

Pensans CP School



Behaviour Policy

Reviewed on: September 2018
Next Review Date: September 2020

Outstanding behaviour is a key feature of a successful school: it creates safety and well-being for children and leads to an effective teaching and learning environment.

The development of a virtuous character, social skills and the fostering of positive social behaviour is a fundamental aspect of children's learning. These are explicitly taught at Pensans through the Virtues Curriculum, PHSE and Role Modelling from all members of our staff.

It is the school's responsibility to encourage positive behaviour across the whole school community. By positive behaviour we mean that:

We show respect for ourselves, for others and for our environment; we treat everyone equally, with consideration and courtesy; we are fully committed to our learning and teaching; we take a pride in our school; contribute positively to the best of our abilities, and we are honest, open and fair in our dealings with one another.

Our approach to behaviour management is founded upon The Virtues Curriculum, these Virtues are:

Caring, Compassion, Confidence, Co-operation, Courage, Courtesy, Creativity, Determination, Enthusiasm, Excellence, Flexibility, Forgiveness, Friendliness, Helpfulness, Honesty, Integrity, Joyfulness, Justice, Kindness, Love, Orderliness, Patience, Perseverance, Respect, Self-Discipline, Thankfulness, Tolerance, Trust, Understanding and Unity

At Pensans School we also embrace the Trauma Informed schools (TIS) Approach and look closely at how behaviour can be addressed by using the program that is implemented by six trained TIS practitioners. We share action plans with parents and involved outside agencies to ensure that every effort is made to be consistent in approach and meet the needs of each child. All staff are trained to a particular level and further support is given during supervision by an Educational Psychologist and additional outside agencies when required.

The TIS Approach draws on the latest research - from current neuroscience, recent attachment research, current studies of effective learning and current models of child development – in order to help adults understand children's behaviour as communication. It is an integrated approach; its strength is that it pulls together work from different disciplines to provide one model that is systematic, dynamic and relevant and helps adults respond to a child's emotional situation in a way that supports their emotional and social development.

If children have been emotionally thrown off track, either temporarily or over longer periods, TIS helps us understand the needs being signalled by their behaviour and gives us targeted strategies and activities to help them re-engage.

Cause and effect

Feelings are closely linked to behaviour and emotions are key to the learning process. We can teach children to recognise and notice their sensations and then link these to their emotions and their thoughts. We build their cognitive, relational and physiological regulation systems so that they can see cause and effect and begin to make real choices, with some understanding of their consequences. This is the beginning of being responsible for one's actions. It has enormous impact on

behaviour, on relationships, on being available to learn and on being productive and engaged in human society.

The relationship between a child and a significant adult is an under-recognised and under-used resource, but by using The TIS Approach we can enhance this relationship, which will bear fruit. It can:

- help a child get ready to learn
- enhance their learning
- build positive relationships between a child and his/her peers
- improve attainment

A range of rewards, are given regularly and publicly by all members of staff, as we believe that the encouragement of desirable behaviour is the most effective means of teaching positive behaviours. Sanctions are also used where necessary and as appropriate to the child and the misbehaviour that has taken place.

All forms of bullying are unacceptable in the school and are dealt with as outlined in the Anti-Bullying Policy.

We expect all children to attend regularly, and see this as an essential aspect of the responsible behaviour we seek to promote. Good attendance enables the school to provide all its students with access to learning and a productive learning environment.

We believe that the education of all children, regardless of race, gender, social class, sexuality, home background, academic ability, or behaviour, is intrinsically of equal worth and that all children have a right to experience success, challenge and support within a safe and stimulating environment. This principle of Equal Value lies at the heart of all we do in the school, and is the foundation of this policy.

Using This Policy We Aim to:

- To establish and maintain approaches to behaviour management that are consistent throughout the school.
- Enable all members of our learning community to feel safe, valued, respected and secure within the environment we collectively create and maintain on a day-to-day basis.
- Have a clear understanding that we all have the right to learn to the best of our ability, and a responsibility to ensure that all others have an equal opportunity to do so.
- Ensure that behaviour throughout the school in both structured and unstructured times supports the school's aim to become an outstanding learning community with a strong sense of the virtues and high expectations that underpin this aim.
- Place great emphasis on celebrating positive behaviours amongst all members of the learning community through formal and informal rewards and praise.
- Ensure that there are appropriate means by which teaching staff, non-teaching staff and children can engage in formal and informal rewards and praise for

