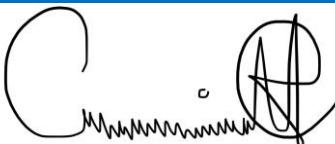


Comber Grove Primary School



Positive Behaviour and Anti-Bullying Policy 2022-2023

Agreed by:	Full Governing Body Meeting
Signed:	
Date:	Thursday, 20 th October 2022
Review Date:	October 2023

'Small School. Big Heart!'

Community

Pride

Empathy

Happiness

Individuality

Creativity

Comber Grove Primary School Positive Behaviour and Anti-Bullying Policy

Introduction:

At Comber Grove Primary School, we aim to create a positive, safe, and secure environment, so that **ALL** members of the school community can excel and enjoy a full school life. We aim to encourage self-discipline, where pupils are able to manage their own behavior and treat each other and all staff with courtesy and respect.

Aims:

The policy aims to:

- Outline how pupils are expected to behave
- Outline our system of rewards and sanctions
- Provide a consistent approach to behaviour, including bullying
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Build positive relationships with each other, with the children and their families.

We all have rights and responsibilities and believe that everyone in the school is important and to be valued. We expect everyone to respect one another, their family, culture and beliefs.

Adults should at all times set a good example – being confident, firm, reasonable, realistic and fair. Our success is measured not by the absence of problems, but through the way we deal with them.

Our Vision:

At Comber Grove Primary School we aspire to create a supportive environment for personal growth and where enquiring minds develop a passion for learning.

Our School Values

They were chosen by the school community and represent who we are and what we believe in.

Community - We are a community of pupils, parents and staff. We work together and communicate well to push for the absolute best in everything we do.

Pride - At Comber Grove School we show pride in who we are, pride in where we came from and pride in where we are going. We show pride in the being the best we can be.

Empathy - We learn how to understand the experiences and feelings of others so that we can work together as a community with kindness and respect.

Happiness - When we are happy we can learn well. We promote well-being for all and value safety and welfare before anything else.

Individuality - Everyone is unique and we embrace and develop the differences which makes us, us.

Creativity - We believe in children developing their creative skills in art, drama music and physical Education.

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Principles for promoting good behaviour

At Comber Grove Primary School we aim to:

- Provide people with a safe secure environment where they can learn effectively and feel confident to tackle challenges in their learning.
- Promote intrinsic motivation (i.e., doing something for its own reward rather than an external one).
- Provide an environment in which staff, pupils and parents have the ability and security to ask for help when it is needed.
- Deal with problems calmly and resolve conflicts fairly.
- Foster positive self-esteem and the confidence to deal with negative behaviour from others.
- Empower pupils by teaching them strategies to deal with unkind words or actions.
- Promote good citizenship, within the school, as well as local and global communities.

We recognise that when dealing with behaviour, different situations may call for different responses. However, there are certain principles that underline our interactions with each other and the way we respond to situations:

- Everyone understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- Everyone should speak politely to each other.
- Everyone should have cooperative learning as their focus.
- Everyone should take responsibility for their own behaviour.
- Everyone should aim to resolve conflicts peacefully with peer/adult support if needed.
- Everyone should promote a caring attitude towards others and their environment.
- Everyone should have high expectations of their own behaviour and that of behaviour of others.
- Staff should have effective organisation that promotes clear routines.
- Staff should communicate high expectations that are in line with established rules.
- Staff should promote the understanding that behaviour should be appropriate to the particular situation you are in, for example some playground behaviour is different to classroom behaviour.
- Staff should highlight the link between good behaviour and effective learning.
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The suspension and permanent exclusion policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspension and permanent exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Expectations:

Adults are expected at all times to:

- Maintain a calm manner and learning climate and regular routines.
- Show respect and build positive relationships.
- Promote personal responsibility and self-management
- Be fair and consistent
- Acknowledge and praise pupils when they first try their best.

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Children are expected to:

- Treat everyone with respect
- Take responsibility for their own actions
- Participate fully and collaborate effectively in lessons
- Promote the good name of the school by being positive role models outside and with visitors.
- Keep themselves and each other safe, including on the internet.

Supporting pupils:

We will always try to:

- Remind the child as unobtrusively as possible when they fall short of our expectations.
- Understand why a child is exhibiting certain behaviour, and find strategies to modify it, using pre-emptive action whenever possible.
- Apply the smallest sanction we can show and show the child the way back from any lapse in behaviour.
- Work closely with the child's parents as soon as we become concerned.
- Provide further, more structured support, e.g. with a report card, where this is required.

