



BEHAVIOUR & ANTI-BULLYING POLICY

**BRINSWORTH WHITEHILL
PRIMARY SCHOOL**

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📞 01709 828242 **HEADTEACHER:** Mrs C Oxborough



BEHAVIOUR POLICY

This Behaviour Policy is based on the partnership between Governors, staff, pupils, parents, the LA and the community in order to maximise the ability of our pupils to fulfil their potential. The school expects full support from parents in implementing the reward and discipline policies: parents are expected to contact the school regarding any concerns that they have. The standard of behaviour expected of all pupils is included in the school's home-school agreement which parents are asked to sign following their child's admission to a school. Objectives:

- promoting self-discipline and proper regard for authority among pupils
- encouraging good behaviour and respect for others and seeking to prevent bullying
- securing high standards of behaviour for all pupils
- ensuring that pupils complete any educational tasks reasonably assigned to them and generally regulating the conduct of pupils.

EXPECTATIONS WITH REGARD TO THE GOVERNING BODY

The Governing Body will make and review a written statement of general principles which the head teacher must have regard to in determining any measure taken to promote good behaviour and discipline. The Governing Body will bring to the head's attention any measures they consider she should have regard to, and offer guidance as they consider appropriate. This should reflect current DfE guidance.

EXPECTATIONS WITH REGARD TO THE HEADTEACHER

The headteacher is accountable for the implementation of the policy, and will delegate the responsibility for its day to day management to the SLT and others.

EXPECTATIONS WITH REGARD TO STAFF

Staff will be expected to:

- arrive on time to their lessons or collecting children from the playground
- create a swift and purposeful start to the lesson
- deliver a suitably planned and structured lesson which meets all individual needs
- deal with incidents of inappropriate behaviour by following the school's procedures
- promote and reinforce 'The Whitehill Way' in lessons and around school
- record any incidents on CPOMs (teachers) and report incidents to teachers (TA's)

The Governing Body, Headteacher and Staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, vulnerable, culture, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed. Parents/Carers will be informed of the statutory nature of this policy.

EXPECTATIONS WITH REGARD TO PUPILS

Pupils will be expected to follow 'The Whitehill Way' and:

- conduct themselves around the building in a safe, sensible, manner and show regard to others
- arrive on time to lessons
- follow reasonable instructions given by the teacher
- behave in a reasonable and polite manner to all staff and pupils
- show respect for the opinions and beliefs of others
- complete all class work in the manner required
- hand in homework at the time requested
- show respect for the working environment

EXPECTATIONS WITH REGARD TO PARENTS/GUARDIANS

Parents and guardians are expected to:

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by members of staff
- ensure pupils come to school correctly equipped and prepared to work

RAISING POSITIVE BEHAVIOUR WITHIN SCHOOL

At Brinsworth Whitehill, we pride ourselves in following 'The Whitehill Way'. We feel this system encourages and empowers children to make the right behaviour choices. It also promotes key elements to learning such as perseverance, independence, respect, achievement, tolerance and enjoyment.

We have very high standards and expectations of behaviour in our school. As a school we promote positive behaviour and have effective systems in place to ensure that this is recognised and encouraged, for example through being awarded raffle tickets, rewarding children through Golden Time and by nominating children to be a 'Whitehill Wonder.'

We also have a clear consequence system in place to ensure that negative behaviour choices and unacceptable behaviour is addressed.

Consequences are appropriate for the age and need of the children, however all systems are based on the same principle of putting clear sanctions in place where necessary for persistently negative behaviours.

Please note - all behaviour approaches can be tailored and personalised to the needs of a group/individual where necessary.

Golden time

Golden Time is a special time for all the children who have followed 'The Whitehill Way' earning up to 5 minutes of golden time each day. It takes place on Friday afternoons and lasts for 25-30 minutes. The activities used during Golden Time are special and specific to Golden Time. Some of the sessions are to enhance children's skills or interest. Clubs which have been on offer include engineering, art, sign language, karate, drama and poetry. Golden Time is a whole school policy that involves all staff. We feel this is important in giving the children a consistent approach. If children are not following The Whitehill Way, then they will receive a warning. Continuing to make the wrong choice will mean children will not earn their five minutes of Golden Time that day. Persistent missed Golden Time is monitored by SLT and can be recorded through our CPOMS system.

