

Toftwood Infant School
School Lane
Toftwood
Dereham
Norfolk
NR19 1LS

**Federation Behaviour and
Prevention of Bullying Policy**
Aims
01362 692612

Web:

Toftwoo



Toftwood Junior School
Westfield Road
Toftwood
Dereham
Norfolk
NR19 1JB

01362 694919

juniorreception@toftwoodfederation.co.uk

infantreception@toftwoodfederation.co.uk

- Our federation will be a place where children can feel safe.
- We will encourage an open atmosphere where parents/carers, staff and children feel able to discuss situations without fear of recrimination.
- Parents/carers should feel confident that we have the procedures in place and to ensure children are aware of what is acceptable behaviour and to deal with any problems that may arise.
- Parents/carers will be encouraged to phone or come in to discuss any concerns they may have which affects their child's well-being.
- All staff will promote behaviour and relationships to ensure the well-being of our Federation community. They will be able to recognise when they need to support children with their behaviour, and how to deal with inappropriate behaviour, including bullying.
- Any school behaviour policy should be the plan for the majority of children. In addition, some children may require an Individual Risk Management Plan or an Individual Behaviour Plan to formalise strategies that differentiate from this policy.
- Children will be encouraged to value themselves and others.
- Children will be encouraged to be responsible for their own actions and behaviour and acknowledge their part in any incident and how this has affected others.
- We will be proactive in gathering the children's views on feeling safe in school. This may be done through assemblies, PATHS and specifically planned sessions, interventions and activities.

We have high expectations in terms of the behaviour in our federation. We expect all in our community to follow the agreed Golden Rules which are:

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest

These rules are central to promoting positive behaviour in our schools.

Every child has the right:

- To be secure, safe and comfortable and develop their self esteem
- To work within a safe and pleasant physical and emotional environment
- To have trusted adults or friends to talk to if there is a problem
- To receive help and be listened to when hurt or upset
- To learn without hindrance
- To feel valued and respected within our community

We wish to promote and reward good behaviour, in conjunction with the golden rules. We work with the children to develop good relationships, high expectations of behaviour, clear procedures, and encouraging and expecting children to be responsible for their own actions and behaviour. The children in our federation are continually learning about relationships and behaviour, therefore the emphasis is on promoting positive relationships between the members of our federation community. The PATHS curriculum, other PSHE learning and rewards in school, such as dojos are used to promote positive behaviour and strategies across the schools.

Parents and carers should feel confident that we have the procedures in place to deal with any problems that may arise and of our approach to dealing with unacceptable behaviour. Parents/carers will be made aware that they are welcome to phone or come in to discuss any matter regarding the behaviour of their child or any other member of the Federation community.

All staff are made aware of the expectations for behaviour within the schools and the procedures for dealing with unacceptable behaviour in order to ensure consistency of approach.

Promoting positive behaviour and prevention of bullying

We have a number of measures in place to promote good behaviour and encourage positive relationships and thereby deter/support the prevention of unacceptable behaviour and bullying in our schools. We want to ensure we have a culture of positive behaviour and that all children and adults know that this is the expectation. Staff will work together and take action when behaviour does not meet Federation expectations and support will be offered to children and staff to consistently promote and enable good behaviour and positive relationships.

These measures include:

