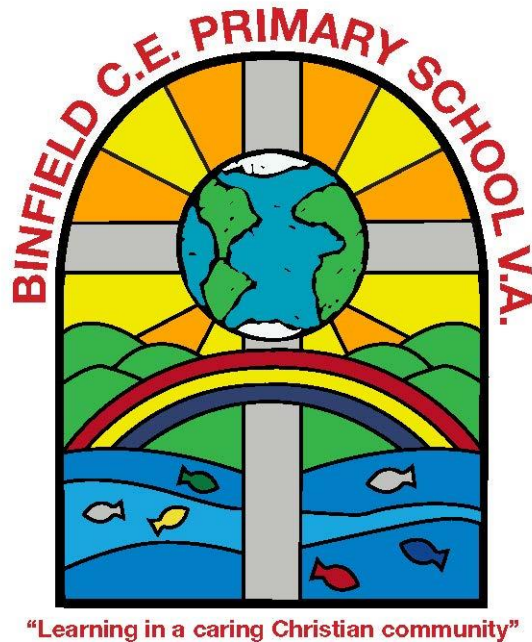


# Binfield CE Primary School (VA)



## Behaviour, Discipline and Anti-Bullying Policy

**Date Created:** September 2018

**Date Last Updated:** March 2025

**Status:** Definitive

**Next Review Date:** March 2026



## *Staying on Green but Going for Gold!*



**Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.**

At Binfield C.E Primary School (V.A.) we want to make sure all our children are happy and secure in an environment that promotes excellent behaviour. It is key to promote good relationships, respect for all, regardless of race, gender or creed, and civilised behaviour which ensures the safety and well-being of all staff and pupils. We want to give children a sense of self-respect, whereby they can function and attain success at their own level, growing in confidence and hence in the ability to respect and co-operate with others. The children understand that the language staff use will always refer to their behaviour and will not be directed at the child. We recognise that positive behaviour is not automatically learned and needs to be modelled, explained, taught and supported by school and home.

### **Aim**

The aim of this policy is to enable all pupils to achieve the highest possible standards of positive behaviour and discipline, in accordance with our Christian ethos, so that everyone in our school community feels safe and secure and can learn to the best of their abilities.

### **Our school's expectations:**

- Our school uses the system of 'Binfield's Essential Golden Rules'.
- The rules are designed to focus on positive action (walk, even when we are in a hurry) rather than what children should not do (do not run). The rules are agreed actions so that there is consistency and fairness in all areas of school life.
- However, as an inclusive school we recognise that all children are individuals with specific needs. Therefore, within this consistent approach is an element of flexibility to address the needs of specific children.
- The 'Binfield's Essential Golden Rules' are displayed in all classrooms and communal areas and referred to regularly by all staff (teaching and non-teaching).
- **Everyone** is responsible for the behaviour of **all** children and adults should reinforce the rules whenever appropriate. Reference should be made to UNICEF's 'Rights and Responsibilities' language where possible i.e. We have a right to play but a responsibility to look after the equipment and each other.
- Our Collective Worship (based on stories from the Bible) supports the development of children's moral understanding of what is 'right' and 'wrong'. Binfield's Essential Golden Rules' are referred to in collective worship and in PSHCE (including SEAL resources) and Circle time.
- The role of the Head teacher and Governing Body is to ensure that the procedures in this policy are consistent throughout the school.

## Binfield's Essential Golden Rules

- Show respect to adults and peers at all times
- Treat others how we would wish to be treated, using kind hands, kind feet, and kind words with each other
- Listen carefully when other people are talking
- Walk even when we are in a hurry
- Keep the school clean, tidy and attractive
- Look after personal property
- Never settle for less than our best

### As a community, we will:

- treat all children fairly and consistently
- make time to listen to children
- help encourage a sense of community and to create morally responsible future citizens
- enable everyone to have respect for themselves and for others.
- actively teach children to make positive choices by teaching positive behaviour through the work in PSHCE, RE and Philosophy for Children (P4C), as well as linking to work on the Power Tools for Learning and the Rights Respecting Schools Agenda.
- give all children the chance of a new, positive start throughout the day and everyday.
- understand the needs of all children and to respond appropriately.
- value and celebrate success in children's learning and behaviour.
- use language that supports positive behaviour (choices) rather than judgemental language (naughty child).
- Model good behaviour and conduct including in matters of dress, manners, courtesy and care.
- communicate with each other (LSA, teacher, SLT, parents) to help support children's learning and behavioural needs.
- work in partnership with parents

