

Anti- Bullying and Behaviour Policy

Date policy agreed: September 2018

Review date: September 2019

INCLUSION AND SAFEGUARDING STATEMENT:

We are committed to building futures in a welcoming and supportive learning environment, in which all pupils feel valued and challenged to be resilient thinkers, active learners with transferable skills and have an appetite for world learning.

At The Woodside Academy all pupils are valued inspired and respected within our happy, welcoming academy community.

We set high expectations for all our pupils. Practitioners give every pupil the opportunity to experience success in their learning, by providing a relevant and challenging curriculum with an emphasis on personalised learning.

All children have unique experiences to share. At Woodside we celebrate this diversity by valuing the contribution of all pupils and providing an environment that encourages interdependence and autonomy in their learning.

Our academy is committed to safeguarding and promoting welfare of children and expects staff to share this commitment.

THE AIMS OF THE DISCIPLINE AND BEHAVIOUR POLICY

At The Woodside Academy every teacher has the right to teach and every child has the right to learn and play in a safe environment. The school has an expectation that all children will behave appropriately in school and that all adults respond to children and other adults with care and respect. Adults must demonstrate this expectation to all children.

We believe that positive reinforcement of children's achievement in work and behaviour is a way of reaching this expectation. The ethos of the school is based on mutual respect, encouragement, trust, praise and care and consideration for others. From the beginning we aim to develop a moral code of conduct and a sense of conscience in each child.

Good relationships throughout the school are promoted in an atmosphere of harmony and co-operation where each child's point of view is valued. It is the school's aim to create a positive climate placing the greatest emphasis on praise and reward with less on punishment and criticism.

THE SCHOOL BEHAVIOUR PLAN

The school's **Behaviour Plan** supports the aims of the policy and has the following as its basis:

- Fair, clear, positive, enforceable rules which are discussed by the children and teachers and translated into appropriate language for each class. This becomes a class contract which is agreed with the children at the start of each year.
- Consistency of approach.
- A non-confrontational approach when disciplining avoiding embarrassment, ridicule, sarcasm or put-downs.
- Use of non-verbal signals whenever possible.
- Use of positive statements to correct whenever possible.
- Being assertive but not aggressive.
- Encouraging children with positive feedback.
- Ensuring that there is no humiliation when consequences are implemented.
- Addressing the behaviour not the child.
- Allowing time for the child to comply with instructions.
- Before dealing with an issue allowing a "cooling off" period if necessary.
- Use of "time out" (in another class), to address an issue.

Each class will reflect on these rules in September and will translate them into their own language. At other times in the school year they will focus on specific rules as appropriate for that class. They will use Circle Time to reinforce rules and develop their social skills.

We have a set of Golden Rules which have been agreed upon by the School Council. These are frequently reinforced through PSHE and assemblies.

Golden Rules which make The Woodside Academy a special place:

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|---------------------|------------------|----------------|
| • Be kind | • Be healthy | • Be creative |
| • Be unique | • Be responsible | • Be your best |
| • Be honest | • Be polite | • Be safe |
| • Be ready to learn | | |

The 3 step rule

We promote independence and resilience in the children. We endeavour to give them skills to find their own solutions whenever possible. We encourage the children to use the '3 Steps Rule' if they experience behaviour they don't like from other children, particularly in the playground:

1. "I don't like what you are doing."
2. "Stop it or I will tell an adult."
3. Go and tell an adult.

REWARDS

Woodside Nursery and "The Nest" (2 Year old Provision)

We use our judgement about a child's level of development and understanding when implementing behaviour strategies. As a general guide the following steps will be taken in order:

- Positive reinforcement.
- Clear reminder of what the child should be doing (with gesture or modelling where appropriate)
- Insist on compliance with instruction.
- Short time on a "thinking spot" with adult explanation of the reason.
- Verbal report to parent at the end of a session.
- In the case of a very serious incident, such as purposeful injury to a peer, the parent will be called and the child may be sent home.