- all members of our learning community.
- Provide sanctions that are clear, fair and consistently applied by all teaching and non-teaching staff as directed in this policy.
- To ensure that every member of our learning community behaves with consideration, respect and concern for others.
- To ensure that parents are supportive of the school's policy and that they are directly involved in its implementation wherever this is appropriate and necessary

CLASSROOM MANAGEMENT

The class teacher or person in charge of the class should have high expectations of the children's behaviour at all times. In order to promote this the following need to be considered;

1. Arrangement of the Teaching and Learning Environment
 - When and how children enter the building and the room
 - Clear routines and expectations of behaviour
2. Organisation of the Class
 - Seating arrangements
 - Access to materials
 - Visibility
 - Ease of movement
 - Work demands – e.g. does it match the child's ability
3. The teacher has to model the standards of courtesy expected from the children
4. There should be consistent use of positive reinforcement and praise.
5. Making sparing but effective use of reprimands

THE ROLE OF TEACHING & NON-TEACHING STAFF

The responsibility for ensuring that our behaviour expectations are effective and consistently applied belongs to all members of the school community. This role extends throughout the school day (including the journeys to and from school) and covers any part of the school grounds and beyond.

Where children operate under different expectations of conduct, depending upon the time of day, classroom or member of staff in charge; this policy becomes ineffective and the ethos of our school is compromised.

Where any member of staff teaching or non-teaching considers that either the aims of this policy is being breached, they have a responsibility to address this in line with the appropriate range of sanctions set out below and with appropriate reference to the class teacher in charge if this takes place during lesson time.

Similarly where there is the opportunity to reward or praise positive behaviour all staff share the same responsibility to do so

THE ROLE OF LUNCHTIME SUPERVISORY STAFF

The role of **Lunchtime Supervisory staff** is crucial to the smooth running of the school and to the effectiveness of children's learning. It is therefore extremely important the Lunchtime staff receive training in this policy and their role within the overall behaviour management structure if they are to fulfil their role in the best interests of the school, the children and their learning.

The Lunchtime Supervisors have access to the Yellow and Red card system. If the school code is broken they will:

1. Remind the child of the appropriate behaviour that is expected
2. If the behaviour persists issue a Yellow Card and make the child aware that you are doing so, and the reasons for it.
3. If the behaviour persists, or there is serious misbehaviour issue a Red Card and make the child aware that you are doing so, and the reasons for it. The child is sent back into school to see the Headteacher, Deputy Headteacher or SLT member who will record the incident onto Scholar Pack. At the end of lunchtime Supervisors will pass cards onto the class teacher of the child concerned so that they are aware of the issue and can check the details on Scholar Pack when they take the register.
4. If the child is in Key Stage 2 the class teacher will turn the class card to Yellow or Red and take the appropriate action.

Supervisors also have access to **Virtues Tokens** (Tokens). At least 3 virtues tokens should be awarded each day for positive behaviour. This is intended to encourage staff to look for children who are 'doing things right'. Tokens should be given directly to the child concerned with an explanation of the behaviour which is being rewarded.

Lunchtime supervisors will have the opportunity to review/discuss any issues each half-term with either the Headteacher or Deputy Headteacher.

REWARD SYSTEMS

Positive behaviour and effort will be rewarded by:

- Individual praise and encouragement
- Appropriate written comments on work or in Target Books
- Awarding of Certificates, Stickers, commendations and privileges
- Virtues Tokens from all staff including Lunchtime Supervisors

- Public commendations for good behaviour and work in assemblies and in the school newsletter
- Positive communications with parents using Post Cards to share success
- Recognition of public successes in the community
- Awarding of House Points
- Individual class based reward schemes

RESOLVING CONFLICTS

All children from time to time have conflicts over a wide range of issues. It is vital that these are dealt with in the proper way. The following method should be used when dealing with all serious conflicts

1. Decide upon a suitable time to deal with the issue - sometimes children will need time to become calm and reflective
2. Listen to all the parties concerned individually or collectively and record important details in a brief report. Use open questions and deal with the primary behaviour
3. Assure the children that the situation will be investigated thoroughly until it is resolved
4. Make children aware of the consequences of their actions and the rules they have disregarded
5. Offer appropriate pastoral support or mediation to pupils
6. Take the necessary action in line with the Formal Sanctions Procedure including informing other relevant adults in and out of school as appropriate (e.g. class teacher, parents, senior managers, Lunchtime supervisor etc.)