### The 'Staying on Green...Going for Gold' System:

The system is designed so that:

- Children who regularly meet 'Binfield's essential Golden Rules' are recognised and celebrated.
- That all children have the opportunity to make positive choices about their behaviour and influence outcomes.
- Teachers integrate a consistent system within daily teaching in order to promote positive behaviours.

**How it works:**

- In each class there is a prominent 'Staying on Green...Going for Gold' display.
- On this display, all children have a label with their name on it.
- Each day, every child starts on green.
- If children make the right choice they are celebrated by moving their name up to bronze, then silver, then gold.
- If children make a wrong choice, they are given a warning. If the behaviour is repeated, then the child's name will normally be placed on amber. If a behaviour incident is serious or extreme, amber will be by-passed and the child's name will move to red.
- Teachers will record any Amber or Red behaviours on the ABC recording sheets (per pupil) to try and ascertain any recurring patterns/triggers and to put in place appropriate strategies to support the pupil in changing their behaviour.
- The system allows children to reflect on their actions, attitudes, behaviours and if behaviours change (e.g. to be more positive) then they can move back towards green (and then towards gold). Persistent poor choices of behaviour may result in a child moving to red, where further consequences will be instigated (see chart below).
- Children will be sent to other classes/adults to share their positive behaviour.
- At the end of each day, class teachers will celebrate success by looking at what colour each child is on, and issuing team points accordingly (gold 10 team points, silver 5 team points, bronze 3 team points and green 1 team point). The points contribute towards the team cup/reward given at the end of each term/end of year. The winning team each week is announced in Achievement Assembly each Friday.

### Staying on Green...Going for Gold'

Behaviour Colour	Action	Who involved?
<p>Gold</p> <p><i>Consistently, leading by example and encouraging others; being a role model to others in work, play, attitude and behaviour; embracing all areas of school life and learning; <b>consistently displaying excellent behaviour and always showing initiative.</b></i></p>	<p>Name goes in class golden book</p> <p>Given a gold sticker at the end of the day.</p> <p>Sent to HT/DHT for praise (same day or the following morning).</p> <p>10 team points – pupil to put it up.</p> <p>If pupil reaches gold 3 times or more in a whole term, they will get a gold certificate, which will be given to them in the final 'celebration assembly.' Their name will be published in the newsletter.</p> <p>If a pupil gets three gold certificates in a school year, then they will also receive a Gold badge which they may wear on their uniform for the following year.</p>	<p>Class teacher; HT/DHT</p>
<p>Silver</p> <p><i>Applying consistent effort, being a good role model, being self motivated, working independently, encouraging others to do the right thing, having a high sense of achievement.</i></p>	<p>Sent to AHT for praise (same day or the following morning).</p> <p>5 team points</p> <p>Given a silver sticker at the end of the day.</p>	<p>Class teacher; AHT.</p>
<p>Bronze</p> <p><i>Being considerate to peers and adults, taking pride in what they do, showing very good social skills being supportive to others showing some initiative.</i></p>	<p>Sent to the partner teacher for praise (same day or the following morning).</p> <p>Given a bronze sticker at the end of the day.</p> <p>3 team points</p>	<p>Class teacher/partner teacher.</p>
<p>Green</p> <p><i>Co-operating with others, respecting others, respecting belongings, always doing your best, being polite, showing good manners, good listening, being considerate, using our 'Power Tools for Learning' to help us learn well. Following the 'Binfield's Essential Golden Rules.'</i></p>	<p>In class praise</p> <p>1 team point</p>	<p>Class teacher</p>
<p><b>Warning</b></p>	<p>The Child is told clearly, "This is your warning'. The staff member makes reference to 'Binfield's Essential Golden Rules' so that the child is clear about what they need to change. It is made clear that they will be moved to amber if they choose to continue the negative behaviour.</p> <p>Appropriate take-up time is given. Verbal recognition of 'Thank-you' or a non-verbal thumbs up will be used if the change is made promptly.</p> <p>If the behaviour is repeated then the child's name is moved to amber.</p>	<p>Adult in class/any member of staff</p>

