
MOTIVATION & BEHAVIOUR POLICY

Kingsbury Green Primary
School

Spring term 2015

Governors' Committee Responsible:		Curriculum, Pupils and Standards committee
Head teacher	Review Period	Every year
Governors' policy	Next review	Spring term 2016

Kingsbury Green Primary School

Motivation and Behaviour policy and procedures

Our vision:

We aspire to provide an outstanding school where children thrive as a result of excellence in all areas of the curriculum, teaching, personal support, the learning environment and as a result of exceptionally strong relationships throughout the school.

To enable pupils to thrive academically, socially and emotionally we have one simple message and mission:

Pride + Effort = Success.

This belief underpins teaching, learning, behaviour and safety, leadership and management and will help us in achieving our goals. We believe motivation is key to pupil's achievement it is this that underpins our behaviour ethos and policy

Behaviour and Motivation

Section: 4. Behaviour and Motivation

Our whole school behaviour policy and code of professional practice for all adults is rooted in building self-esteem through the BASICS. We believe for children to be motivated to achieve academically and socially they need to feel they belong, that they are proud of themselves and their school and can see how their everyday actions have an impact on the success of our whole school community.

Our BASICS charter and "Golden Expectations" constitute our school wide behaviour principles ensuring children are safe, bullying is prevented, and that children are self-disciplined and respectful. Children are inspired to behave and learn well and understand the consequences if these principles are not applied or "lived":

4.1 What are the BASICS?

- **Belonging:** Learners want to feel part of the shared experience
- **Aspirations:** Learners want to know they can improve their worth
- **Safety:** Learners want to feel safe and free from intimidation and humiliation so they can take risks and tackle challenges. The school is a **NO PUT DOWN ZONE.**
- **Identity:** Learners know they are recognised, that we value their individuality, their heritage and their unique traits
- **Challenge:** Learners are helped by all adults to take learning risks so they can embrace and relish challenge, extending their "comfort zone" in meaningful ways.
- **Success:** Learners need to experience success regularly so they have the sense that they can achieve – all staff "catch" them improving

4.2 The BASICS charter:

In each class – every child and adult contributes to the charter (see below) so that the school continues to thrive. All assessment of effort, progress or misbehaviour is made against this code. This is and must be displayed in each class; designed at the beginning of the year and signed by all children – including those who join through the year.

The 3 R's for :	Adults	Children
Belonging	We will ...	We will
Aspiration		
Safety		
Identity		
Challenge		
Success		

(N.B: "3R's" = roles, routines, responsibilities)

4.3 BASICS around the building: our “Golden Expectations”

The BASICS charter extends to movement and relationships around the building and in the playground – these are known as our “Golden Expectations”

- We are honest immediately
- We are gentle
- We are kind and helpful
- We play with others
- We care for the playground, equipment and environment
- We listen and are respectful

4.4 “Stay on Green”

The BASICS classroom charter is supported with the “Stay on Green” chart and procedure:

- This strategy is whole school so that all groups of pupils feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe.
- It includes playtimes and incorporates e-safety
- It esteems children who are consistently “good” socially but most importantly as learners
- It is positive and praises **EFFORT** and evidence of attention to the BASICS
- It puts the onus on all staff to “catch children doing the right thing”

4.4.1 How does it work?

- All children start each day “on green” – a card on the class chart symbolises this
- We aim that every child **ends** the day “on green”
- For children who have been “on green” all day a point/star is added to their chart.
- Landmark targets for points are set termly to achieve awards
- **Bronze award** (awarded in class)
- **Silver award** (assembly award)
- **Gold award** (awarded termly+ named in newsletter)
- Each new term a new “points chart” is begun
- Children are divided into 5 houses : Beech, Ash, Sycamore, Chestnut, Oak
- Each week we will announce the points for each house. (this will go in the newsletter and on the website)
- **Additional points are awarded for exceptional effort or contribution to the whole class or school ethos**

4.1.2 The approach

- This is a positive and motivating system
- The onus is on the child to behave and abide by the BASICS and Golden Expectations and for staff to follow policy to the letter
- Staff DO NOT spend time negotiating warnings – threats are never made – negative behaviour is described and a consequence given
- The system is used beyond the classroom and by other adults who are teaching the class eg PE, Music, ICT etc or supervising in the playground (their “on greenness” follows pupils around the school during the day) – other adults may issue a white card to children if a misdemeanour has occurred and children are told to report this back to their main class for changing by the class teacher.
- This requires good communication