FORMAL SANCTION PROCEDURE

If an informal strategy fails to cause a change in a child's behaviour, or an individual incident is considered to be of a sufficiently serious nature then the Formal Sanctions Procedure should be used.

The procedure is an escalating scale of response and is designed to make all behaviour manageable whilst providing opportunities for the individual child to make the necessary improvements to their behaviour.

It is also designed to set a hierarchy of intervention where children are given clear and consistent messages about the consequences involved in making future choices about their behaviour.

The level at which the teacher should sanction a pupils behaviour depends upon the seriousness of the child's actions.

In cases of serious misdemeanours the teacher may wish to 'fast-track' the process. Examples of this may include bullying, theft, violence towards others, extreme behaviour or rudeness, racism etc. In such cases the member of staff should refer the behaviour to a senior colleague (Behaviour Leaders, Deputy Head or the Head Teacher)

A child's behaviour is causing concern

Are you the child's Class Teacher?

Are you a non-teaching member of staff?

NO YES

Is this part of an ongoing concern about the child's behaviour?

NO YES

1. Take appropriate action to address the behaviour
2. Report your concerns to the child's class teacher and if necessary a behaviour leader or other senior leader.

Is the behaviour of a serious nature* e.g bullying, violence to others, swearing, rudeness to staff, repeated refusal to follow instructions or has a Yellow Card already been issued today?

NO YES

1. Take appropriate action to address the behaviour
2. Record the behaviour on Scholar Pack if necessary
3. Explain to the child about possible consequences of further misconduct
3. If necessary seek advice from the SENCo or Senior colleague

1. Take appropriate action to address the behaviour
2. Record the behaviour on Scholar Pack if necessary
3. Choose from the menu of sanctions. Explain to the child about possible consequences of further misconduct
4. Inform other staff who may come into contact with this pupil (e.g lunchtime supervisors/TAs etc.)

- a) **Warning**
- b) **Removal to another class**
- c) **Loss of privileges**
- d) Informal Meeting with Parents
- e) Seek advice from the SENCo or Senior colleague & consider outside agency involvement
- f) Formal Meeting with Parents and Senior Manager
- g) **Behaviour Contract set up IBP**
- h) Formal Meeting with Parents and Senior Manager
- i) **Daily Report**
- j) Formal Meeting with Parents and Senior Manager
- k) Formally **Pass Behaviour Logged on Scholar Pack to Deputy Head/Headteacher**
- l) Refer to Headteacher or Asst Head * fast-track option for issues of a **serious nature**