<p>Amber</p> <p><i>Not ignoring inappropriate behaviour, Fiddling and distracting others, Running in school, Not lining up properly, Interrupting, Not listening, Name calling and answering back, Inappropriate comments, incl. disrespect to adults. Shouting out, Ignoring staff instructions, Throwing objects but not at people, Chewing, Invading other children's personal space, Play fighting Inappropriate noises.</i></p>	<p>The child is sent with their work to a time out area in their partner teacher's class for reflection time until then end of the lesson/session or until they believe they are ready to return to class and participate.</p> <p>After this time, the child returns to class. The teacher welcomes them back positively and encourages them to get themselves back on 'green' by making the right choices for this session/lesson.</p> <p>If the child has turned their behaviour around and sustained this for the duration of the next lesson/session, then they can return to being placed on green.</p>	<p>Adult in class/any member of staff</p> <p>Recorded on ABC behaviour monitoring sheet.</p> <p>* If persistent this should be shared with AHT and SENDCO/IM.</p> <p>Partner class teacher.</p>
<p>Warning</p>	<p>If the negative behaviour persists, the Child is told clearly, "This is your warning'. The staff member makes reference to 'Binfield's Essential Golden Rules' so that the child is clear about what they need to change. It is made clear that they will be moved to red if they choose to continue the negative behaviour.</p> <p>Appropriate take-up time is given. Verbal recognition of 'Thank-you' or a non-verbal thumbs up will be used if the change is made promptly.</p> <p>If the behaviour is repeated then the child's name is moved to red.</p>	<p>Adult in class/any member of staff</p>
<p>Red</p> <p><i>Telling Lies Refusing to work Refusing to take consequences Damaging/ destroying other people's work Damaging/destroying display Leaving class without permission Throwing object at people Threatening other children Hurting other children on purpose Making ourselves and others unsafe Fighting, Swearing Racist behaviour* Physical assault on another child, including fighting* Physical aggression towards an adult* Threatening an adult*Leaving school without permission* Stealing* Damaging property.</i></p>	<p>Child is initially sent to the AHT in the team. They will keep the child with them to ascertain what has happened/carry out an initial investigation and record in their Behaviour Log. They will give an appropriate consequence related to the misbehaviour e.g. a child wastes learning time in class, the consequence is to catch-up on their learning during their break time/lunch time and make suitable reparations with those involved. If this is persistent i.e. 3 times in a term and/or a more serious incident, then the child will be sent to the DHT. The AHT will determine whether/when it is suitable for them to return to class. They will return on amber and be encouraged to try and get to green by the end of the next session.</p> <p>If the child refuses to go, the class teacher will send the LSA or (if not possible) then another child, to get assistance from the SENDCO/IM; ELSA; DHT or HT.</p> <p>The Parents/Carer will be informed by a member of school staff. They may be required to come in</p>	<p>Adult in class.</p> <p>SLT.</p> <p>Parent/Carer</p> <p>Recorded on ABC behaviour monitoring sheet and AHT/DHT behaviour log.</p>

	<p>for a meeting with staff.</p> <p>If the incident of misbehaviour is more serious, then the DHT/HT may put a more serious consequence in place. This could include: paying for damage to school property; cleaning up/repairing damage; instigating an exclusion from class/school*</p> <p>*this could be internal or external and includes the removal of children from lunchtimes.</p>	
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**Children with specific behavioural needs (SEN, SEMH)**

We recognise that some children have specific needs with regards to their behaviour. For those identified with SEN /SEMH, the system may be altered and adapted to meet their needs. They will have a bespoke Behaviour support plan/IEP which will indicate the actions planned to address and support their needs. The aim of these is for the child to develop their skills to self-regulate their behaviour in order to be re-integrated with the whole school policy. There may also be other circumstances in which a child has a temporary Behaviour support plan to support their emotional well-being when they are experiencing trauma, stress or distress in their lives. This will always be done on an individual, bespoke basis.

