional wellbeing, engagement and behaviour.

We use positive reinforcement and provide support for pupils' emotional well-being and encourage pupils to demonstrate **pro-social behaviours** which are '**voluntary actions that are intended to help or benefit other individuals or group of individuals**' **Eisenburg & Mussen 1989**.

We use the experiences of inappropriate behaviours as explicit learning opportunities for the individuals involved. We are clear with our expectations and support pupils to make the right choices. We use a restorative method when reflecting upon incidents. Our ethos and practice is in line with the **HCC Emotional wellbeing and Behaviour Strategy 2020-2023**, which considers children's emotional wellbeing when assessing needs and identifying support required to facilitate engagement in learning. This strategy recognises that positive emotional wellbeing is an essential prerequisite to effective learning and enhances children's outcomes.

The safety and well-being of everyone within the school community is the most important consideration.

At Dewhurst St Mary, we understand that to raise the standard of all our pupils' achievements and self-esteem we need effective and consistent management of our behaviour that is void of bullying and discrimination.

We have adopted the county 'steps' model of therapeutic behaviour management and aim to de-escalate situations and support pupils.

Aims

- To have a whole school behaviour policy, supported and followed by the whole school community, based on a sense of community and shared Christian values
- To enable a positive approach allowing teaching and learning to take place in a safe, happy, inclusive environment.
- To promote our school values and attitudes as well as knowledge and skills.
- To encourage children to make positive behaviour choices (pro-social)
- To support and empower children to resolve friendship issues

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- To encourage children to take responsibility for their own actions
- To have a clear system to deal with any anti-social behaviours
- To eliminate bullying and racism

Implementation

All classes will display and, at least annually review the following:

Our Code of Conduct

We expect all learners will be:

- Ready
- Respectful
- Safe

Rewards

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Examples of rewards may include:

- verbal praise
- communicating praise to parents via conversations /phone call or correspondence on Dojo
- certificates /stickers/ special assemblies
- positions of responsibility
- whole class or group rewards, such as a popular activity

Consequences

Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions.

We distinguish between 'difficult' and 'dangerous' behaviours

The term '**difficult**' behaviour a child displays does not cause harm or injury. Staff and/or pupils may find these behaviours challenging and anti-social.

The term '**dangerous**' refers to behaviours that cause evidenced injury to self or others, damage to property, or committing a criminal offence.

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Playtimes:

Inappropriate '**difficult**' / Anti-social behaviour

1.Warning	Support them to make good choices e.g. Why don't you? You could..... Remember to
2. 5 minutes time out on the playground stood nearby a member of staff	Staff to use this time to discuss what was inappropriate about behaviour and what choices would have been better. Point out pro-social behaviour and encourage this.
3. Repeat the time out if they repeat the inappropriate anti-social/ difficult behaviour	

Deliberate and '**dangerous**' behaviour

1. Bring off playground to quiet space in Head's room/SLT's room <u>separate places</u> to calm	Pupil given a ' Reflection Time ' for the following playtime where a member of SLT will discuss the school vision and values and how the child
2. RECORD INCIDENT ON CPOMS	a) did not follow them <i>and</i> b) what they could have done instead
3. LATER / NEXT DAY	A record of the Reflection form should be completed as part of the debriefing by the child with the member of SLT and put in the Reflection folder.

These procedures are in place for supporting and debriefing the student after any significant incident, as it is essential to safeguard their emotional well-being and help them reflect and progress.

It is important to re-visit the experience later/next day by re-telling and exploring the story with a changed set of feelings. During the incident, the student's behaviour may be influenced by anger, frustration, disappointment etc. The purpose of reflect, repair and restore is to re-visit the experience with a student who is calm, relaxed and reflective this could be the next day.

Debriefing questions;

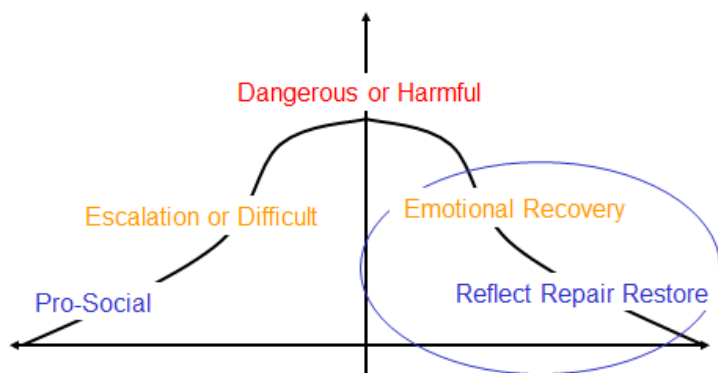
- Explore what happened? (tell the story)

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- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

Planned responses

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If dangerous or harmful behaviour persists, refer to Head teacher or Assistant Head who will devise an individual system or seek support for the pupil to encourage appropriate behaviour. Support may be discussed involving our Parent & Pupil Support Worker and/or outside agencies.

Classroom Consequences:

- Warning/conversation
- Time-out in class (Relocation to an alternative place in the room)
- Time-out in other class (Relocation - The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.)