Reception to Year 6

We believe that there should be at least twice as much praise as sanction. The following are ways in which children can be rewarded for achieving high expectations in work and behaviour:

- Praise on the behaviour ladder
- Stickers/individual class rewards
- Postcard home in KS2
- Sharing work with another adult or class
- Points for their table
- Golden Time
- Contact with family
- Blue stars and blue cards for Reception to Year 2
- House Points
- Merit certificates celebrated in Achievement Assembly and Good Conduct certificates
- Attendance certificates and end of year "treat" for 100% attendance
- Reading and times table certificates
- 'Always' children certificates at the end of term.

CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR BY CHILDREN (SANCTIONS)

Behaviour Sanctions

Behaviour ladders are displayed in every KS1 and KS2 classroom to show children the steps.

These differ in each Key Stage, but both have elements of: reminders to behave, warnings, time out in class or neighbouring classroom, speak to a head teacher and parents/ carer informed. A green sheet will be completed as a record of any serious offence (see Appendix 1 for a flow chart of consequences).

A detention may be given if work is not completed in Years 5 and 6.

Green sheets are used to record incidents of poor behaviour. This information is shared with parents/ carer and recorded on SIMS.

CONSEQUENCES OF SERIOUS, INAPPROPRIATE BEHAVIOUR

- ❑ The Head Teacher or other senior member of staff will contact parents/ carer.
- ❑ Non-participation in any school trips or sports events that are not an essential part of the curriculum or where there are concerns regarding health and safety.
- ❑ Being withdrawn from the classroom for a part of a day or a day, to work with a member of staff or to work in another class.
- ❑ The parents/ carer may be asked to take the child home for lunch.
- ❑ We may consider putting the child on to the Special Needs Code of Practice.
- ❑ We may set up a meeting for parents/ carer and all involved at school to set targets to improve the child's behaviour. This may take the form of a Behaviour Support Plan.
- ❑ We may send a letter home, a copy of which will be kept in the child's record folder with a warning concerning any future similar behaviours.

DETENTION FOR YEARS 5+6

The expectation is that while at school teachers set appropriate work and children work hard. If an older child does not make an effort and try hard the consequence could be for the child to be given a detention after school until 4pm. By law, the school must give parents/ carer/carers 24 hours' notice. However the school will work closely with parents/ carers and aim for the detention to occur on the same day. This will ensure the child starts a new day with "a clean slate."

REPEATED INCIDENCES AT LUNCHTIME

Lunchtime staff are proactive in ensuring behaviour does not escalate. However if a child is repeatedly reminded how to behave in the playground the child will be removed from the playground and a meeting with parents arranged to discuss with the child.

At Woodside we pride ourselves on being a Rights Respecting school, meaning that the United Nations Convention on the Rights of a Child is at the centre of everything we do. We ensure that children are aware of their rights and the rights of others. By teaming this with a broad and balanced curriculum and an awareness of British values, the children at Woodside are able to thrive and are prepared for life beyond the school gates.

ADDITIONAL NOTES

If the majority of children in a class break a school rule the teacher may occasionally decide to keep the whole class in. This should only be done on rare occasions. The class must not be kept for the whole break-time and the class must be dismissed on time at the end of the day [3.10/ 15 p.m.]

With more challenging pupils the school can set up Personal Support Plans, part time timetables, daily monitoring and reward systems. It can also make referrals to outside agencies and for outreach from specialist staff.

Types of behaviour that would warrant time out and a green report sheet.

<ul style="list-style-type: none">• Fighting / play fighting• Rudeness - swearing• Inappropriate response to another child• Being disrespectful about the family of another child	<ul style="list-style-type: none">• Lying• Disruptive behaviour in class, on the playground, in and around the school and during assemblies• Abusive language
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Direct referral to an Assistant Head or Head Teacher.

<ul style="list-style-type: none">• Physical or verbal abuse towards an adult• Bullying, including cyberbullying• Racial abuse or inappropriate comments [Racial Incident Report form to be completed]• Physical and/or threatening violence towards another child	<ul style="list-style-type: none">• Homophobic comments• Theft• Persistent disruptive or challenging behaviour• Damage to school or personal property• Inappropriate use of the internet• Comments based on another child's SEND
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These serious behaviours should be entered on an incident form (green sheet) and given to a member of the SLT who, in consultation with the class teacher, will decide on the appropriate sanction. The forms will be filed in an Incident File in the Head Teachers' offices.