**Exclusions**

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will make exclusions to maintain the health and safety of all our community.

*Internal:* Internal exclusion will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or extreme and serious single incident. Internal exclusions will be decided and coordinated by a member of SLT.

*External:* External exclusions will follow guidance from our school Exclusion policy. Only the Head teacher can exclude children externally. A decision to externally exclude will not be taken lightly and will be made on a case by case basis (see exclusion policy for further details).

**Outside Class & Playground Positive behaviour management:**

The principles of the ‘Staying on Green...Going for Gold’ system will continue outside class and playground contexts.

Children need to use playtimes for:

- Unstructured, undirected use of time
- Socialisation
- Release of energy
- Physical skills practice
- Exercise and fresh air
- Creative and imaginative play

- Opportunity for refreshing mid-morning snack/drink

#### *Outside Class:*

- All staff will support positive behaviour.
- Adults will have high expectations of learning and behaviour.
- Children will be praised for showing positive behaviour (in line with Binfield's Essential Golden Rules).
- Warnings and 'consequences' for negative behaviour can be given.
- If children continue to choose to ignore Binfield's Essential Golden Rules, any member of staff can send the red card to request additional help (from SENDCO/IM, ELSA, DHT or T).

#### *Playground:*

##### *Lunchtime*

- All adults are responsible for engaging with children through play and conversation.
- All adults must be vigilant to address 'tensions' before they result in incidents.
- All adults must deal with incidents appropriately following the principles discussed here.
- Children must approach staff outside and not come into school.
- Serious incidents will be referred to SLT.
- All significant incidences (red and amber) must be reported to class teacher who will record on ABC charts.

#### Out on school trips/visits out of school

- Children should be made aware that they are the school's representatives when out of school and that how they behave in public matters a great deal.
- On coaches, children should always remain seated, in a seat belt and talk quietly to the children around them.
- The same behaviour principles will be applied.

#### **Partnerships**

At Binfield CE Primary School (V.A.), we work alongside other agencies to support our behaviour policy. The partnership between home and school is vital and needs to be a positive working relationship which the child may benefit from. We always seek parental support when dealing with behaviour issues in school. Parents are encouraged to work with school and share strategies which can be implemented both at home and school. The FSA is always on hand to offer support and advice if families are having difficulty with their child's behaviour at home.

#### **Staff Training**

All staff follow the positive behaviour policy and receive additional training when required. Additional training is provided by outside agencies and, when appropriate, in conjunction with other schools, to support children with specific needs that may impact on behaviour.

#### **At the beginning of each year**

- At the start of each academic year, the teacher will go through 'Binfield's Essential Golden Rules' with the children and ensure they understand what this means at an age-appropriate level. Links should then be made to UNICEF's children's 'Rights and the Responsibilities' that go alongside these.

- 'Binfield's Essential Golden Rules' should be signed by all members of the class, displayed and referred to regularly throughout the year.

### **Non-verbal cues**

To ensure that learning opportunities are maximised, and time is not wasted, 3 non-verbal cues, developed from the Read Write Inc programme, are used **throughout** the school. Expectations are that all adults across the school use them, and they are embedded within each class. These are as follows:

- **1, 2, 3** – When moving the children from the carpet to their tables, or vice versa, the teacher counts 1 (when the children stand up), 2 (when the children move in silence to their new place), 3 (when the children sit down). This may also be adapted to lining up for assembly, changing tables for different subjects etc.
- **Hands up** – To get children to stop talking in class/playing on the playground, the teacher holds their hand up. The teacher then waits for silence. Children are expected to silently support other children to notice the hands up signal.
- **TTYP** – When the teacher wants to get the children to talk to their partners in class or in assembly, they should hold their hands up, palms facing each other and thumbs on top. They should then move their hands so that fingertips are facing each other and palms are facing the body. The movement should resemble a gate closing.

### **Everyday Routines**

#### Start and End of the Day

The teacher on duty in a morning will blow the whistle in the playground at 8.40am prompt.