- Whole federation implementation of the **Golden Rules**. These are displayed throughout the schools, referred to in assemblies, teaching, PSHE time and when dealing with any kind of inappropriate or unacceptable behaviour. We emphasise the Golden Rules in our schools and encourage children to follow them and the values they promote. Unacceptable behaviour, in discussion, will be referred to in the context of the Golden Rules as appropriate.
- Children will be taught about and use a traffic light system in class. All children start the day on the green traffic light. Incidents of unacceptable behaviour or attitude will result in the child's name being moved to the red or orange traffic light depending on the severity of the incident. Being on the red traffic light will mean time out for that child and discussion about what has taken place. Children with additional needs will work within this system at appropriate levels in relation to their needs or difficulties, which may or may not include the use of the whole class/Federation system. The Senior Leadership Team will make regular checks in class on the traffic lights to highlight any children that may need further support or sanctions and those that need additional reward.
- A structured approach to PSHE, which in addition to being an integral part of the whole curriculum is also taught more explicitly through a planned programme of **PATHS sessions** and **assemblies**. PATHS time will deal with issues such as feelings, dealing with conflict and forming positive friendships.
- Enrichment activities and planned interventions that look at building positive relationships and dealing with conflict.
- Use of **Playground Pals**. Playground Pals will be used to offer friendship and to support positive play and interactions.
- Planning activities that promote the development of social skills, such as role play situations, modelling of appropriate behaviour, drama activities etc.
- **Reward systems** that reward good behaviour, such as dojos, Executive Headteacher rewards, being on the golden face/traffic light etc. In the academic year 2023-2024 we are working on extending the rewards for positive behaviour. Children will be able to work towards earning rewards that money can't buy - such as lunch with a sibling, library lunchtimes and smooza football. The children will be involved in making the menu of rewards that they can choose from.
- **In class**, in order to encourage positive behaviour and maintain a positive learning environment, staff will give clear instructions, such as 'Go back to your table and tidy the area please,' and also give 'wait time', if appropriate, to allow a child to make a positive choice. During this time, staff will look for something positive and praise this.
- **At all times**, staff will look for appropriate or exemplary behaviour and acknowledge this and provide specific praise to groups and individuals.
- For **low level, inappropriate behaviour**, such as 'fidgeting' on the carpet or not engaging with a piece of work, children will be reminded of what they should be doing and what the expectations are. This may include a simple question or reference to children who are demonstrating what is expected, for example 'How should we be sitting on the carpet?' or 'Group 2 have completed task 1 and I can see they have quietly moved on and are starting task 2.' If the low level/inappropriate behaviour continues, a warning will be given in line with expectations. If the inappropriate behaviour continues after this specific reminder appropriate sanctions will be given, such as a loss of playtime, moving to the orange traffic light or a discussion with the class teacher/SLT. Positive comments will be made for making positive choices.

- PATHS strategies will be taught, supported and used in school.
- All children will be made aware the expectation when asked to do something is 'first time, every time'.
- All classes in Years 1-6 have three 'no excuses' rules that are agreed with the class in line with class needs. These may change over time as needs change.

Sanctions

Children are taught that all behaviour has a consequence. Making an unsuitable behaviour choice, means a sanction is issued.

- Children who distract others or refuse to carry out work or abscond will have to pay back that time from break or lunch breaks. Lost learning time will be made up. Work not carried out will be sent home with the expectation it is completed there where required.
- Loss of break or lunch time is given as a sanction for some incidents. The purpose of this is to reflect on what has happened and think about making better choices the next time. At Juniors there is a space for lunchtime detentions in the library.
- If children disrupt the learning of others, they go to work in a different space/room to allow the other children to carry on with their learning uninterrupted.
- If a child is behaving in an unsafe, unkind or dangerous manner at break or lunch, sanctions will include walking with the adult or being taken in to miss the remainder of their session and/or a discussion with SLT or any other sanction deemed appropriate.
- In extreme or persistent cases of unacceptable behaviour, including persistent disruption or assault or dangerous behaviour towards others, a suspension or permanent exclusion will be considered and carried out by the Executive Headteacher. In cases of exclusion the Governing Body will be notified. Local authority guidance is followed in relation to suspensions and permanent exclusions.

Examples of unacceptable behaviour.

- Harming another child or member of the school community, either verbally or physically or threatening to do so
- Disobeying instructions from an adult or refusing to co-operate with members of the school community
- Breaking the Golden Rules
- Rough play, including fighting games
- Talking or being disruptive on occasions such as assembly or when a visiting speaker is with us
- Being rude or disrespectful to others in any way
- Leaving the classrooms or buildings without permission
- Refusing to complete work or tasks in the time given
- Preventing others from carrying out their work or any other activity they are engaged in
- Bullying of any kind
- Anyone being harassed, bullied or receiving unwanted behaviour related to a protected characteristic that violates dignity or creates an offensive environment. (Protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, ethnic or national origin), religion or belief, sex or sexual orientation)

This list is not exhaustive

Teaching staff are responsible for informing parents/carers of any incidents and sanctions on the day and recording these on CPOMS so a comprehensive record is kept.