Awards include

- Stickers
- Prize box
- Raffle tickets
- Whitehill Wonder nominations

Head teacher's Awards

- Notes home/text messages to parents
- Stickers
- Certificates
- Prize box

Celebrations and awards are presented in class, in assembly, or as part of the Wickersley Partnership Trust Awards events. These events happen at different times of the year and children can gain awards for a number of reasons including:

- for outstanding effort and achievement,
- for excellent attendance and punctuality,
- for success in lessons,
- for sporting endeavour
- for services to the school and the community.

SUPPORT STRUCTURES FOR PUPILS CAUSING CONCERN

The following structures exist within the school to support pupils whose behaviour is causing concern. Referral to these areas of support is via the head and in all cases parental involvement is essential.

Mentoring Scheme

Staff in school are available to work within the school to support and encourage pupils who are not achieving their potential.

ELSA

Children can access support from our ELSA trained TA

Placement on the SEND Register

Pupils on the register are monitored by the SENCO and appropriate interventions are put in place.

Pupil Support Plans

These plans are for pupils who are in danger of permanent exclusion. Pupils are set targets and the school's interventions are stated.

PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

It is the responsibility of teachers to deal with minor incidents which occur in the classroom. More serious incidents can be dealt with by the teacher, but must also be recorded on CPOMS so SLT can monitor and deal with efficiently. After the SLT has dealt with the matter, the incident is actioned on CPOMS with clear outlines of the incident and any actions or consequences. Members of the Senior Leadership Team are available throughout the day to remove pupils from lessons where there is serious disruption. Teachers should send a sensible pupil to the main office who will contact the member of the SLT. However, these incidents still need to be recorded to enable SLT to deal with the matter. The Headteacher (or a member of the SLT deputising for the Head) is the only member of staff who can sanction a fixed term or permanent exclusion. In the case of all exclusions, parents/guardians are informed in writing of the reasons for the exclusion and their right of appeal. Excluded pupils are provided with work for the duration of the exclusion.

THE SANCTION SYSTEM

We have in place a range of options and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil. When poor behaviour is identified, sanctions are implemented consistently and fairly in line with the behaviour policy.

SANCTIONS

Outlined below are examples of unacceptable behaviour and sanctions which are available. This is not a tariff, and each case must be dealt with according to its merits. Sanctions will be applied fairly in accordance with DCSF guidance and exclusion used when no other alternatives are available.

Minor Incidents

These incidents are dealt with by the classroom teacher and include, for example: throwing paper; calling out; chewing; not following instructions; incomplete class work; no homework; lack of equipment – in line with 'The Whitehill Way'.

Sanctions could include:

- verbal reprimand or use of the warning sanction on behaviour display in classroom
- moving seat
- missed break times
- phone call home.
- sent to a temporary alternate space (supervised by an adult)

Persistent incidents, or incidents of medium severity

These incidents **must** be recorded on CPOMS.

Unacceptable behaviour in this category includes:

- Persistency of minor incidents as above
- rudeness to staff
- verbally aggressive behaviour to another pupil
- being continually off-task.

SLT's sanctions include:

- meeting with pupil
- contact with parents by phone or letter
- missed break times
- discussion with class teacher
- referral to Head teacher

Serious Incidents

Serious incidents are dealt with by the Headteacher and/ or the SLT (including phase leaders) and include:

- truancy from school & lessons
- extreme rudeness to staff
- aggressive behaviour
- refusal to comply with other sanctions
- theft
- bullying

Headteacher's sanctions include:

- meeting parents/guardians
- placement on Daily Report

Very Serious Incidents

These incidents are dealt with by Headteacher and/or assistant headteachers. They include:

- persistency of the above
- serious incidents of bullying
- racial harassment
- fighting
- bringing an offensive weapon to school (laser pens, knives, pellet guns, fireworks, scissors, this list is not exhaustive)
- Physical aggression to a member of staff will be treated with the utmost severity

Sanctions available include:

- internal exclusion
- fixed term exclusion
- permanent exclusion
- Police involvement

Confiscation, Including the Retention and Disposal of Inappropriate Items

The School includes confiscation of a pupil's property as a disciplinary sanction. To be lawful, confiscation will be used as a reasonable sanction in the circumstances of the particular case. Decisions about retention and disposal of confiscated property will be reasonable in the circumstances of the particular case. The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated pupils' property. The aim pursued in confiscating property is maintaining an environment conducive to learning, one which safeguards the rights of other pupils to be educated, and to remove items which, for example:

- pose a threat to others: e.g. a laser pen
- pose a threat to good order for learning: e.g. mobile phone
- be against school uniform rules: e.g. a pupil refuses to take off a baseball cap
- pose a health or safety risk: for example a pupil wearing earrings
- be counter to the ethos of the school

It is the norm that most items, that do not pose a danger to the health and safety of the school and the welfare of the school community, will be returned to the individual (or parents) at the end of that day on which it was confiscated. Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case and the school will seek advice from the police if and when it is considered appropriate.

The use of force and physical restraint – Positive Handling.

The Education and Inspections Act 2006 confirms the statutory power of the school to use such force as is reasonable in circumstances that, by doing so, will prevent a pupil from:

- Committing any offence
- Causing personal injury to or damage to the property of, any person (including the pupil himself/herself)
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school; whether during a teaching session or otherwise.

This applies both on site and off school premises where the member of staff has lawful control or charge of the pupil. This does not authorise corporal punishment (Section 548, EA 1996). This power applies to:

- Any member of staff (teaching or non-teaching) who works at the school.
- Any other person whom the Headteacher has authorised to have control or charge of students, including
- People to whom the Headteacher has given temporary authorisation to have control or charge of pupils (e.g. catering or premises staff) and unpaid volunteers (e.g. parents accompanying pupils on school-organised visits).

Other than in these circumstances, staff only have common law rights to use force to defend themselves, persons or property. Employers providing work experience placements for school pupils only have common law rights to use force.

- Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.
- Under no circumstances should force be threatened or used as a punishment.
- When reaching a decision about using force in a particular situation, staff will need to take into account relevant factors related to any special educational needs or disabilities of the particular pupil.

- The school will keep systematic records of every significant incident in which force has been used. • Any injuries should be reported and recorded in accordance with school procedures and appropriate support provided where necessary. (see appendix 1 – use of reasonable force DfE)

TEAM TEACH

Brinsworth Whitehill Primary is a Team Teach School and members of SLT have up to date training for the Team Teach positive handling procedures and guidance. To support any child in crisis staff will respond with Positive handling techniques only when reasonable, proportionate and absolutely necessary.

Positive Handling describes the full range of team teach methods used to deescalate, defuse and direct a child in crisis in order to prevent violence and reduce the risk of injury to children and adults. Positive handling is underpinned by documentation to support the child and aims to improve security and safety, allowing recovery, repair and reflection for all concerned. 95% of de-escalation will occur from:

- Use of space
- Changes to environment
- Stance and posture
- Facial expressions
- Intonation
- Simple positive messages Failure of these strategies in de-escalation may result in physical interventions when reasonable, proportionate and absolutely necessary.
- Prompts
- Guides, escorts, holds
- Restraint / restrictive physical interventions.

Any physical interventions will be for a minimum time and as a last resort.

Taking Account of Individual Pupil Needs

The School will take account of SEN, disability and the circumstances of other vulnerable pupils by having regard to the Disability Discrimination Act 1995 (Code of Practice for Schools –Disability Discrimination Act 1995), and the SEN duties in the Education Act 1996, both of which were amended by the SEN and Disability Act 2001. The factors below will be considered in order to take account of individual pupils' needs and circumstances when applying the school's behaviour policy, regarding, in particular: race, religion and culture; and SEND, disability and the circumstances of other vulnerable pupils.