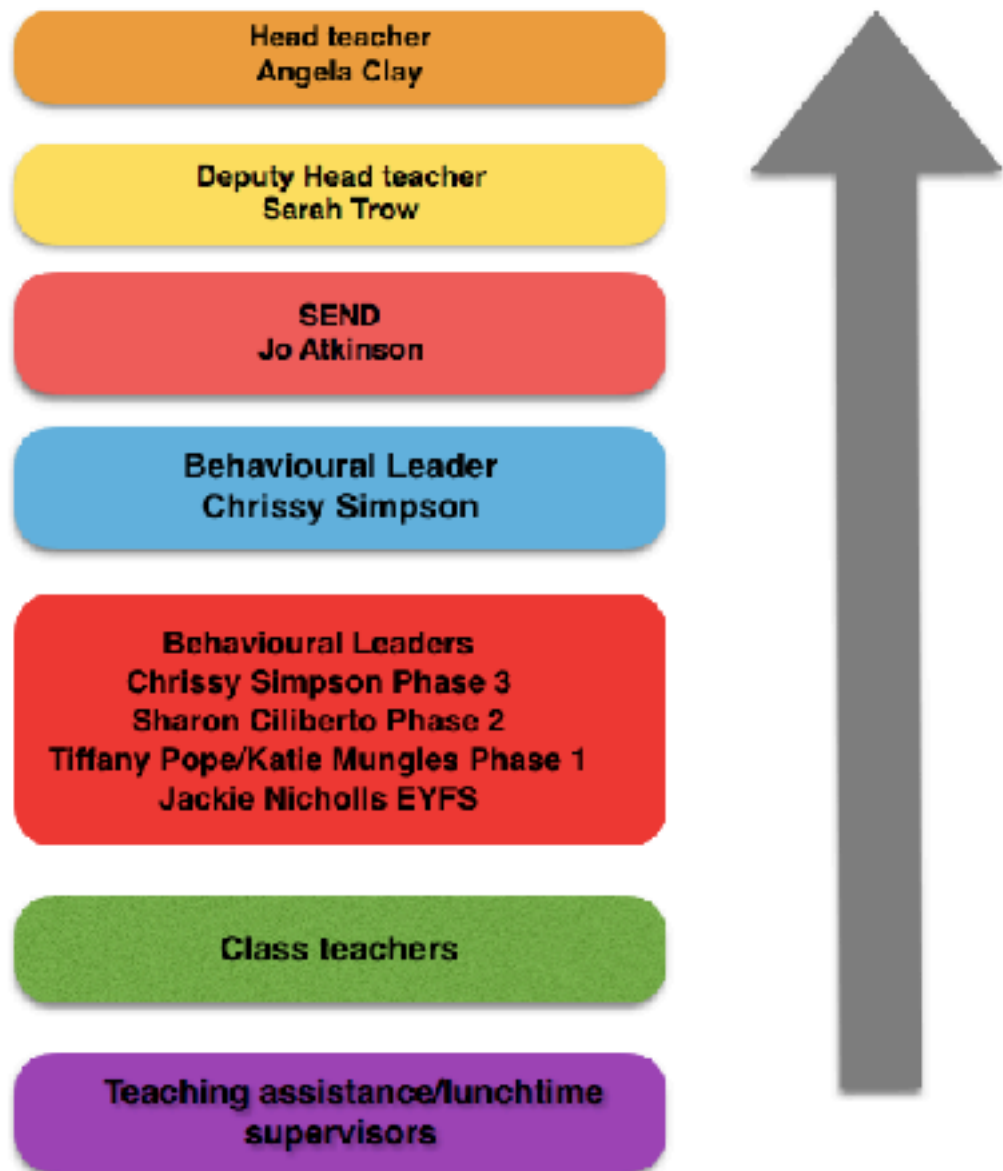
1. Speak to the child about their behaviour calmly. Make it clear why the behaviour is unacceptable.
2. If the behaviour continues issue a **YELLOW CARD** and inform the Class Teacher

Issue a **RED CARD**, take child to the Head/Assistant Head or Behaviour Leader and inform the Class Teacher. If necessary seek assistance from another member of staff.

The Headteacher or Deputy Head will assess severity of the behaviour concern and choose from

- a) Formal Meeting with Parents and Headteacher plus Behaviour Support Agencies as appropriate

Behaviour Communication Flow Chart



Sanctions in this process include:

Warnings
Yellow and Red Card System
Use of Scholar Pack to record incidents
Isolation
Removal of privileges
Informal and Formal meetings with parents
Home-School Books
Referral to Senior Teacher
Pupil Contract
Daily Report
Exclusion from the midday break
Exclusion (fixed-term and permanent) – See next section of this policy

Corporal punishment* will not and must not be used under any circumstances

***Corporal punishment** is defined as any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain

or injury or humiliation (Sections 548 to 550 of the 1996 Act). The ban on this is absolute. It applies regardless of the seriousness of the pupil's misbehaviour, or the degree of provocation involved. In addition depriving a child of food or drink is unlawful. In the school situation this covers those times such as breaks, lunch and periods where children normally have access to food and drink.

The Recording of Concerns

Class teachers, Behaviour Leaders, SLT and the Headteacher will record behavioural concerns on Scholar Pack under the Conduct Tab so that a complete picture of the concerns raised is available.

PENSANS REWARDS

EYFS

Behaviour in EYFS

In the Nursery and Reception classes good behaviour is expected of all children. Children are taught through circle times and interactions with adults what good behaviour expectations are. Children are encouraged to remember to behave in the expected manner through a positive recognition system. Each child has a wooden peg with their name written on. Every morning each child will start with their peg on the 'sunshine'. The sunshine is a symbol of expected good behaviour. When an adult in the setting notices a child demonstrating the good expectations they will be asked to move their peg up to the 'rainbow'. If that child then constantly demonstrates the expectations then they can move up to the 'super star'. Further exceptional behaviour is recognised by the awarding of 'house points' which are counted with the rest of the school. The winning house of the week can then receive a sticker for their chart.