4.1.3. The colours

 All good

 **1st warning** (related to poor learning behaviour, attitude, ‘low- level’ disruption, undermining class BASICS charter) **The child is asked to change the card on the chart**

 **2nd warning** (continuous of above)

- The child is asked to change the card on the chart and immediately following this asked to 'take 10' to reflect on own behaviour, sitting alone on 'take 10' chair / table

About Take ten

- Classroom based "time out" time
- Using a consistent place (e.g. a chair next to the teacher table, near the front – **facing the class**) – the child-reflects on their behaviour
- When 10 mins is up child returns to work (5 mins for EYFS pupils)
- **This step is designed to prevent further misdemeanours and card changing and should always be implemented**

 If negative behaviour persists a **Yellow card** is issued – **3rd incident**. - Child changes colour card on chart and completes yellow record card **immediately** – reports to duty SLT person at the next morning playtime for reflection time. [Once yellow card is completed in class however the teacher addresses the child – reminds them of the expected behaviour and expects them to quickly resume their learning]

- Y1 children change colour card and are taken immediately to Assistant Head teacher (AHT) office, where the yellow card is completed by an SLT member with the child.
- **SLT members will always confirm the child is aware of the reason for each card change and that a 'take 10' time out has been implemented – children should be able to talk through their card changes, and recognise the 'chance' they were given to reflect on behaviour and change direction, during Take 10.**
- The yellow card is recorded in the Year group behaviour file

4.1.5 "Straight to Yellow" Card

- More extreme behaviour eg fighting, racist / homophobic language or bullying can lead to issuing a yellow card immediately (see Stay on Green Behaviour Steps)

4.1.6 Returning to green

- **Following the issue of a yellow card, or any card change, children need to be successful by 'earning' their way back to green again**
- **Children should go immediately back to green (not work their way back through the colours)**
- Teachers / Other adults (OAs) to catch children doing the right thing e.g. following BASICS

4.1.7 More than one Yellow card in a half term?

1st yellow card – Child reminded this is an opportunity to correct behaviour, parents not informed this time

2nd yellow card – duty SLT informs phase AHT and agree who contacts parent

- Duty SLT lets child know that parents will be informed by themselves or the phase AHT (personal contact / brief conversation / meeting at end of day or phone call to explain behaviour and discuss strategies as needed)
- Contact SLT explains to parents that a 3rd yellow card will lead to a school sanction

3rd yellow card - duty SLT to inform relevant phase AHT

- Class teacher & AHT meet parent **within 3 days** to discuss the strategies to be implemented to support the child being successful + the sanction for unacceptable behaviour so far (could be internal sanction or alternative, personalised motivator). A letter (see appendix) goes home to parent the same day (by hand and by post) stating appointment time. Letter cc'd to Headteacher and Inclusion leader

4th yellow card

Meeting with child, parents, Deputy Head (DHT) and AHT. A further personalised strategy will be introduced eg report card and weekly meetings with the family.

- For dangerous or disrespectful behaviour SLT will consider sanctions such as missing play / removed from clubs (not ASC) / miss a session or sanction with parent eg no swimming at home / weekly meeting with parent / pupil makes a school contribution or community service!) Parents often support us by agreeing to surrender electronic toys, certain games etc for a period of time until behaviour improves. The Senior Pastoral Officer (SPO) or school counsellor are always available to work on routines at home to support in this way.
- A small number of pupils with SEND may require a variation on the 'stay on green' system (personalised strategies). Whilst their SEND will always be taken into account, unsafe behaviour that puts themselves or others at risk, or disrupts the learning of others will lead to a supportive consequence for the individual.

4.2 Monitoring and reporting behaviour patterns

- Yellow card data is collected half termly and reported to SLT by the Senior Pastoral Officer (SPO)

- Patterns and trends, actions and impact are reported to the Governing Body termly. No individual pupils are identified
- Yellow cards are not carried through from one term to the next so all pupils start each term on 'zero'.
- Pupils who routinely get one or more cards per half term are monitored across the school year.