If necessary, for a serious incident, SLT will make the contact. If the teacher is absent on the day, SLT will ensure parents/carers are informed, either by the TA or by SLT. This also will be recorded on CPOMS.

Definition of bullying and cyber bullying

Bullying is consistent, intimidating behaviour by an individual or group, causing insecurity, anxiety and fear. It can be physical, verbal or emotional, or could involve demanding/asking for money, and may alter the personality of the person being bullied. Younger children may not be aware that their behaviour constitutes bullying.

Cyber bullying is an aggressive act experienced repeatedly over time with an intent to cause harm by using the internet in any way, including via a social media platform. This can be through websites, mobile phone messages, video calls/conferences, e-mails, social networking sites, instant messenger/messaging apps which include messages sent to individuals or a group.

Bullying behaviour

Staff and parents/carers consider that the following actions, if repeated continuously with the intention to hurt, threaten or cause injury to another person, constitute bullying: taunting, thumping, kicking, spitting, chasing, rejection, name calling, jibes, teasing, threatening, telling someone to take things, picking on someone, hair pulling, biting, ganging up, harassment, snatching, pushing over, dominating, inciting fear.

The following actions constitute cyber bullying: name calling, teasing, threatening, picking on someone, ganging up, harassment, dominating, inciting fear.

Bullying

Bullying in any form is unacceptable in our federation. We do not accept any form of behaviour that hurts, threatens or frightens any member of our community.

We maintain procedures to deal with any incidents of bullying that may arise. We work with parents/carers to develop good relationships, clear procedures and positive action. The emphasis in our federation is on promoting positive and supportive relationships between the members of our school community. We are aware bullying may occur between children, adults and children and also between adults.

Reasons for bullying

Children may bully for any of the following reasons: to get attention, to feel powerful, because of their own insecurity, having been bullied themselves, wanting to be friends, to get their own way, through lack of confidence, under developed social skills, lack of positive role models outside of school.

Signs of bullying

Staff and parents/carers will be alert for the following signs which could indicate bullying: bruising, scratches or other physical injuries, changes in behaviour or personality, reluctance to come to school, poor standards of work, lost or damaged belongings, crying, not wanting to go out to play, recreating situations in role play, discussing anxieties or fears in circle time. This list is not exhaustive and could be related to other factors or factors outside of school also. If parents/carers are aware of any incidents that cause them a concern about their own child, they should bring them to the attention of the class teacher or Executive Headteacher or SLT immediately if the child has not felt able to do so. Staff will always act on concerns but cannot support a child if the school has not been made aware of them.

Helping the children

- The victim should tell a parent/carer, a teacher or other adult in school, or a friend.
- The victim will have opportunities to talk and be listened to.
- The victim will receive reassurance that action will be taken and matters will be discussed with parents/carers as appropriate.
- The victim will receive guidance on what to do if it happens again.
- The teacher will offer to pair the child with another child for break times and playtimes if they need support in social situations at these times.
- The victim will also be reminded about the 'playground pals' and how they can help if required.
- The perpetrator/'bully' will receive sanctions for their behaviour and will also have opportunities to talk and be listened to as staff support and enable change and promote positive behaviour and Federation expectations. The perpetrator will be monitored and have parents/carers informed.

Dealing with cyber bullying

Staff will:

- Monitor use of ICT equipment used in school where children can access the internet.
- Report and record details of online safety and cyber bullying incidents in line with Federation expectations. SLT/a Designated Safeguarding Lead will follow up all concerns/incidents.
- Increase awareness of pupil understanding of what cyber bullying is, and what to do if it happens to them.
- Contact parents/carers, as appropriate, and consider onward referrals to outside agencies such as the police, Child Sexual Exploitation Team or the Harmful Sexual Behaviour Team when appropriate.
- Ensure staff are aware of issues around consensual and non consensual sharing of nude and semi nude images and respond appropriately

In addition to this, we will teach online safety and ensure children have the confidence to deal with any related incidents appropriately as well as safeguarding themselves in the first instance.