In the event that a child has found it difficult to demonstrate the expected behaviour an adult will take the child to the sunshine board. Around the sunshine are 'feeling and emotion' cards. The adult will talk to the child about their behaviour and their feelings. The expected behaviour is reinforced and the child is given a verbal warning. If the child continues to have difficulties then they will be asked discreetly to remove their peg and hand it to their teacher. Further discussion will happen with that child and a clear expectation of what behaviours need to be seen. When the child is behaving in the expected way then the teacher will put their peg back on to the sunshine.

It is imperative that **every** child finishes the day on the sunshine as a positive reinforcement.

Key Stage 1

- House Points

House Points are collected by Y5/6 and announced in the weekly celebration assembly. At the end of each term the winning House chooses a treat.

- Virtues Tokens

Tokens are collected by each class and in the weekly celebration assembly the winning class is announced. This class has a free playtime. All tokens are put into a draw and the child with the winning token will receive a Book Bank Voucher. Virtues Tokens are recorded on the chart in the child's Home/School Planner.

Key Stage 2

House Points are collected by Y5/6 and announced in the weekly celebration assembly. At the end of each term the winning House chooses a treat.

- Virtues Tokens

Tokens are collected by each class and in the weekly celebration assembly the winning class is announced. This class has a free playtime. All tokens are put into a draw and the child with the winning token will receive a Book Bank Voucher. Virtues Tokens are recorded on the chart in the child's Home/School Planner.

Policy Monitoring		Governors Signature
Policy Written	September 2018	
To be reviewed	September 2020	

Pensans CP School



Anti-Bullying Policy

Reviewed on: September 2018
Next Review Date: September 2020

ANTI-BULLYING

All forms of bullying are unacceptable in the school.

The definition of bullying in our school is;

“wilful or conscious desire to hurt, threaten or frighten an individual or group.”

The term bullying refers to a range of harmful behaviour, both physical and psychological. Bullying behaviour usually has the following four features:

1. It is repetitive and persistent – though sometimes a single incident can have precisely the same impact as persistent behaviour over time, for it can be experienced as part of a continuous pattern and can be extremely threatening and intimidating. This is particularly the case with racist, homophobic/transphobic, and disablist bullying;
2. It is intentionally harmful – though occasionally the distress it causes is not consciously intended by all of those who are responsible;
3. We use the **STOP** acronym “Several Times on Purpose”
4. It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it;
5. It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.

Although one off incidents can bear many characteristics of bullying, such incidents do not constitute bullying and are defined as incidents of harassment or prejudice. These incidents may be equally serious as incidents of bullying, thus we endeavour to deal with them following the same guidelines.

Bullying does not just occur in childhood but also in adulthood, with similarly serious consequences for all those involved.

It is also possible for members of staff to be bullied by the children in their care.

Types of Bullying

Bullying may take various forms, including:

Physical

- Kicking or hitting
- Prodding, pushing or spitting
- Other physical assault
- Intimidating behaviour
- Interference with personal property
- Deliberate targeted exclusion from peer-group activities
- Extortion (e.g. of pocket-money or items in packed lunch)

Verbal/Psychological

- Threats or taunts
- Shunning / ostracism
- Name calling / verbal abuse
- The refusal to acknowledge the cultural/ racial/ familial background of an individual.
- The refusal to acknowledge/ respect the sexuality or gender identity of an individual.
- Innuendo
- Spreading of rumours
- Making inappropriate comments in relation to appearance

Prejudice-related bullying (e.g. racist, homophobic, disablist, sexist)

Any of the above examples may be experienced within prejudice-related bullying. Further, more specific examples may include:

- Physical, verbal, written, on-line or text abuse or ridicule based on differences of (e.g.) race, colour, ethnicity, sexual orientation, gender, gender identity, physical or sensory ability, religion, learning difficulty, and mental health problems (whether relating to the object of the bullying or relating to a member of their family or a friend)
- Refusal to co-operate with others on the basis of any of the above differences

- Negative stereotyping on the basis of sexual orientation, race, ability, gender (etc., as above)
- Promoting offensive materials such as racist or homophobic leaflets, posters, graffiti, magazines or computer software on school premises
- Failing to actively discourage such material from within the school community.
- Refusing to use ones chosen name or personal pronoun.
- An insistence upon a previously disregarded name or personal pronoun which does not correspond with the presented gender role of any individual.
- Continued association of a word/ term which is primarily used to connote a minority group with negativity or aggression. For instance calling another child who fouls at football 'gay', or referring to an object as such.

The specific unacceptability of prejudice-related bullying should be explicitly discussed in the classroom on a termly basis.