4.3 Behaviour around the school

Some ground rules

- Teaching Assistants/ Learning Support Assistants DO NOT have conversations with parents about pupil's underperformance in regards of behaviour or safety – this is the teacher's job
- Shouting at pupils is NEVER an acceptable strategy for managing their behaviour
- No pupils are EVER sent out of class during lesson time
- TAs/ LSAs will refer situations (including white cards) to teachers but only the teacher will refer children to change their cards during the day.
- NNEB/ key workers will engage actively with families

Talk time benches (Solution Sam) at playtime/ lunchtime

- Golden Expectations for playtime apply (see above) as an extension to our class conduct (regularly discussed in assembly)
- Disputes are brought to the 'Solution Sam' Bench:
 - TA / LSA/ SMSA / Y6 Peer Mediators (Helping Hands) support pupils at the Solution Sam Bench
 - Specifically trained pupils / designated playtime staff diffuse conflict (5 mins per issue)
 - Children will learn to bring their issues quickly/ be guided by staff to bring them
- Y6 Sports Leaders act as support for positive and purposeful play

Playtime / lunchtime:

- 'Bench adult' on duty picks up record file from Senior Pastoral Officer (SPO)
- If a child breaks the Golden Expectations – name is recorded
- Weekly collection of information by SPO – reported to SLT
- If child's name recorded - a white card is issued (verbally) and taken to the class teacher - card colour is changed - SPO monitors

Accountability for all

- Children – aim to stay on green;
- Teacher / OA – follows the policy
- Other adults (HLTAs, TA, LSA, NNEB, SMSA) work within the system
- Duty SLT acts as first point of contact over yellow cards – in accordance with Yellow Card Guidance
- Phase SLT oversees yellow cards for phase – in accordance with Yellow Card Guidance
- SPO – supports embedding of system for all; induction for new staff and pupils; supports teachers and phase SLTs; monitors playground behaviour, and works within the system according to the Yellow Card Guidance
- Deputy Head Teachers – work within the system according to the Yellow Card Guidance
- Head- teacher –exclusion and after school detentions by arrangement with parents for 2 or more internal sanctions

Support for adults to ensure consistency:

- All new staff attend Induction training which outlines and explains ethos of our policy
- All staff have received training which is reviewed regularly. SMSAs are trained half termly by the SPO. Supply or short term staff are inducted into school systems on arrival
- Staff get feedback on learning and other forms of pupil encouragement and engagement and motivation in lesson observation
- All staff are encouraged to take responsibility for their own development in this area and to seek support/guidance where they feel a need is arising
- All staff are asked to report onto SLT any concerns about behaviour of individuals/ or groups of pupils
- Key staff have been trained in Positive Handling (restraint: See Appendix for policy) which is used as a last resort and in emergency situations

4.4 Consequences and Exclusion

The November 2014 DfE guidance for school on Discipline in schools states (ref below)

- *Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).*
- *The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.*
- *Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on*

school visits.

- *Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.*
- *Teachers have a power to impose detention outside school hours.*
- *Teachers can confiscate pupils' property.*

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/393770/Behaviour_and_Discipline_in_Schools - A guide for headteachers and school staff 080115.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/393770/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_school_staff_080115.pdf)

In our school it is rare that school sanctions do not bring the desired impact on behaviour, however the school does and will exclude pupils for persistent abusive or violent behaviour or repeated and escalating low level disruptive behaviour.

It is our ethos that we will make every provision for a child to achieve socially and emotionally but if, in spite of this, behaviours are risky, unsafe, violent and prevent the efficient education of others, fixed term or permanent exclusion may be applied. We abide by the DfE guidance on this and report any exclusions routinely to Brent LA following local and national guidance.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/386288/Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England.pdf

4.6 Complaints

We all have a duty of care to the children in our school and we cannot escape our legal responsibilities by avoiding taking appropriate and necessary action.

Involving parents when an incident occurs, together with a clear policy adhered to by staff, should help to avoid any complaints.

For further details refer to the school's Complaints policy.

Kingsbury Green Primary School POLICY FOR POSITIVE HANDLING

Governors' Committee Responsible:		Curriculum and Pupils	
Policy Editor	Head teacher	Review Period	With behaviour policy
Status	recommended– Governor's policy		<i>revised January 2015</i>

A. LEGAL FRAMEWORK

Positive handling should be limited to emergency situations and used only in as a last resort. Section 550a of the Education act 1996 and DFEE circular 10/98 and “use of reasonable force” 2011 guidance from the DfE allows teachers and other members of staff at school who are authorised by the headteacher, to use such force as is reasonable in circumstances where the pupil may need to be prevented from engaging from behaviours which are likely to cause injury to themselves, others or damage property.

Use of reasonable force, DfE, 2011; <http://www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>.

This guidance extends to maintaining good order and discipline for both on and off site activities.

Positive Handling should only be used in circumstances where all other strategies following our agreed behaviour policy and which do not employ force have been tried and found unsuccessful or in an emergency situation.