The school will work with parents/ carer to encourage observance of the Behaviour Rules. Should the school have concerns about a child's ability to conform to acceptable behaviour, it may be decided to devise a Behaviour Support Plan for that child. It may include specific targets for the child, a monitoring system involving senior staff or the use of a Home/School Contact Book. The plan will set out clear expectations for a pupil and rewards when these targets are met.

EMERGENCY CARD SYSTEM

In each teaching area there is an orange card which is used as an alert to immediate danger, e.g. if a child has left the class. In an emergency this can be sent to the main offices. A phone call can also be made in some areas of the school.

EXCLUSION

Please see the Exclusion Policy

REASONABLE FORCE

Please see the Restraint Policy and Procedures

Anti-Bullying Policy and Practice

Rationale

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to

mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

At The Woodside Academy...

we believe that it is important to give children the opportunities and confidence to feel that an adult will always listen to and support them.

Children should be encouraged to talk to an adult in school if someone is hurtful towards them.

Bullying can have a serious effect on a child's self-esteem, and emotional and mental health.

We define bullying as deliberate and persistent malicious behaviour. It is more than just exuberance, as it involves the intent to hurt. It can be:

- physical (hitting, kicking)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)
- in writing or images, including through communication technology (cyber bullying) eg graffiti, text messaging, e-mail or postings on websites, including social networking websites
- financial, including damage to property

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or clinging to adults. There may be evidence of changes in play and work patterns, or a lack of concentration.

Policy Aims

- To provide a caring and safe environment in which bullying will not be tolerated.
- To help children know what bullying is and to understand the difference between bullying and a single act of unkind behaviour.
- To promote inclusion, respect, self-esteem and self-worth.
- To ensure that all staff are aware of the signs of bullying and act against it in accordance with school policy.
- To link this policy with the Esafety/Acceptable Use Policy

Implementation

- Bullying will be addressed within the PSHE curriculum, through Circle Time and in assemblies. It will be made clear to children that they should talk to an adult straight away if someone is unkind to them.
- The school council will include friendship and anti-bullying on the agenda.
- Parents/ carer will be made aware that bullying will be addressed in school and have the confidence to work with us. They will be made aware of the dangers of cyberbullying and be given suggested guidelines for safe internet use by children.
- The following steps may be taken by staff when dealing with an incident.
 - If a child reports or an adult notices unkind behaviour, the adult will listen to both sides. The children will be encouraged to apologise to each other. If possible, the incident will be sorted out there and then.
 - If bullying is suspected a clear account of the incident will be recorded and given to the head teacher or deputy head.
 - The head teachers or assistant head teachers will investigate further.
 - Parents/ carer will be kept informed.

- Children should be confident in a no-blame culture when it comes to reporting inappropriate incidents, including those involving the internet or mobile technology: they must be able to do this without fear.
- Adults will support children who have been bullied by
 - Offering them an immediate opportunity to talk about the experience with a member of staff
 - Reassuring the child
 - Offering continuous support
 - Restoring self-esteem and confidence
 - Continued monitoring of situation

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where both children disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

Relational conflict	Bullying
Equal power Happens occasionally Accidental Remorseful Effort to solve problem	Imbalance of power Repeated negative action Deliberate No remorse No effort to solve problem

Homophobic bullying and using homophobic language

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGB. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay.

Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

Transphobic Bullying

Transphobic bullying often occurs as a result of others' prejudice being directed at a child or young person because:

- They are transgender
- They are perceived to be transgender
- They do not fit with traditional gender norms (eg. boys with long hair or wearing make-up, girls playing team sports)
- They have transgender friends or family members
- They are perceived as being different

We will challenge the use of any unkind behaviour in our school and teach children to celebrate our differences. Persistent use of transphobic language or bullying will be dealt with as with any other form of bullying.

Sexual violence of pupils and sexual harassment

The Woodside Academy know peer on peer violence is not only experienced among secondary aged pupils. Research by OFSTED 2018 found a third of all sexual offences against children in the UK are committed by other children and in the last 4 years there has been a 71% increase in reported incidents on girls.