Sexual

- Unwanted / inappropriate physical contact
- Sexual innuendo
- Suggestive propositioning
- Exposure to age-inappropriate themes or material.
- Distribution / display of pornographic material aimed at an individual
- Graffiti with sexual content aimed at an individual

Sexual bullying can spring from, or be expressed within, prejudice-related attitudes and motivations (e.g. sexism, homophobia, transphobia).

Gifted / Talented

- Name calling, innuendo or negative peer pressure based on high levels of ability or effort
- Ostracism resulting from perceptions of high levels of ability

Cyber-bullying

An increasing amount of bullying by school age pupils is that which can be described as cyber-bullying. Cyber bullying is a way of carrying out bullying as detailed in the categories above. Hence, it is not a kind of bullying itself but a method.

Such incidents can include

- Abuse on-line or via text message
- Interfering with electronic files
- Deliberate exclusion from online groups, forums or networks
- Undisclosed covert filming or photography of an individual

- Setting up or promoting inappropriate websites
- Inappropriate sharing of images from webcams / mobile phones, etc
- Interfering with e-mail accounts

We aim to deal quickly and efficiently with incidents of Cyber-bullying. Children will be encouraged to report any incidents to staff, and will be taught not to delete any messages.

The IT co-ordinator is able to monitor all e-mail accounts and saved files. This allows us to check for inappropriate activity. We filter internet access and websites to which the children can gain access.

Where reported by a parent or pupil bullying should always be treated seriously. The school will where possible seek to;

- Investigate (using the process given detailed above)
- Record
- Where bullying is believed to have taken place the Headteacher should always be informed as a fixed or permanent exclusion may well be considered to be the appropriate sanction.
- Take the appropriate action (including communication with parents, class teachers etc.) within one working day

We aim to challenge and prevent bullying through fostering an inclusive and open environment in which difference is celebrated and appreciated. We will not tolerate incidents of bullying or harassment within our school.

Bullying will always be taken seriously. Bullying will never be tolerated.

The Effects of Bullying

The impact and severity of bullying may vary. Bullying always makes the victim feel hurt and destroys self-esteem.

Bullying has an equally serious impact on the bully themselves and is often indicative of anxiety or trauma in the history or presentation of the person who bullies.

We understand that it is imperative for bullying to be dealt with in its initial stages. This is because we recognise the potential for serious harm that can occur if bullying is allowed to escalate. Children who have been bullied are at a significantly higher risk of self-harm and suicide. We know that bullying impacts seriously upon school attendance.

The various strategies of our behaviour policy aim to encourage good behaviour and consideration towards others. If the behaviour policy is implemented effectively, within an inclusive educational and pastoral environment, there will be few incidents of bullying. We recognise that no school is ever completely void of bullying incidents and our aim is to achieve a minimum of such occurrences which are swiftly and effectively dealt with.

Our behaviour policy promotes a positive whole school approach to behaviour. This is done by:

- enhancing the self-esteem of all members of the school community
- clearly stating the boundaries of acceptable behaviour (rules)
- reinforcing positive behaviours (rewards)
- encouraging personal responsibility
- developing interpersonal skills
- responding promptly, firmly and consistently to pupils who test those boundaries (sanctions)
- striving to understand that children understand and experience the world in different ways.

When children become aggressive and threaten their own safety, that of others or persistently disrupt the discipline and learning of the class, reasonable force may be used in accordance with our restraint policy. This will be recorded in a securely bound and numbered record, which is kept in the school office. Staff who express a desire to do so, or whose job role makes it necessary, will be trained in Team Teach techniques. Children who are considered likely to require such intervention will have a specifically designed Behaviour Support Plan which will detail how we can best support them when in crisis.

Strategies for the Prevention of Bullying

- An inspiring approach to teaching and learning will help to engage all children, build self esteem and make children feel that they are valued and recognised as part of the school community. We consider different learning styles and provide a curriculum that aims to inspire and motivate all children.
- We recognise that the example that is set by adults in their relationships with other adults and with children will have a great effect on the way that children behave towards others.
- We raise an awareness of bullying and its effects both on the victim and on the bully through; circle time, assemblies, role play, stories and discussion with individuals. We aim to build an anti-bullying ethos. This may include direct exploration of bullying related issue as well as diversity awareness raising work. Such work must be regularly embedded in the general curriculum, in order that

such messages are not forgotten and we do not see a repeat of previously demonstrated behaviours.