Serious incidents

- When the safety, welfare or education of the pupil themselves or of others is threatened, the incident is recorded formally, reported to the Inclusion Lead and logged. This includes bullying, racism, sexism and homophobia. This may also result in an internal suspension.
- If there is no improvement in a child's behaviour and the school judges that it has exhausted all reasonable strategies without success, the Head teacher will consider suspension or permanent exclusion.

ANTI-BULLYING

At Comber Grove Primary School we believe that it is a basic entitlement of all children to receive their education free from humiliation, oppression and abuse. It is the responsibility of all adults working in the school to ensure that children learn in an atmosphere which is caring and protective. Bullying affects everyone, not just the bullies and victims. It also affects those other children who may witness bullying, and less aggressive children can be drawn in by group pressure. Bullying can have a devastating effect on individuals within school, it can lead to absenteeism and under-achievement and in the worst cases to depression and self-harm. For the silent majority who witness bullying or who know that it goes on, the effects can also be traumatic, leading to feelings of worry, fear, guilt and again in some cases absenteeism.

HOW DO WE DEFINE BULLYING?

Definition of Bullying

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.”

Our behaviour policy does not condone any form of bullying, whether physical or verbal abuse or persistent teasing. Any parent who suspects that their child may be a victim of any kind of bullying should contact the class teacher as soon as they have a concern.

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WHAT BEHAVIOUR CLASSIFIES AS BULLYING?

Bullying can involve many types of behaviour.

Examples include the following:

- **PHYSICAL**- A child can be physically punched, kicked hit, spat at etc.
- **VERBAL**- Verbal abuse can take the form of name calling, teasing and taunting. Undermining family and social status. Being made the subject of malicious stories. Spreading rumours, teasing and sarcasm
- **DISCRIMINATION**- It may be directed towards gender, ethnic origin, physical/social disability, or personality, etc. Racist/sexist remarks both direct and indirect
- **EXCLUSION** - A child can be bullied by being excluded from discussions/activities/games; with those they believe to be their friends.
- **DAMAGE TO PROPERTY OR THEFT**- Children may have their property damaged, stolen or hidden. Physical threats may be used by the bully in order that the pupil hands over property to them.
- **INTIMIDATION**- Bullying can also include making rude gestures and intimidation. Threats from the outside, "I'm going to get my brother on you."
- **CYBER-BULLYING**- bullying that takes place online or through social networking sites, messaging apps or gaming sites.

It is never a good idea to hope the problem will just go away. It rarely does!

So, if you notice any signs that your child may be suddenly reluctant to come to school or is showing symptoms of anxiety, please talk to the class teacher and/or leadership team.

ACTION TAKEN BY SCHOOL TO PREVENT BULLYING?

All complaints are taken seriously and dealt with quickly and firmly

- ✓ If a child reports an act of bullying, this is taken seriously and is investigated thoroughly
- ✓ High levels of adult support in the playground
- ✓ Staff awareness training
- ✓ Circle time - Discussion with children on aspects of bullying and the appropriate way to behave towards each other
- ✓ Provision of equipment to occupy children at lunchtime
- ✓ Providing a curriculum which stresses the importance of children learning tolerance, learning to take responsibility and caring for others
- ✓ Recognising and rewarding non-aggressive behaviour
- ✓ Using peer group pressure actively to discourage bullying
- ✓ Helping children to develop positive strategies and assertion
- ✓ The most important factor associated with decreasing bullying is the children's perceptions of the extent to which staff intervene to prevent it.
- ✓ Listening to children Anti-bullying is specifically taught in PSHE, including in circle times, but can also be integrated into the curriculum in other areas, including the following:
 - ✓ Music – anti-bullying raps
 - ✓ RE – feelings, being excluded
 - ✓ Literacy – hot seating, plays/script writing/using stories
 - ✓ Drama – dealing with bullying situations
 - ✓ Art – mood drawings
 - ✓ History – e.g., Ancient Greece citizens and slaves, Victorian workhouse
 - ✓ Assemblies

HOW DO WE DEAL WITH BULLYING?

If bullying is suspected we talk to the suspected victim, the suspect bully and any witnesses. If any degree of bullying is identified, the following action will be taken:

- Help, support and counselling will be given as is appropriate to both the victims and the

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bullies.