Such non-physical intervention strategies will be devised by the class teacher, leadership team, SENCO and parents considering individual needs. These might be:

- Using verbal reasoning
- Positive reinforcement in the form of rewards for positive behaviours
- Moving calmly and confidently
- Making clear and simple statements
- Intervening early
- Maintaining eye contact
- Removing audience from immediate location
- Summoning help

There is no legal definition of force. The criminal law act (1967) allows any person to use such force as is reasonable to prevent an offence (e.g. physical assault being committed). Reasonable force must be a matter of personal judgement.

All teachers have professional ‘duty of care’ within their jobs which is underwritten paragraph 58.7 School Teachers Pay and Condition Document 2009 and within the 2012 Teachers standards.

This framework is designed to enable those authorised by the headteacher to use force as they deem reasonable in order to prevent pupils from.

- Commencing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself)

For example

- Pupils attacking a member of staff or another pupil
- Pupils fighting
- Pupils causing or at risk of causing injury or damage by accident, by rough play or by misuse of dangerous materials, substances or objects
- A pupil running in the corridor or stairway in a way which he/she might cause an accident likely to injure himself/others
- A pupil puts themselves at risk by absconding from class or trying to leave school.

- Engaging in a behaviour which is prejudicial to the maintenance of good order and discipline of the school or among its pupils, whether it is during a teaching session or otherwise

For example

- A pupil persistently refuses to obey an order to leave a classroom
- A pupil is behaving in such a way that is seriously disrupting a lesson

WHAT WE MEAN BY 'POSITIVE HANDLING'

Positive handling is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property; sometimes it is known as “restraint” or “reasonable force”

The proper use of positive handling requires skill and judgement as well as knowledge of the agreed non-formal methods of positive handling in place at our school. Key staff have been trained and accredited in the correct techniques - “The Management of Actual or Potential Aggression” or MAPA®

The decision to use positive handling as a restrictive physical intervention must take account of.

- Circumstances
- Be based on an assessment of risk associated with intervention compared with the risks of non-employing physical intervention
- Must only employ a reasonable amount of force – the minimum amount needed considering circumstances and should be applied only for the shortest amount of time

WHY USE POSITIVE HANDLING

Positive handling should avert danger by preventing or deflecting a child’s action or perhaps by removing a physical object, which could be used to harm himself or others.

Positive handling which is skilfully applied may be eased by degrees as the child calms down in response to physical contact. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

At Kingsbury Green Primary School we recognise that the use of reasonable force is only one of the strategies available to secure pupil safety and well-being and also to maintain good order and practice.

POSITIVE HANDLING: THE AIMS

- To protect every person in the school community from harm
- To protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful
- To provide adequate information and training for staff so that they are clear as to what constitutes a behaviour that requires the use of positive handling
- To deal effectively with a situation that requires the use of positive handling
- To use the minimum degree of force necessary in order to support the child
- To give full support to staff who have been assaulted or have suffered verbal abuse from pupils or others
- To maintain accurate records of incidents where positive handling has been employed

RISK ASSESSMENT

Although the overwhelming majority of children at Kingsbury Green Primary School (KGPS) will not require positive handling, staff may have to deal with some young people who exhibit disturbed, distressed and distressing behaviour. It is therefore necessary to carry out risk assessment. We will attempt to reduce risk by managing.

- The environment
- Body language
- The way we talk
- The way we act
- And by personalising curriculum and other learning programmes

And by ensuring that staff are aware of and are adhering to the school’s positive handling policy.

INDIVIDUAL RISK ASSESSEMENT

The Human Rights Act (1998) sets the context for the schools' respect for the individual child. The school's ethos and guidance in this positive is based on the knowledge that every child is entitled to:

- Respect for his/her private life
- The right not to be subjected to inhumane or degrading treatment
- The right to liberty and security
- The right not to be discriminated against in his/her enjoyment of these rights

If we feel that a pupil's behaviour may merit the use of reasonable force, it is our intention to plan how to respond if such a situation arises, this planning should bear in mind:

- Managing the pupils (both physical and non-physical strategies to de-escalate a situation)
- Involve parents/ carers to ensure they are clear and in agreement with the specific action that the school might need to take
- Briefing staff of actions they may be required to take should the need arise
- Only staff who are informed of the appropriate positive handling techniques may manage the pupil experiencing difficulty
- Ensuring the additional support can be summoned in the form of other staff if the situation arises
- De-escalation strategies need to be included in the child's IEP and changed in accordance with the child's needs