Race, Religion and Culture Key Points:

- We aim to avoid discriminating against particular racial groups in the application of the behaviour policy.
- We aim to monitor and assess the impact of the behaviour policy on pupils, staff and parents/carers of different racial groups.
- We aim to ensure staff members are well informed about cultural differences in behaviour and their implications.
- We aim to support newly-arrived pupils in understanding and following the behaviour policy. • We aim to take appropriate account of cultural and/or religious needs when developing or reviewing rules related to school uniform and appearance.

SEND and Vulnerable Pupils Key Points:

- We aim to make reasonable adjustments in the application of the behaviour policy to disabled pupils.
- We aim to make special educational provision for pupils whose behaviour related learning difficulties call for it to be made.
- We aim to be alert to the potentially disproportionate impact of the school's disciplinary framework on vulnerable pupils.
- We aim to identify at-risk pupils in advance.
- We aim to ensure that all those in contact with the pupil know what has been agreed.
- We aim to make sure that every vulnerable pupil has a key person in school who knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework.
- We aim to ensure that all staff are aware of appropriate referral procedures. Please refer to Section 3.9 of the DfE Guidance for Schools for further information.

Anti-bullying

Bullying of any kind is unacceptable at Brinsworth Whitehill Primary School. If bullying does occur all incidents will be dealt with promptly and effectively. The school actively implements its anti-bullying policy and has clear pathways for reporting, which are known to all members of the school community. If a crime has been committed during the bullying incident, the Community Police Officer will be involved as appropriate. All reported incidents will be actioned by the SLT. We celebrate diversity and promote cohesion within our community.

This policy reflects the following guidance:

'Preventing and Tackling Bullying', Department for Education 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Within the current Ofsted Education Inspection Framework (July 2021) it states 'leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread'.

What is Bullying?

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally"

Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence are a priority; however, bullying can also occur because of prejudice against particular groups.

Definition from Anti Bullying Alliance

'The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.'

The Equalities Act 2010 aims to offer protection from Hate Crime in the form of discrimination, harassment and victimization. This covers 9 areas, 7 of which are pertinent to Children and Young People. The 7 areas more pertinent to C&YP are:

- disability
- gender
- gender reassignment / transgender identity
- race
- faith
- sexual orientation/sexuality
- pregnancy/maternity

The two areas which do not specifically affect Children and Young People are Age and Marriage/civil partnerships, although these should be explored within the curriculum, for example in PSHE.

Some of the reasons pupils may be bullied link to the above areas covered by the Equalities Act 2010 and are as follows:

- Race, religion or culture
- Special Education Needs or disability
- Appearance e.g. being over-weight or health conditions
- Home circumstances and lifestyles including young carers and looked after children.
- Sexist or sexual bullying
- Gender
- Sexual orientation / Homophobic Bullying
- Transgender status / Transphobic bullying

The following are examples of bullying behaviours:

- **Verbal** e.g. name-calling, making offensive comments, taunting
- **Physical** e.g. kicking, hitting
- **Emotional** e.g. spreading hurtful and untruthful rumours, excluding people from groups
- **Cyber** e.g. inappropriate texting/emailing, inappropriate use of Social Media/Facebook e.g. sexting
- **Written** e.g. ridicule through drawings and writing e.g. on planners/PC's
- **Incitement** e.g. encouraging others to bully
- **Extortion** e.g. demands for money or personal property
- **Damage to Property** e.g. theft of bags, tearing clothes, ripping books

This is by no means a comprehensive list of reasons and behaviours and some evolve at different times.

