

St Francis of Assisi Church of England Primary School

Behaviour and Anti Bullying Policy

January 2019 (to be reviewed January 2020)

Aims

St. Francis of Assisi Church of England Primary School aims to provide a framework of continuity and consistency of approach to behaviour. Within our school we follow the school's aims and vision as detailed below:

Love of all

- We love our neighbours; showing friendship towards all. We have respect for the beliefs of others and the environment.
- We value everyone as unique individuals and celebrate the diverse nature of our community and the wider world.

Ignite the light of Christ around all our children

- We ignite a passion for learning and curiosity to foster life-long learning through providing an excellent broad and balanced education to motivate pupils of all abilities.

God at the centre of everything we do

- We are committed to daily acts of worship and connecting the Christian Values to the whole curriculum.
- We encourage pupils to serve others within and outside our school community.

Happiness

- We create a safe and secure Christian environment where all may achieve their full potential and feel a sense of pride in their own achievements and the achievements of others.
- We foster the confidence for pupils to be determined and persevere in a safe and secure environment.
- We develop and maintain a positive and fulfilling partnership between children, parents, teachers and all others working within and alongside the school.
- We are content and appreciate what we have, and understand how our lives may differ from others.

Truth

- We encourage honesty and truthfulness across our school community.
- We pursue the truth and develop a sense of purpose throughout our school journey.

All members of staff ensure that the above aims are achieved by developing the following strategies:

- At the beginning of every academic year, each class designs their own set of Class Promises that incorporate Christian and fundamental British values and are followed by adults and children;
- Staff take time to explain our school's expectations in terms of behaviour, including self-discipline and having a clear regard for authority;

- When addressing pupils, staff are aware that positive language and the use of tone and volume in their voices can have a marked impact;
- Daily communication between pupils and adults demonstrates mutual respect;
- Dedicated Circle Time and PSHE reinforces the skills needed within the classroom (listening, turn taking, etc.) using a range of approaches including the SEAL materials as well as respect, positive behaviour and responsibility.
- Parents/carers are involved fully in any discussions regarding a child's behaviour;
- Adults use positive praise to compliment achievement;
- PSHE/Citizenship time is used to discuss community (school and local) issues e.g. litter, graffiti etc. Staff sensitively use members of the wider community (grandparents, elderly neighbours of the school, neighbours from multi-cultural minorities) to support the curriculum;
- During playtimes, teaching staff ensure that high expectations are continued in the playground;
- Any discussions or debates are held showing consideration and respect for others' ideas and points of view.

The following actions are followed if a child does not behave within the school where and when appropriate:

- Discuss a child's actions with them.
- Affirm positively when a child admits to negative behaviour.
- Introduce positive behaviour reward schemes.
- Ensure that parents/carers are fully involved in the process where negative behaviour continues or needs addressing over a period of time.
- Time Out - remove child from the class into a quiet area.
- It may on some occasions be necessary to send the child to speak to the Headteacher.
- In an extreme case it may be necessary to remove class and leave the disruptive child - under the supervision of an adult.

It may be necessary for a teacher to speak to the SENDCo, Headteacher or other members of staff to gain further advice and support.

If all normal sanctions have been exhausted, there may be a referral to the Behaviour for Learning team (part of Inclusion Services) through the SENDCo. Additional strategies will be given by that team to be implemented. These will be monitored closely using the Individual Education/Behaviour Plans and the SEND register.

Bullying

'There is no such thing as acceptable bullying. Children have the right to expect that they will not be bullied at school and schools should seek to provide a safe, caring protective environment for children'.

Bullying in Schools - a positive approach

"No caring parent wants their child to be bullied or to bully for any reason." Church schools are places where boundaries should be strong, where any harmful words or actions are known to be unacceptable, and where there are clear strategies for recognising bullying and dealing with it in a framework of forgiveness and restorative justice. Children and young people in Church

of England schools should be able to grow freely and to be comfortable and confident within their own skins without fear or prejudice.

Taken from Valuing All God's Children – Guidance for Church of England Schools on Challenging Homophobic Bullying (May 2014).