By raising awareness we aim;

- to create a culture where bullying is not accepted and does not happen
- to encourage those who are bullied to tell an appropriate person
- to help individuals cope with bullying
- to help individuals to respond to bullying

Our curriculum is inclusive of the seven legislated strands of equality and, through such inclusion, we encourage open questioning and exploration of each individual self. We believe that by creating such an ethos, bullying is less likely to occur as children are routinely taught that difference of all kinds is not something to be feared, but something to be embraced and valued.

Children will be specifically told on a termly basis that which constitutes Phobic / Racist bullying, and that this is unacceptable within our school. This will include a particular emphasis on the use of the word 'gay' as a negative.

All of those strategies which are set out in our behaviour policy to promote good behaviour will help to prevent bullying.

Co-operative behaviour is encouraged e.g. through Circle Time, The Virtues Curriculum Group Work, a Strong School Identity.

The development of a caring, supportive and trusting relationship between adults and children will help to prevent incidents of bullying. Members of the school community need to feel confident that reported incidents will be appropriately responded to and will be taken seriously.

Other people within the school also have an important role to play in the prevention of bullying:

- Our Well Being Team will use TIS approach (Trauma Informed Schools) and other techniques to uncover bullying and support the victims and perpetrators.
- Any person may act to prevent situations which they see arising. Members of the school will be made aware of the important role and responsibilities that they have in spotting inappropriate behaviour or language and in reporting to key members of staff. Children will be taught to report and support individuals who may be being bullied.

- Playground buddies may be appointed to work with a named child, encourage good play or intervene where children are being unkind or when a child needs a friend.
- Relevant access to outside agencies (e.g. the ABC Anti-Bullying Service) and support will be provided where necessary and certain helpline numbers (e.g. Childline) will be constantly available throughout the school.

We appreciate that some children find it very difficult to maintain and build appropriate friendships, and we will endeavour to teach them these vital skills.

We will continually evaluate our provision at playtime, in order to encourage appropriate behaviour and build positive relationships during unstructured times.

Circle Time and The Virtues Curriculum

The Virtues Curriculum and Circle time are an important part of preventing and coping with bullying at Pensans School. Virtues Teaching and Learning and Circle time takes place in each class each week to:

- build unity
- create a safe place to explore issues of concern
- explore the handling of relationships
- enhance communication, both speaking and listening
- encourages understanding of the views of others
- invites tolerance
- encourages a problem solving approach
- affirms the strengths and enhances the self-esteem of each member

Reporting and Recording Bullying

Children will be made aware that they must report incidents of bullying towards themselves or others to an adult. Parents will be reminded to report any concerns that they have.

Support staff will be encouraged to refer incidents of bullying to a teacher or the Headteacher.

Reports of bullying among staff should be promptly reported to the Headteacher or Chair of Governors who will act or offer advice accordingly.

Children and parents will be reminded that all reports of bullying will be listened to, investigated and, if necessary, acted on.

All reports of bullying will be listened to, investigated and, if necessary, acted on according to our policy.

It is essential that all bullying incidents of a phobic/ racist/ disablist nature are recorded in writing immediately in accordance with guidance provided by the Equality and Diversity Service. A copy of any such report must be given to the Headteacher.

We record all incidents of bullying on Scholar Pack. Statistics from this are reported each term by e-mail. It is the head teacher's responsibility to ensure that this is done.

Responding to Bullying – Children who exhibit bullying behaviour

If bullying does occur, all child/ children exhibiting such behaviour will be made aware that bullying will not be tolerated.

Key points in our response to bullying will be:

- never to ignore reported or suspected bullying
- not to make assumptions or come across towards a victim as judgemental
- to listen carefully to all accounts (sometimes a written account will be more revealing)
- to adopt a problem solving, pro-active approach
- to follow up repeatedly

The response will depend on the severity of the incident. The response may include:

- discussion between adult and children involved
- questioning of all individuals involved, including any possible witnesses to try and establish an objective viewpoint of what has happened.
- Note taking and record keeping where appropriate.
- a problem solving approach, where children find their own solution through discussion with a teacher present, if this is considered appropriate by the victim.
- class discussion in circle time (no names)

We believe that **all** children, regardless of the apparent actions, have the right to be heard and to explain their 'side of the story' without any kind of pre-judgement. Therefore it is vital that staff do not make judgements of any kind about children until an appropriate process has been undertaken and as many facts established as possible.