Strategies to manage disruptive behaviour, agreed by staff and governors at Kingsbury Green Primary School are detailed below:

1. Ask pupil to stop negative behaviour and explain consequences of failing to do so
2. Clearly and calmly state what you want them to do. For example 'sit down on the chair'
3. Try to distract pupil away from negative behaviour
4. Call another adult for support
5. Continue to talk to the pupil throughout the incident, repeating what they need to do
6. Use agreed positive handling techniques
7. Explain to the child that restraint will be removed as soon as it ceases to be necessary
8. Record incident in book detailing antecedent to the behaviour, and the behaviour itself and the consequences of the behaviour
9. Provide respite for those involved
10. If appropriate allow time to discuss incident with pupil

A calm, controlled approach is vital and no staff member should convey to the child in any way that they have lost their temper or are acting out of anger or frustration when handling a situation. Methods of restraint must employ the minimum amount of necessary force for the smallest amount of time.

Staff at KGPS will work together in a supportive manner, when positively handling a child, taking into consideration relationships between staff and pupils.

RESTRAINT WILL NEVER INVOLVE

- Hitting a pupil
- Deliberately inflicting pain on the pupil
- Restricting the pupil's breathing
- Contact with sexually sensitive areas

RECORD KEEPING

Staff record all incidents of positive handling immediately to their line manager who will record these in accordance with the school policy and report these to the Deputy headteacher – Inclusion

The class teacher is expected to keep a record of:-

- The trigger of the behaviour, a description of the behaviour itself and what strategies were used to diffuse the situation. Initially this information is reported through the yellow card procedure
- List of adults involved or who witnessed the behaviour
- Details regarding parental notification of incident

COMPLAINTS

We all have a duty of care to the children in our school and we cannot escape our legal responsibilities by avoiding taking appropriate and necessary action.

Involving parents when an incident occurs, together with a clear policy adhered by staff, should help to avoid any complaints. For further details refer to the school's complaints policy.

Date:

Dear Parent/Carer

Re: 3rd Yellow Card

As you know, we have high standards of learning and social behaviour at Kingsbury Green. I am writing to inform you that unfortunately your child has now had 3 yellow cards. These were issued on:

1st Date: _____ for _____

2nd Date: _____ for _____

3rd Date: _____ for _____

Children are given opportunities to make the right choices and to stay on green. Yellow cards are issued after 3 warnings to improve behaviour.

You are invited to attend a meeting with _____ and the
class teacher on (date) _____ at _____ to plan how together we can work to improve your child's school behaviour.

If this is not convenient, please call the school to make another appointment within 5 working days. Yours sincerely

Laura Wynne Headteacher

		11.2.14 Stay on Green Steps
Belonging Aspiration Safety Identity Challenge Success	Orange card	
	These behaviours 'break' our BASICS Charter	
	<ul style="list-style-type: none"> • Wandering about • wasting time • calling out • interrupting teacher when talking to whole class • Interrupting other pupils • ignoring instructions • Disturbing/unexplained noises and fidgeting. • Pushing in line. • Eating in class without permission. • Incomplete homework / no homework. • Any other unexplained behaviour • Behaviour breaking the BASICS • Not responding to adults' request to work. • Being more disruptive • Creating a disturbance • Accidental damage through carelessness. • Cheeky, off-hand comments. • Minor challenge to authority • No homework • No PE kit • Lack of EFFORT 	
		Step 1



Stay on Green Steps	
Blue card	
<ul style="list-style-type: none"> • Continued Step 1 behaviour 	
Step 2	



Stay on Green Steps	
Yellow card	
Straight to YELLOW	
Upheld if investigation confirms	
<ul style="list-style-type: none"> • Breaking the SAFETY elements / code • Prejudice (racist / homophobic) related language or behaviour (proven following investigation by AHT) • Confirmed bullying after investigation by AHT) • Violent / aggressive (physical) behaviour • Leaving class without permission • Deception – following investigation • Stealing – following investigation • Lying to a member of staff (proven following investigation by AHT) • Proven vandalism 	
For all incidents related to racist / homophobic language or bullying SLT TO SEND LETTER (see standard letter) TO PARENTS (following a phone call) (see Yellow Card Guidance)	
Step 3	

Adult language: You are not following our BASICS charter by... (name the behaviour). This is your warning...