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

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Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Repeated or serious dangerous behaviour, matter discussed with parents and referred to SLT / Headteacher.

For some individuals behaviour logs in addition to CPOMS may be used to monitor behaviour.

Most behaviours will be dealt with in school but not necessarily shared with parents. However, if the behaviour is serious and dangerous we will usually call home to explain it.

Procedures for Dealing with Major Breaches of Discipline

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm and safe environment.

It is important that staff respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques are used to help prevent further behaviour issues arising and recurring and we use a pre-agreed script to help restore an environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

Major breaches of discipline may include; persistent refusal to follow instructions and/or disruptive behaviour in class, physical assault, verbal abuse, racial abuse, sexual abuse, deliberate damage to property, stealing, leaving the school premises without permission. The following sanctions can apply, although they may not necessarily be used in this particular order:

- A verbal warning by the Headteacher or Assistant Head
- Withdrawal from the classroom/playground for the rest of the day with work to do
- Parents informed by telephone and/or letter
- A meeting with parents, and either a warning given or information about the next stage unless there is an improvement in the child's behaviour

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- Time to discuss the incident with a member of staff. This gives everyone involved a chance to have their voices heard and a chance to put things right and for pupils to learn from their mistakes.
- If the breach is severe, or recurring, then a Suspension (**Fixed Term/lunchtime**) or, if necessary, **Permanent Exclusion procedures will be implemented in line with current statutory and/or LEA guidelines***. This is monitored by the school's **Governing Body**
- Procedures are in place for supporting and debriefing the student after any significant incident, as it is essential to safeguard their emotional well-being and help them reflect and progress.

The entry point for the above procedures will depend on the nature and severity of the incident. Incidents are recorded on C-POMS.

Suspension and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The Headteacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The Headteacher will use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil.

The circumstances that may warrant a suspension or permanent exclusion to occur;

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Use, or threat of use, of an offensive weapon or prohibited item (listed below)

Prohibited items;

(knives, 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 cause personal injury to, or damage to property of; any person (including the pupil), cigarettes, e-cigarette, vape, fireworks, pornographic image)

A suspension may be used to provide a clear signal of what is unacceptable behaviour

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and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, the Headteacher should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour. The Inclusion Lead will be part of seeking support.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

During a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online learning eg. Doodle Learning/ Oak National Academy. A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the Headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day.

Working with Parents

The role of parents is crucial in helping to develop and maintain good behaviour. Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them. Maintaining positive relationships with parents is important and keeping parents updated about their children's behaviour encourages parents to celebrate pupils successes, or discuss misbehaviour. Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Consistently high standards of behaviour provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Good behaviour cultures create calm environments which will benefit pupils with SEND, enabling them to learn. Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. When a pupil is

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identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided carrying out duties under the Equality Act 2010.

Anti-Bullying

At Dewhurst St Mary bullying is described as being '**a deliberate act, that is repeated three times or more, done to cause distress solely in order to give a feeling of power, status or other gratification to the bully**'. It can range from ostracising, name-calling, derogatory personal comments, teasing, threats and extortion, stealing, racist comments through to physical assault on individuals and/or their property and/or their family.

Staff, parents and pupils work together to create a happy, caring, learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. **The emphasis is about preventing incidents ever escalating to become bullying and pupils and parents clearly understanding and trusting the school's systems. With these factors clearly in mind we have a recommended format for an investigation into an allegation of bullying.**

Bullying can be brought to the attention of staff by the victim, their friend, their parent or others.

All staff who are in the front line dealing with pupils' complaints about each other need to be trained in effective ways of responding. For example, asking the child to come up with possible solutions, believing that a child can change and involving peers.

Help for children who feel bullied	Help for children who bully
<ul style="list-style-type: none">• don't ignore• listen and talk• ask child for suggestions• find out about feelings• agree next steps / way forward• build self-esteem and confidence• praise and reinforce reporting• develop and practise appropriate responses• ensure not isolated, peer support• practise skills	<ul style="list-style-type: none">• ask for explanation• explain why behaviour unacceptable• criticise behaviour, not child• awareness of impact and consequences• seek to repair relationship• seek ways to change behaviour• believe in change• praise change and appropriate behaviour• meet attention and esteem needs• ensure not isolated, peer support• practise skills

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Staff encourage pupils to use the conflict resolution strategies that pupils have been taught they can ask children whether they have tried to use them in sorting out disputes and support pupils in doing so.

Staff also need to be aware that some pupils will not tell anyone that they are being bullied and it is therefore important to look out for the signs and symptoms.

Signs and symptoms of bullying

- | | |
|---|--|
| <ul style="list-style-type: none">• avoiding interaction• avoiding eye contact• bite marks, bruises• cries easily• refusing to attend school• refusing to say what's wrong• quietness | <ul style="list-style-type: none">• staying behind to help/chat• upset tummy, feeling unwell• personality changes• unexplained injuries |
|---|--|

There is always a reason why someone uses bully behaviour. When a child is repeatedly involved in hurtful behaviour, responses need to get to the bottom of their triggers or pay offs if there is to be any effective change.