- At the beginning and end of the day, children should not play with balls in the playground, run around or climb the climbing walls or equipment because of the danger of physical injury to others. Instead, they should wait on the playground calmly and sensibly, and use the time to prepare themselves for learning.
- Adults should monitor the cloakroom areas at both ends of the day as appropriate.
- Children should line up quietly in their designated area after the whistle and be led in by the teacher.

#### Assemblies

- Children should line up quietly in pairs in classrooms and walk to the hall in line.
- Entry to the hall should be in silence, as should the exit back to class which must be supervised. The children should be in a reflective mood ready for this act of worship.
- Visitors to assembly, such as parents, are asked to also enter the hall in a quiet, reflective mood.

### **Parents**

- Parents are informed about the standards of behaviour which are acceptable at Binfield through the school website, regular newsletters, informal conversations and this policy which is published on the school's website.
- The procedures, rewards and consequences are discussed with parents at the Welcome meetings each year group holds at the beginning of the term. Parents are informed of developments as appropriate.
- Parents are expected to support the school's Behaviour policy, in line with the Home-School Agreement.
- Parents should not try to manage behaviour incidents by talking with other children

or parents, or raising concerns on social media, but should speak directly to school staff.

- We welcome parents to come and raise any concerns with staff. We ask that parents come and speak to staff at the end of the day, rather than in the morning when they are preparing for the day. Any urgent appointments should be made via the school office.
- We expect parents to conduct themselves in an appropriate and respectful way with each other and staff. Any unacceptable behaviour will not be tolerated, and parents may be asked to leave the school site.
- Parents will be kept informed of **any** poor behaviour that their child displays.

### Rewards

How children perceive themselves is of great importance. **We wish to build children's self-esteem throughout their time in school.** We give praise and recognition both verbally and written.

Good behaviour can be praised and recognised both inside and outside of the classroom, by all adults within school.

### Whole School Rewards:

Daily	Individuals/ team	<p><b>Bronze, Silver or Gold Stickers, gold certificate or gold badge.</b></p> <p>The relevant coloured stickers are awarded to pupils who are on the bronze, silver, or gold colour at the end of the school day.</p> <p>If a pupil is on Gold 3 times in a term, they will receive a gold certificate at the end of the term. A gold badge will be issued to any pupil who receives 3 certificates in an academic year.</p> <p><b>Team Points:</b></p> <p>Awarded by adults who spot children following the 'Binfield's Essential Golden Rules' and using their 'Power Tools for Learning'. These may be given verbally or with stickers, stamps or TP written in books. There is a termly award for the winning team and a cup is presented to the winning team at the end of the year.</p> <p>At the end of each day, team points will be issued according to the colour children are on (Gold = 10, silver = 5, bronze = 3, green = 1 team point)</p>
Weekly	Individuals (1 per class)	<p><b>Pupil of the Week:</b></p> <p>Awarded by the class teacher who has noticed a child who has consistently 'gone the extra mile' with their learning during the week. This is announced in assembly each Friday and a Celebration assembly at the end of each half term. Parents are invited into the assembly on the Friday, as well as to the Celebration assembly. <b>It is awarded on merit, so a child may be the Pupil of the Week more than once in an academic year.</b> The children devised this system and were very keen that this is a special award and is not something to just be given to everyone in turn during the course of the year.</p>
Weekly	Individuals	<p><b>Achievement Book:</b></p> <p>Children can see the Head, or in her absence, the Deputy Head to tell her of an achievement that took place in or out of school. This is written into the Achievement Book, and is presented in a video during Friday assembly.</p>
Within class time scale	Whole Class	<p><b>Class marble jar:</b></p> <p>A marble is awarded by the class teacher for the whole class <b>all</b> doing what has been asked e.g. lining up nicely; all being ready; tidying up well etc. A marble target is set e.g. 10 marbles, and once achieved, the class have a short reward as agreed with the teacher e.g. 10 minutes playing a class game. 1 minute = 1 marble.</p>

## Attendance

At Binfield we encourage the children and parents to recognise the importance of punctuality and regular attendance. Regular attendance and punctuality supports pupils with positive behaviour and feeling secure with their learning. Pupils who come in late or are frequently absent, often feel unsettled as they have missed vital learning which their peers have already had. This can lead to raised anxiety levels as well as create gaps in their learning and impact on their progress.