Impact of Bullying

Research confirms the destructive effects of bullying on young people's lives. Some of the effects are:

- Poor school attendance
- Lower academic achievement
- Low self-esteem and poor self-worth
- Lack of confidence
- Anxiety
- Loss of identity
- Feelings of guilt
- Long term mental health difficulties

Some Signs of Bullying

- Reluctance to attend school
- Poor school performance
- Behaving out of character
- Missing or damaged belongings
- Self-harm
- Increased episodes of illness (real / imaginary)

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

What we will do as a school

- Ensure the whole school community has an understanding of bullying and its consequences
- Appoint a designated member of staff as anti-bullying officer.
- Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community.
- Implement a consistent system for recording incidents of bullying in line with RMBC guidelines
- Develop a preventative approach to bullying. Students will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities.
- Review the anti-bullying policy annually in consultation with the whole school community.

Identify and make safe, areas in school where bullying could/has been known to occur.

- Be aware of factors which may cause some children to be more vulnerable than others.

- Work in partnership with the police should there be bullying incidents where a crime has been committed.
- Foster a clear understanding that bullying, in any form, is not acceptable. This can be done by:
 - Regular praise of positive and supportive behaviour by all staff.
 - Work in school which develops empathy and emotional intelligence.
 - Any incidents are treated seriously and dealt with immediately.
 - If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The victim's and perpetrators parents will be informed.
- Ensure that Children and Young people have some involvement in the development of the anti-bullying policy and strategy along with the process of monitoring, review and evaluation.

How we will work with victims of bullying

- Ensure that there are clear pathways for reporting bullying.
- Ensure that victims are listened to
- Ensure that strategies are put in place to support individual needs
- Ensure victims are consulted, and kept involved and informed

How we will work with those accused of bullying

- Ensure that perpetrators are listened to acknowledging that they are sometimes themselves victims of bullying and abuse
- Ensure that strategies are put in place to support individual needs
- Ensure perpetrators are consulted, and kept involved and informed
- Implement appropriate sanctions and learning programmes for example:
 - counselling/instruction in alternative ways of behaving
 - rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control
 - adult mediation between the perpetrator and the victim (provided this is safe for the victim)
 - fixed periods of exclusion
 - permanent exclusion (in extreme cases which may involve violence)

How we will work with bystanders

- Ensure that they are listened to
- Ensure that strategies are put in place to support individual needs
- Implement appropriate learning programmes and awareness raising about the impact of bystanders.

Strategies we may use include

- Circle Time
- Assemblies
- Peer mentoring
- Peer mediation
- Circle of Friends
- Support from external agencies eg Rotherham Mind, Anti-Bullying Development Officer.
- Sharing good practice with other schools
- Participation in Anti-Bullying Week

How we will educate the school community

- Emphasise through all aspects of the curriculum that bullying will not be tolerated.
- Provide training opportunities for the whole school staff body.
- Ensure that students learn to recognise, respect and value the differences between groups of people within the school community including pupils with Special Educational Needs (Social, Moral, Spiritual and Cultural education via the curriculum)

How will we work with parents and carers

By ensuring that:

- there are clear pathways for parents/carers to report incidents of bullying, including who to actually report the concern to..
- every opportunity is given to parents/carers to share their concerns.

Where a parent/carers is dissatisfied with the schools handling of a situation then the head teacher will seek to resolve the situation informally. In the event of a formal complaint then the schools agreed complaints procedure will be invoked.

If after following the schools formal complaints procedure the parent/carers is still dissatisfied the Local Authority complaints procedure for handling school complaints can be accessed [here](#).

How we will support staff

We will ensure appropriate agencies contact details who can support staff are available for example in the staff handbook and/or section of school website and on notice boards in the staff rooms e.g. Westfield Counselling Helpline 0800 092 0987, Human Resources and Union Representatives. Cyberbullying of staff from within the school community should be reported via the CEOP link (reporting symbol)

Equality Act

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

Prevent Duty

As a school we are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of our functions to have: 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty. The Prevent duty complements other key documents, guidance and advice including:

- Keeping children safe in education
- Working together to safeguard children
- Statutory Framework for the early years foundation stage: setting the standards for learning, development and care from birth to five.

Our key aim is to protect children from the risk of radicalisation and ensure that we have the appropriate support mechanisms in place in order to protect children from this risk.