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too - that is often why they bully.

- Prevention measures - by teaching awareness, implications, understanding and personal responsibility through the PSHE Curriculum (Jigsaw)
- Identify the bully/bullies/witnesses if possible.
- Discussions with the victim / bully /witnesses separately to investigate the situation
- Incident is logged on Cpoms
- If they own up then agree a suitable sanction
- If they do not own up, investigate further. If it is clear that they are lying, continue with the procedure. Children usually own up if presented with all the facts
- Separate discussions with parents of bully and victim
- Complete an investigation using the 'investigation of allegation of bullying form'
- Sanctions for the bully will be in line with the School Behaviour Policy and the ultimate sanction of Permanent Exclusion may be applied if bullying continues

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- Staff, including MSAs and Teaching Assistants, continue to monitor the situation by observing at playtimes and/or lunchtimes and having discussions with victim to ensure no repetition
- Support from Social Emotional Assistant in the Den offered for all involved

In order to identify incidents of bullying and the identities of bullies, at Dewhurst St Marys we have agreed the following strategies:

- All staff watch for early signs of anxiety or distress, in pupils - this includes unexpected/inexplicable changes in behaviour and/or attitudes and attainment
- All staff listen, believe, act
- Use the child's network to help signpost them to someone who can help
- Children can put written notes if they feel they cannot speak about their problem
- Children can visit the den
- Anti-bullying posters are displayed in school

The Headteacher monitors the frequency, nature and severity of any incidents of including an annual audit of CPOMS. Bullying /Racist incidents are reported to governors and actions are planned for if there are continued incidents or reoccurring issues.

Resources

'Protective Behaviours' training has been undertaken by our Pupil and Parent Support Assistant (PPSA) also provides individual and/or small group support in our emotional den.

If we feel we cannot meet a child's behavioural needs internally we will make use of external support where needed by completing a Single Service Request (SSR) or a Families First Assessment. The support can vary from involvement with; Police Community Support Officer (PCSO), Educational Support Centre (ESC), Behavioural Support Team (Rivers), Youth Inclusion Support Panel (YISP) etc. Allsorts Children's Centre who have trained outreach workers who can work with children/parents at home and at the centre.

Prejudice Based Bullying

Prejudice based bullying is repeated hurtful behaviour that exploits or abuses someone based on their actual or supposed membership of a vulnerable group or their support for such a group. The following protected characteristics identified in the Equality Act 2010 are particularly relevant in this context: age, disability, gender/sex, gender identity, race/ethnicity, religion and sexuality. These dimensions have legal protection

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because they expose individuals to particular vulnerabilities within our society and within our schools.

Prejudice focuses on the difference between 'us' and 'the other'. Any context where one person uses hurtful behaviour or language that communicates their superiority over someone else is likely to involve prejudice. Young children know the hurtfulness of words like 'stupid' and 'thick'. Their power is based on a prejudice within our society that it is better to be intelligent than not to be. The belief that clever people are better in some way than people who are not clever gives particular power to the words. A child who uses this language to be hurtful but does not understand that it is a prejudice is not excused; but rather needs to be taught that it is hurtful, it is prejudice and it is unacceptable.

Prejudice Based Incidents

Our priority is to prevent any escalation of hurtful or unkind behaviour to the point where it becomes bullying. Individual incidents that reflect attitudes that suggest that one group is superior to another are prejudice based incidents.

The following definition is used for recording and responding to racist incidents: "any incident which is perceived to be racist by the victim or any other person". The Police have for some years used this approach more broadly to apply across all areas of Hate Crime. Under the requirements of the Equality Act 2010 it is important that consistency is used in the response to the protected characteristics.

It is particularly helpful to broaden the definition already well established so that a prejudiced related incident is "any incident which is perceived to be prejudice by the victim or any other person". This definition is not a conclusion of what will come from any investigation, but it will ensure that such dimensions are properly investigated and responded to.

Hate crime

It is really important that schools recognise that incidents that they are recording as 'Prejudice related incidents' are called 'Hate Crime' by the Police. The definition for Hate Crime reporting is: Any criminal offence or incident which is perceived by the victim, or any other person, to be motivated by hostility or prejudice towards someone based on a personal characteristic. This common definition was agreed in 2007 by organisations that make up the criminal justice system.

Some of the incidents recorded initially as prejudice related incidents, when investigated, are found to be unintentional and demonstrate a clear need for support and education. This evidences the importance of a preventative curriculum that teaches children and young people real understanding and appreciation of the

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positive value of diversity, through approaches that have anti-prejudice at its heart.

Pupils who have been engaged in activity that involves prejudice must be made aware that their behaviour could lead to criminal processes. Schools should inform targets of prejudice (or their parents) of their right to report their experience and to signpost them appropriately. Schools may wish to make a third party report themselves. This report provides further information.

*** At Dewhurst St Mary we have adopted the County Exclusions Policy and use appropriate actions as described in the document.**

Written by: Natalie Ranson September 2022

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