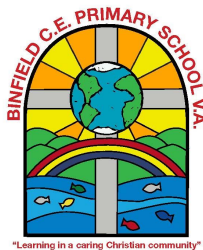
Any absence must be explained by a written note as well as a telephone call or personal message. Class Teachers will monitor attendance in their class and report any irregularities to the FSA who will contact the parents and inform the Education Welfare Officer, and the Headteacher.

At the end of the academic year, a certificate is awarded to all children with 100% attendance.

All adults in the school are required to follow this policy and be good role models for the pupils:

### **And finally...**

*“Problems” are normal where children are learning and testing the boundaries of acceptable behaviour. Success is judged, not by the absence of problems, but by the way in which everyone deals with them.*”



## Binfield C.E. Primary School Anti-Bullying Policy

### 1. School Policy Statement on Anti Bullying

At Binfield Church of England Primary School we believe that every child and adult should be able to work, learn and study in a bully-free environment. Everyone should feel confident when coming to school that they can spend the day in a friendly and safe place where everyone works together to help one another. When bullying does occur (please see definition below) staff and pupils should feel confident to report the behaviour enabling the system to be put into place to prevent it from happening again. Ours is a happy school and we endeavour to keep it as such.

Our Bullying Prevention Policy should be read in conjunction with the Behaviour Policy and PSHE Policy.

### 2. What is bullying? – A definition

Bullying is the use of aggression with the intention of hurting another person. It can be emotional, physical, through racist taunting, of a sexual nature, homophobic, verbal name calling or using technology (such as mobile phones, social media or the internet). It is anti-social behaviour **which tends to continue over a period of time, forming a pattern of behaviour.**

**Emotional** – being unfriendly, excluding, tormenting

**Physical** – pushing, kicking, hitting, punching or any use of violence

**Racist** – taunts, graffiti, gestures

**Sexual** – unwanted physical contact or sexually abusive comments

**Homophobic** - focusing on the issue of sexuality

**Verbal name-calling** – sarcasm, spreading rumours, taunting

**Cyber Bullying** – use of technologies to do any of the above.

### 3. Anti-bullying Strategies

We pursue a policy of preventing bullying by the following means:

- Encouraging non-aggressive behaviour
- Encouraging problem-solving approaches to difficulties in relationships among children
- Regular Circle Time in order to develop pupils' skills in listening and empathy, promoting respect for others and self-esteem
- Using positive behaviour management strategies, alongside our praise and reward system

- Promoting an atmosphere in which pupils feel able to talk to adults about problems such as bullying
- Encouraging the younger children to ask their Year 5 or 6 Buddies to support them in speaking to an adult about a concern or worry that they may have
- Using PALS to help support the younger children in playing games in the playground
- Use of adult mentors for vulnerable pupils
- Using the PSHCE curriculum to discuss friendship
- Raising awareness during national Anti-Bullying Week (held annually in November)
- Teaching awareness of The UN Rights of the Child, particularly Articles 14, 16 and 20

#### **4. Procedures for addressing bullying**

All accusations of bullying should be taken seriously. There are a variety of reasons why children and adults bully one another.

Time should be spent not only with the victim but also considering the reasons why a child becomes a bully. There are ideal times during the school week when issues related to bullying can be discussed in class.

These include:

**Circle time** an opportunity for class discussions on issues relating to bullying e.g. why people bully and are bullied.

#### **PSHCE:**

Discussions about bullying are part of the topics which are taught from Year 1 through to Year 6. National Anti-bullying week also forms part of our teaching of this subject. The pupils are encouraged to enter the annual Bracknell Forest Anti-bullying competition.

#### **Our school culture:**

It is important that we set a good example as adults in and around the school. The way we work with one another and our own productive and supportive relationships will provide a model for children. In the teacher/ child relationship we should also be alert to how we address children, the language and tone that we use and the response that we expect. A general tone of rights, respect and responsibility around the school, where care and consideration is expressed for others, is part of building a culture in which bullying can be acknowledged and dealt with.