STRATEGIES THAT MAY BE USED WITH A CHILD WHO FEELS BULLIED:

- Family Support Worker and MHFA's support to talk about their experiences
- Parent informed and involved
- Use playground friends to create a 'safe' group to play with
- Create an approachable environment
- Teach steps to take if he/she is bullied
- Have a 'thought box', for example if a child is too shy to say he/she is being bullied they can write it down.
- Peer mediation
- Identify and agree approachable adults that the child can go to if he/she is bullied

STRATEGIES THAT MAY BE USED WITH A CHILD WHO IS PERCEIVED AS BULLYING:

- Zero tolerance – the child bullying will be informed it needs to stop
- Parents will be informed of the bullying and their support will be expected
- Sanctions according to the 'positive behaviour policy'
- Support- using a restorative justice approach if appropriate
- Help to identify situations and places where negative behaviour is less likely to occur and encourage them towards these areas
- Engagement in activities that make the child/ren aware of the consequences of their actions on others (role-play, research, presentations). Model desired behaviour
- Individual who bullies to miss playtimes until they can behave in a safe manner
- Structured lunch and play times

STRATEGIES FOR BOTH CHILDREN MAY INCLUDE:

- Conflict resolution/restorative justice dependent on age and understanding
- Role play and encouraging a listening culture
- Build relationships between children through 'fun' activities
- Discussion with victim and perpetrator, with one-to-one mentoring where necessary e.g. why does the bully, bully?
- We consider the appropriateness of labelling children 'bully' or 'victim'
- Ensure the children know that the situation is being taken seriously • Making other adults aware of situation (needs of victim and perpetrator)
- Range of letters to alert parents to situations
- MHFA support
- Clear class and school ethos in what is acceptable and unacceptable behaviour
- Involvement in social skills group – playing games, turn taking etc.
- Educate parents and carers, as well as the child
- Encourage involvement by outside agencies (Bubble theatre, Samaritans, NSPCC, Childline)

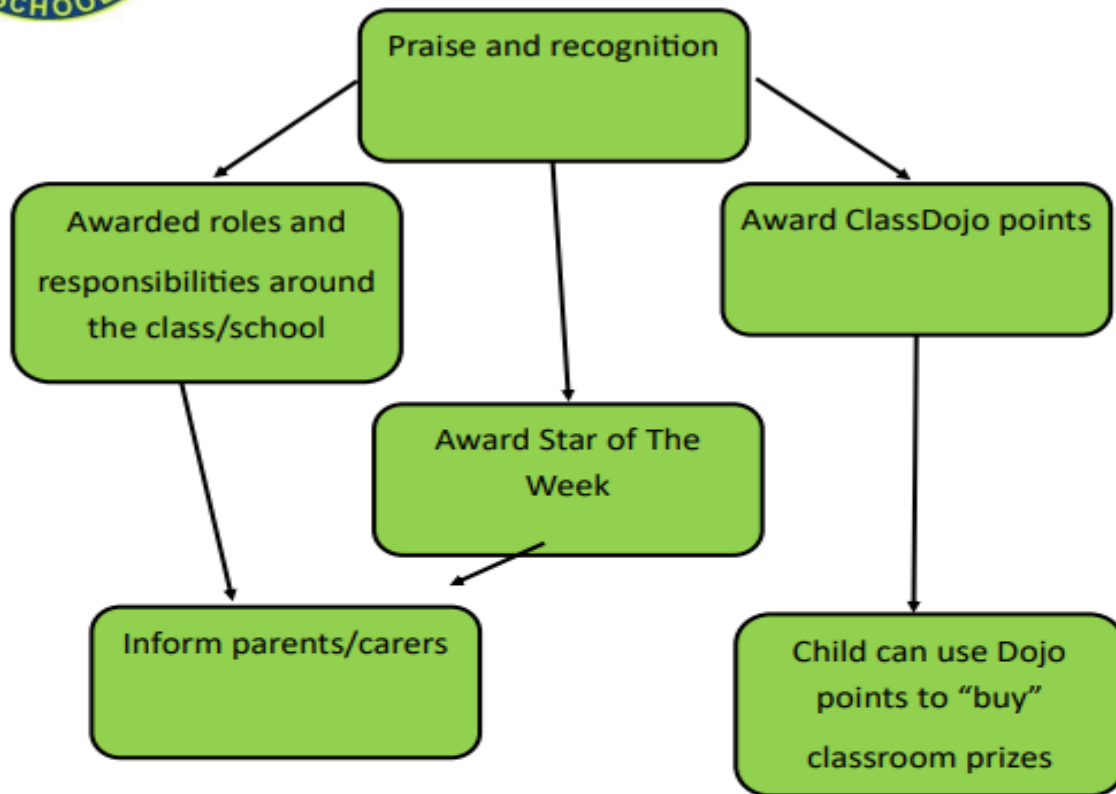
PROCEDURES:

All racist, homophobic and anti-disabled incidents must be recorded on ScholarPack. This type of bullying is monitored and reported to governors and the local authority.