Failure to deal with bullying conveys the message that it is to be condoned. There is no easy solution to the problem of bullying and the school seeks to involve parents/carers by securing their support and co-operation in resolving and preventing problems. The school seeks to maintain a consistent approach.

What is Bullying?

- Bullying is an aggressive type of behaviour.
- It involves the abuse of power. The bully will come out on top. The victim will be the loser.
- The bully intends to harm and the victim experiences distress.
- The victim's rights are infringed.
- The victim is an unwilling participant.

What form does bullying take?

- verbal - name calling, teasing, verbal threats, speech, parodying accent.
- physical - pushing, prodding, flicking, punching, attacks with weapon.
- others - spreading rumours, booby traps, hiding or destroying possessions.
- Homophobic language and abuse, racial harassment, harassment against those with disabilities.

Only by taking into account the victim's feelings and the bully's intentions, can the bully be distinguished from the practical joker.

Action to be taken in cases of bullying:

Preventative

- Clear rules are established so children understand what constitutes bullying.
- The Christian values are a key part of the life of the school. Through these, children understand the importance of tolerance, forgiveness, respect, justice, honesty, truthfulness, friendship, kindness and care and the school encourages children to use these throughout all their school life.
- As part of the PSHE curriculum, the school takes part in "Friendship week" during National Anti-Bullying Week where a range of activities are created to support kindness towards others and bullying is discussed. Through this week, children develop an understanding of the definition of bullying what to do to keep safe inside and outside school.
- As part of the Computing curriculum, E-safety and cyber-bullying is woven throughout each year group at least once a year.
- Children understand the consequences if they disregard the rules.
- We minimise opportunities and head off trouble by identifying times and places where problems arise.

- We strongly encourage the view that reporting incidents of bullying is taking responsible action rather than 'tale telling'.
- It is often necessary to keep the bully and victim apart e.g. by reviewing seating arrangements in a classroom, or by designating specific play areas for each child.
- We encourage positive attitudes in school by rewarding academic and non-academic achievements and by emphasising the need to care for school resources and premises.

Corrective

A minimum requirement is that a situation is investigated and the outcome communicated to all those involved. Bystanders should be interviewed using questions: What? Who? When? Where? Why?

If appropriate, bullies, and victims should be brought together to resolve the problem.

In a serious case the set procedure is as follows:

- Teacher makes written report of discussions and action taken.
- Children provide written accounts.
- Parents are informed and invited to contribute ideas and solve the problem.
- Teacher in charge keeps record.

Victims can be any type of child but they are often passive children who lack confidence and physical strength. Care needs to be taken that these characteristics are not consequences as well as causes of bullying. The safety of such children is a major concern because whilst they are not responsible for the bullying, their actions may well influence what happens in the future.

Strategies for children to try:

- Do not fight back.
- Tell the teacher or another adult as soon as possible.
- Avoid situations where bullying is likely to take place.
- Stay close to adults or children who will provide protection (not to retaliate).
- Don't stay off school.
- Don't give in or buy off bullies.
- If possible walk away confidently without fussing or crying.

Supportive

- We direct disapproval at the behaviour not the bully.
- Encourage others to disapprove of bullying.
- Develop an ability to empathise e.g. provide clear feedback on the extent of the distress their behaviour has caused.
- Give reasons for your actions.
- Break up bullying gangs.
- Encourage self-discipline in children.
- Try to change the way bullies view their situation as they may feel that they are being challenged.

Pupil Voice

It is vital that children are involved in discussions regarding behaviour and bullying within school. The school council meet on an annual basis to discuss the policy and help the PSHE Leader to adapt the policy so that it is suitable and relevant for all pupils. The pupil voice policy is then displayed in every room around school and shared with all pupils and adults working in our school.

Partnership with Parents/Carers

Parents will be informed if their child has been involved in bullying. They will be invited to share ideas and to contribute to the resolution of the problem.

If parents report a bullying problem the report will be listened to, taken seriously and enquiries made. Following the enquiries, the parents will be contacted and the situation discussed.