



'Let your light shine' Matthew 5:16

Anti-Bullying/Behaviour/Exclusion Policy 2021-2022

Introduction

In line with the Christian ethos, we aim to encourage the whole school community to uphold the School Values. We use positive reinforcement and provide support for pupils' emotional well-being. We 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.

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 clarify the range of rewards and consequences that support the policy
- 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
- To follow Covid-19 safety guidelines to keep others safe

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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

Our expectations:

- All members of the school community are asked to uphold and model the School's Values
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter
- Physical or verbal violence is not acceptable, neither is retaliation
- Repeated or serious incidents may lead to exclusion
- Abusive or offensive language must not be used
- Children must not bring sharp or dangerous objects to school
- Children should wear the correct school uniform

Rewards

We aim to encourage good behaviour. Children are praised for upholding the School Values.

- Praise
- Dojos
- Stickers
- Certificates

Consequences

Playtimes:

Inappropriate behaviour

1.Warning	Support them to make good choices e.g. Why don't you? You could..... eg 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 our pro-social behaviour
3. Repeat the time out if they repeat the inappropriate behaviour	

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Deliberate and dangerous behaviour

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

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.

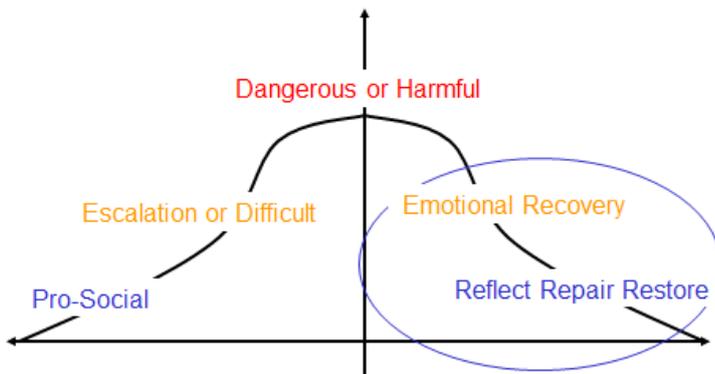
It is important to re-visit the experience by re-telling and exploring the story with a changed set of feelings. During the incident, the student's behaviour may be influenced by anger, frustration, disappointment etc. The purpose of reflect, repair and restore is to re-visit the experience with a student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

Debriefing questions:

- Explore what happened? (tell the story)
- 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?

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Planned responses *



If unsatisfactory 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
- Time-out in class
- Time-out in other class (usually the class younger eg year 4 pupil sent to year 3)

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

For some individuals behaviour books 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

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

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- 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
- 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 **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.

Strategy for dealing with 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.

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

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

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- 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
- 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
- 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 bullying, including an annual audit of CPOMS.

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.

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

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