Behaviour Flow Chart

'Yes Please'— Behaviour Flow Chart



At the start of each term, classes agree on prizes for their Dojo points. Then assign a certain amount of Dojo points for each prize, facilitated by the class teacher. Prizes should be intrinsic awards such as:

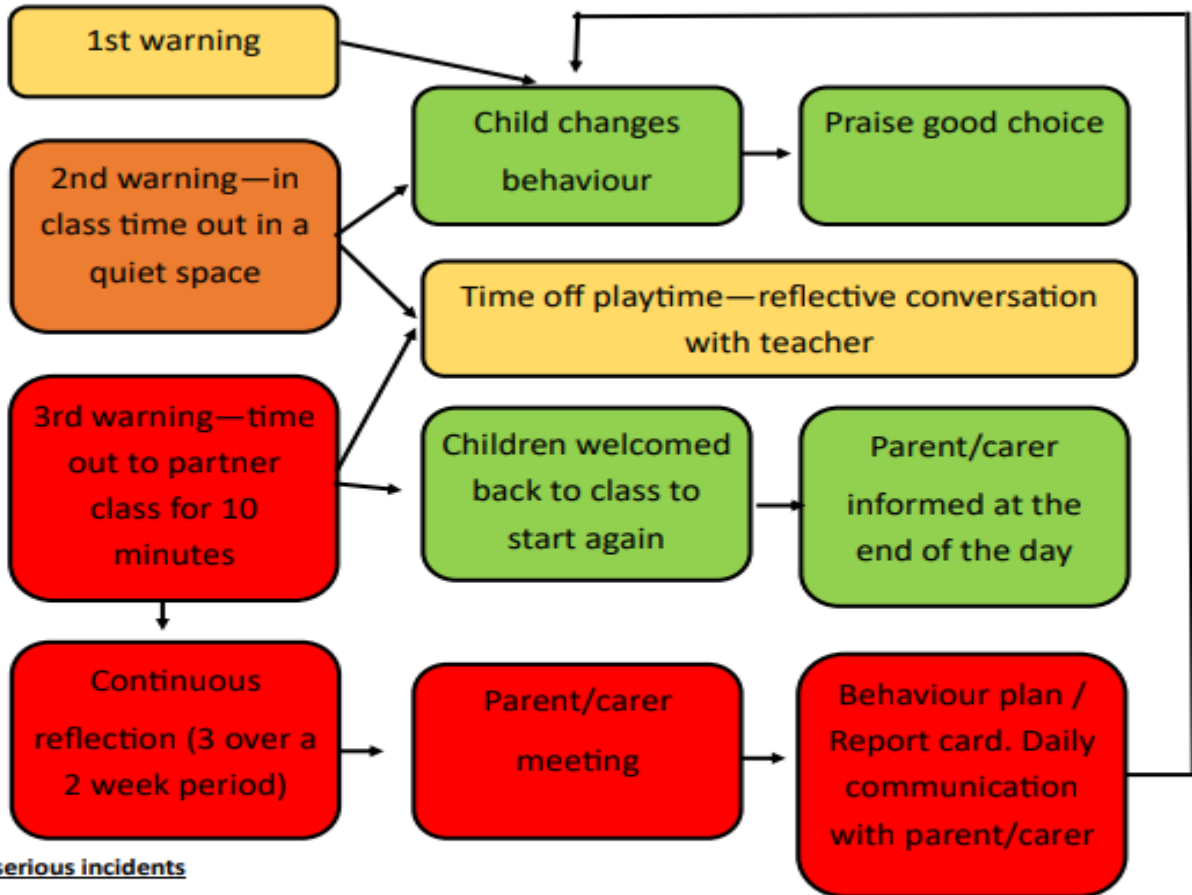
- Additional playtime
- Boxing session with Mr Cain
- Hot chocolate party
- Teach a lesson to my class
- Lunch with my teacher
- Jewellery making session

Prizes can then be earned and "bought" by children.



Behaviour Flow Chart

‘No Thank You’ — Behaviour Flow Chart



For serious incidents

In the most serious cases, a single incident could lead to a fixed term or permanent exclusion from school, at the discretion of the Head teacher.

The child can be escorted first to the Phase Leader then Deputy Headteacher.

If there is no improvement in a child’s behaviour and the school judges that it has exhausted all reasonable strategies without success, the Head teacher will consider fixed term or permanent exclusion.

All behaviour incidents are to be recorded by the staff member who observed the incident on CPOMS, including the action that has been taken.

If no change...

Internal exclusion

Fixed term exclusion