At this school we have a zero tolerance of such behaviour. Derogatory words against girls and boys too are **never** just banter and are **not** an inevitable part of growing up. Staff **MUST ALWAYS** challenge inappropriate language and behaviour. If reported the DSL takes the lead in the response and reports to the police or LADO. We insist on a quick response with a focus on vulnerable pupils.

Where does bullying take place?

Bullying is not confined to the school premises and may persist outside school, in the local community, on the journey to and from school and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyber bullying

Can involve...

- Hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups

If a bullying incident directed at a child occurs using email or mobile phone technology either inside or outside of school time

1. Advise the child not to respond to the message
2. Refer to relevant policies including E-safety/acceptable use Anti-bullying and PHSE including Sex and Relationship Education and Drug Education/Incidents and apply appropriate sanctions.
3. Secure and preserve any evidence.
4. Notify parents/ carer of children involved
5. Consider delivering a parent workshop for the school community
6. Consider informing the police depending on the severity or repetitious nature of the offence

If malicious or threatening comments are posted on an Internet site about a pupil or a member of staff

1. Inform and request the comments be removed if the site is administered externally
2. Secure and preserve any evidence
3. Send all the evidence to Alex Nagle at CEOP at www.ceop.gov.uk/contact_us.html
4. Endeavour to trace the origin and inform police as appropriate

All the above incidences must be reported immediately to the Head teacher.

Roles and Responsibilities of the staff

- Keep the profile of Anti-Bullying high on the school agenda and promoting events such as Friendship/ Internet Safety Week.
- Continue to develop anti-bullying education in the curriculum through PSHE Education and circle times.
- Maintain Healthy School Status as anti-bullying is a major part of the core theme of Emotional health and Wellbeing.
- We will liaise with other organisations to share good practice, information and resources.

Dealing with Allegations of Abuse

See Child Protection Policy

Dealing with Allegations of Abuse

Action in respect of unfounded or malicious allegations

If an allegation is determined to be unfounded or malicious, the LADO (Local Authority Designated Officer) should refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the head teacher, principal or proprietor should consider whether any disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, including if he or she was not a pupil. In September 2010 the Crown Prosecution Service published guidance for the police on harassment under the Protection from Harassment Act 1997.

Dissemination and Review

The Policy has been developed with input from staff, pupils and governors. The policy will be promoted and implemented throughout the school. The Policy will be reviewed annually by the Governing Body.

Further information

Croydon Anti-Bullying Strategy www.croydon.co.uk

Child Protection/Safeguarding Policy

Safe to Learn www.teachernet.gov.uk/publications

Esafty/Acceptable Use Policy

ICT Policy

PSHE Policy

Behaviour Policy Flow Chart Sept 2017

Pupil's behaviour is having an adverse effect on the learning of their peers (disruptive, not following instructions, defiance etc.) Name moved to reminder on behaviour ladder.



Pupil's name moved to warning on behaviour ladder.



If pupil continues with poor behaviour, pupil sent to another class (3—5 minutes)
NB If child refuses to go, send orange card to office/member of SLT.



If behaviour continues after return from another class, a green sheet is issued. Parent informed by person giving green sheet. Once parent informed, green sheet given to a member of SLT and recorded on SIMS.



If poor behaviour continues, pupil sent to member of SLT. Decision made whether pupil needs time in Explorer Zone with immediate effect of on following day (to be recorded on SIMS). Work to be provided by class teacher. Text (with permission of SLT) sent to parent/carer informing them pupil sent to Explorer Zone and why. At the end of time in Explorer Zone, meeting with parent/carer, class teacher and member of leadership team to discuss behaviour.



If time spent in Explorer Zone has not resulted in improved behaviour for learning, then the pupil will spend the next 5 days in Explorer Zone (to be recorded on SIMS). Playtimes will be separate to their peers. Parents/carer/carers will be informed that work will continue to be set by the class teacher and another meeting will be held after the 5 day period with the Principal or Deputy Head Teacher. Principal/ Deputy Head Teacher to complete a return to class contract with parent/ carer, child and class teacher. To be reviewed half termly.

Expectations for all are to complete all class work. Work not completed is to be finished during break, lunch or sent home/ after school detention.