If bullying persists further strategies will be adopted:

- sanctions as those listed in our behaviour policy
- discussion with parents, both to inform parents and to find a way forward together
- involvement of external agencies
- part time or temporary exclusion

- permanent exclusion (as a last resort, after all other routes have failed or as a response to an incident of extreme severity)

We must remember that for a child who uses bullying behaviour this can often be the only identity in which they feel comfortable and secure. Such children can often wish to be more socially acceptable models, but can find it is increasingly difficult to step away from their position as 'the bully'. We must ensure that this myth of identity is not perpetuated by staff or by children. When incidents of bullying have occurred, we must support all those involved. This should include allow each child ways in which to adopt a more successful and purposeful role and identity within the school community.

Responding to Bullying – Supporting children who experience bullying

Children must be made aware that they will be supported and taken seriously if they report bullying. The slogan 'Don't Suffer in Silence' will make this idea more memorable.

Children should be made aware that they do not 'deserve' to be bullied. We will endeavour to teach the children a variety of anti-bullying techniques which they can use in key situations and to reinforce the individual self-esteem and self worth of children at all times.

Bullying amongst Staff

We recognise the seriousness of bullying in the workplace and the impact that this can have on whole-school relationships, moral and productivity. We cannot best support the children, if the staff team is not working together as a team. We aim to support individuals who may be experiencing such bullying at work, and would endeavour to help them find ways to tackle bullying behaviour. This may include additional training, removal of staff from certain environments, or re-assertion of job descriptions and roles. Bullying among the staff body should be immediately reported to the Headteacher or Chair of Governors. If informal resolutions are unsuccessful, the formal disciplinary procedures will be actioned.

We recognise that such bullying among adults often manifests as seemingly negligible, low-level psychological incidents, rather than more overt, physical bullying. We would encourage staff to remember that such repeated incidents do constitute bullying and should be dealt with, even if they appear comparatively minor.

It is important that we clearly give the message that anyone can be a victim of bullying and that our school is one that treasures and embraces all differences and abilities.

Roles and Responsibilities

Adults at school all have a part to play in preventing and responding to bullying. All have been consulted in the drawing up of this policy and should subscribe to it.

If adults become aware of bullying they must respond or refer the matter on to a teacher or the Headteacher who will respond.

Children must be made aware that they should report all incidents of bullying to an adult. This is their part of the responsibility to confront bullying together.

Adults at school must also be vigilant for signs of bullying that has not been reported. The victim may show signs including absence, anxiety, pains, and sadness.

Involving Outside Agencies

When strategies within school have little effect, or when additional support would be beneficial, outside agencies may be involved. This may also be used to raise awareness of general bullying issues or to gain specific input on prejudice or phobic/racist bullying. These may include the Behaviour Support Service, the Education Welfare Officer or staff from the ABC group which has been engaged by the LA to provide bullying advice to schools in Cornwall.

Such groups will also be approached to provide staff training as necessary.

Bullying Outside of the School Premises

The school is not directly responsible for bullying outside of the school premises, however we do have a responsibility to do all within our power to ensure that children are safe on the journey to and from school. We aim to influence children's attitudes to help to decrease incidents of our children bullying outside of school.

Children will be encouraged to tell an adult, family member or teacher, if they are bullied outside of school. Steps taken might include:

- discussion with parents of bully or victim
- talking to the local police
- talking to a representative of the playing field committee
- talking to children about how to handle bullying outside of the school's premises

Implementing the Policy

All staff, pupils, parents and governors have been consulted during the drawing up of this policy. The response to bullying needs to be consistent as set out in this policy. Everyone needs to be aware that:

- bullying will not be tolerated
- bullying should be reported
- bullying will be responded to.

Staff and pupils will need regular reminders of the policy over time to ensure that it is remembered.

In line with the school's aims at Pensans Community Primary School we are working to create an ethos of respect for ourselves and those around us, and therefore racial harassment of any kind will not be tolerated.

Sanctions will be determined in line with the agreed Formal Sanctions Procedure, and will be determined by the nature of the harassment.

Any racism will be reported to the Headteacher and a report made on Scholar Pack..

The Headteacher will then act in accordance with the DFE Guidelines on Racial Harassment. Reporting forms are included in the appendices of this document.

USEFUL CONTACTS

Equality and Diversity Service 01872 323628
csf.equalityanddiversity@cornwall.gov.uk

Anti-Bullying Cornwall 08005875991 abc@vscornwall.org.uk

Policy Monitoring		Governors Signature
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