Dealing with unacceptable behaviour or incidents of bullying

1. The staff member will take immediate action themselves, and, if appropriate, bring the incident to the attention of the class teacher or Senior Leadership Team. For example, for cases of verbal or physical injury to someone or in cases where a child has not responded to warnings and continued to behave inappropriately the SLT will be informed.
2. The staff member dealing with any incident will discuss this with the child(ren). Children will be encouraged to take responsibility for their own actions and to think about the feelings of the other children involved, especially in relation to the Golden Rules. Children will be supported to learn how to deal with negative feelings in an appropriate manner. Communication with parents/carers is decided upon on a case by case basis. As required, appropriate additional support may be put in place.
3. If necessary, the school will discuss with parents/carers methods of helping their child deal with anger etc. and refer them to outside agencies if it is a more persistent problem. By supporting at a young age, we can ensure the child is able to manage their emotions throughout their development and into their adult life.
4. If appropriate, the 'bully' and the 'victim' may come together to discuss the behaviour and ways forward. If appropriate, the 'bully' will be allowed to hear the feelings of the bullied child(ren).
5. Staff will work closely to support parents/carers and children in relation to all incidents of bullying.
6. Following procedures to deal with incidents, the situation will be monitored as necessary until the problem is resolved. We will check back with the child as appropriate and ensure they know they can talk to a trusted adult whenever they need to going forwards.
7. Staff will record incident details and all relevant information, action(s) taken and other notes will be shared with relevant staff.
8. Sanctions will be given as appropriate. This may include missing playtimes/lunchtimes, having specific privileges removed and planning specific sessions for support. This is not an exhaustive list. If deemed necessary, an individual behaviour programme may be set up for children. Sanctions will be discussed with the children concerned, if appropriate. (See also point 10)
9. It will be made explicit to the child that it is their actions and behaviour that are not acceptable.
10. In extreme or persistent cases, suspension or permanent exclusion will be considered and carried out by the Executive Headteacher. In cases of suspension or exclusion the Governing Body will be notified. Local authority guidance is followed in relation to fixed term and permanent exclusions.

When the use of Restrictive Physical Interventions may be appropriate:

- Restrictive physical interventions will only be used when all other strategies have been considered and used, and therefore only as a last resort
- There are situations when restrictive physical intervention may be necessary, for example in a situation of clear danger and/or extreme urgency
- To comfort a student in distress (so long as this is appropriate to their age and understanding)
- To gently direct a person and/or keep themselves/others safe
- To avert danger to the student, other persons or significant damage to property

Justification:

- To prevent a person from committing a criminal offence
- To prevent a person from injuring self or others
- To prevent or stop a person from causing serious damage to property
- To stop the person from engaging in any behaviour that is prejudicial to maintaining good order and discipline

Staff will take steps in advance to avoid the need for restrictive physical intervention through dialogue and diversion. Only the minimum force necessary will be used and staff will be able to show that the intervention used was a reasonable response to the incident.

Procedures are in place for supporting and debriefing the child after every incident of restrictive physical intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

References to other guidance referred to by the school

DfE Screening, searching and confiscation advice. The school shall refer to this advice as guidance as necessary. See DfE website for most up to date references.

DfE Use of reasonable force advice. The school shall refer to this advice as guidance as necessary. See DfE website for most up to date references.

Keeping Children Safe in Education. The school refers to this guidance as necessary.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

For a range of other guidance materials please also see Appendix 1.

Equality Impact Statement

The Governors have reviewed this policy giving due regard to their responsibilities with respect to the equalities agenda, in line with legislation. They believe that the policy reflects a positive attitude and approach to all members of the school community.

Review

This policy was reviewed in July 2023 and will be reviewed annually thereafter.

Chair of Governors: Hannah Rudling

Executive Headteacher: Joanna Pedlow

Agreed by the Governing Board in September 2023

Appendix 1

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- National Bullying Helpline: www.nationalbullyinghelpline.co.uk/cyberbullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)

www.gov.uk/government/publications/preventing-and-tackling-bullying