ONCE – is an accident

TWICE – is a coincidence

THREE times is A POOR BEHAVIOUR CHOICE and requires ACTION

Kingsbury green primary school Anti-bullying policy

Governors' Committee Responsible: Pupils , standards and Curriculum	
Policy author: Head teacher	Review Period: every 3 years
Statutory provision – Governors to ensure provision & policy	Next review: Autumn 2018

Reviewed January 2015

Rationale

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils are expected to tell and know that incidents will be dealt with promptly and effectively.

Belonging and Identity.

Our Behaviour and Motivation policy is underpinned by our BASICS ethos and charter – the “BASICS of self-esteem” .

All children understand our BASICS charter and their rights and responsibilities to ensure everyone Belongs, Aspires, Succeeds, respects Identity, rises to Challenge and is Safe. This language is used in the social, emotional and behavioural development of our children and in our work with adults. Each class has a charter that children sign up to to show their commitment to this set of values – our school code.

This focus on belonging, safety and identity enables us to talk openly about inclusion, excluding behaviour, bullying, racism and all forms of anti-social and prejudice based behaviour. Most importantly we are a NO- PUT DOWN school. We talk constantly to children about the words and language they use to help others belong and feel strong.

Telling

We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. Children are helped to identify and name 5 school adults they would turn to for support over any form of bullying or other distressing behaviour. This list is revisited regularly and includes the class teacher, assistant head teachers or phase leaders, the Head teacher, a parent or carer and other trusted adults

What is bullying?

We are clear that there are many kinds of mean behaviour but that bullying is about POWER and is repeated over time. The acronym STOP is used to help children identify bullying. That is: S.T.O.P.

- Several
- Times
- On
- Purpose

We help children learn that bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gestures, name calling, belittling
Sexual	unwanted physical contact or sexually abusive comments
Homo/ transgender phobic	Name calling, belittling, gestures, “put –downs”
Prejudice related	Name calling, choosing not to sit or work with, making prejudiced and generalist and frequent

	statements – aiming to be little others e.g. “you girl”
Verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber/ IT	All areas of internet, such as email and internet chat room misuse Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.

Why is it important to respond to bullying?

Bullying intentionally undermines confidence and well-being. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying are doing so because of something lacking for them – this is addressed in our school. We also acknowledge bullying can be very subtle and very occasionally subconscious. Sometimes pupils need help to recognise their behaviour has been bullying in nature. We avoid a punitive approach in exploring bullying referrals and aim for restorative measures.

Objectives of this policy

- Governors, teaching and non-teaching staff, pupils and parents will have an understanding of what bullying is.
- Governors and teaching and non-teaching staff will know how to follow up any report of bullying
- All pupils and parents will know that the school does not tolerate bullying
- We take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

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

Procedures and outcomes

1. Report bullying incidents immediately to senior staff on duty (phase assistant head, Deputy heads or head teacher)
2. Phase assistant head teachers complete the incident report (below) and conduct the investigation as quickly as possible interviewing children and staff as needed
3. Once investigation is complete, parents of all parties are informed and will be asked to meet school staff to discuss the issue.

4. As part of the investigation the victim is given support from the beginning via TA, SMSA, key adult. Either party (parties) may be referred to the school counsellor or the counsellor drop- in provision following the policies for this
- 5 The relationship will be monitored by the senior pastoral officer – who may also conduct circle time and restorative work in the classroom of either / both children. Associated children will be supported to ensure no subsequent or associated bullying or issues. Reconciliation will be worked towards if wanted by both parties
- 6 Key children will be referred to the Additional Needs Panel (ANP) for support and very close monitoring – a key worker is assigned.
- 7 Direct work with the perpetrator will be put in place as required in full consultation with parents and carers.

Outcomes

- The school reserves the right to exclude pupils for behaviour which is not constructive; where bullying is identified and following support is ongoing, exclusion could occur. This would be likely in the event of ongoing support for any perpetrator where no change or impact could be established

Prevention and awareness raising

We are a Rights respecting school – this means we use the language of rights and responsibility alongside our BASICS ethos. This language and way of working with pupil is demonstrated by all adults and pupils

When appropriate we will use the following methods for helping children to be aware of and prevent bullying,

- Establishing the class charter and revisiting this in weekly class reflections
- Revisiting agreed behaviour in assemblies and discussions
- Through our annual e-safety learning
- Through the work of the school council
- Through the work of the School Sports Leaders, Helping Hands and prefects
- Through the work of the e-safety captains

January 2015
L Wynne

Appendix ...
(use letter headed paper)