#### **Consultation and the School Council:**

The School Council and PALS provide opportunities for children to raise the issue of bullying generally. Children in school should be encouraged to approach members of The School Council, or PALS when they wish to raise a general issue.

Children are consulted annually about school and any concerns they have.

These include:

- Consultation with The School Council
- Informal discussion with children by Head Teacher, Assistant Heads and PSHCE Subject Leaders

## **5. Procedures for dealing with reported incidents of bullying**

The school behaviour policy should be followed in cases of reported incidents.

This includes:

- The Class Teacher dealing with reports in the first instance – parents will be informed
- The Assistant Head when there have been 3 incidents. The Anti-Bullying Action Plan will be completed by the appropriate parties. The Deputy Head will sign the Action Plan and speak to the children involved.
- The Deputy Head Teacher dealing with reports where the behaviour continues. Anti-Bullying Action Plan will be reviewed.
- Referral to the Head Teacher where interventions have failed to prevent repeats of the behaviour – the ‘stages’ will then be followed:

**Stage 1** Head Teacher discussion with all pupils and parents involved with Class Teacher follow up.

**Stage 2** The Anti-Bullying Action Plan reviewed again.

**Stage 3** Lunchtime or fixed term exclusion

**Stage 4** Permanent exclusion

Depending upon the nature of the incident, children can be referred to the Head Teacher at any stage.

Opportunity should be given for both victim and bully to express their point of view and time taken to find out what instigates the behaviour.

Parents of both victim and bully can be informed at any stage in addition to the formal stage recorded above. Staff may be involved at any stage in spending time with the bully and the victim to work at the issues that have developed between them. If appropriate, staff from the Behaviour Support Team or the Educational Psychologist may be involved. If there is a distinct possibility of a permanent exclusion a Pastoral Support Programme will be implemented in partnership with the LA. At all times it should be stressed that bullying is not acceptable and that action will always be taken.

In addition we request that Class Teachers:

- Reward children who help prevent bullying
- Emphasise that it is the bullying behaviour we dislike and not the child
- Involve children in helping to solve problems and address topical issues
- Develop children’s social skills generally within the class
- Teach and encourage confidence-building and assertiveness
- Find constructive ways to help children who are bullying to change their behaviour

## **6. Signs of bullying**

We encourage children to report incidents of bullying either of themselves or of others. However, there are times when children will 'suffer in silence' out of fear of what might happen if the bullying is reported. Therefore, it is important that staff watch out for the following indicators in the behaviour of victims of bullying.

The victim might be:

- frightened or unwilling to come to school
- absent from school more than usual
- withdrawn and anxious
- starting to stammer
- running away from school
- crying at night or having nightmares
- performing less well at school
- coming home with damaged belongings or has possessions going missing
- asking for money or stealing money
- losing money on a regular basis
- suffering from unexplained cuts and bruises
- becoming more aggressive and bullying others
- losing appetite or complaining of being hungry

Of course, there may be other reasons for this type of behaviour but bullying is always a possible cause.

## **7. Parental involvement**

Children may make disclosures to parents at home or parents may notice changes in behaviour that are not evident in school. Parents should feel confident that they can come to school with their concerns and speak to either the class teacher or senior member of staff if necessary.

Actions should be agreed at this meeting and parents should be given feedback as to the outcome. They should also be encouraged to make further contact if the difficulty does not appear to have been addressed or the behaviour is being repeated.

We would always prefer that difficulties in relationships between children were sorted out in school and would discourage parents from intervening themselves.

## **8. Special Needs**

Children with specific special needs may be particularly vulnerable to bullying activities. Staff should be vigilant for any changes in their behaviour and should provide regular opportunities for them to discuss any worries they might have.

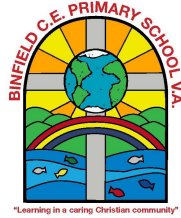
Once more, circle time discussions can provide opportunity for children to share the responsibility of looking after one another.

In some cases the case history of children may result in them exhibiting tendencies towards bullying behaviour. Where this is the case, support should be provided for both the bully and the victim and opportunities sought to break the cycle that can result. Where children have experienced significant bullying at home, this can appear to be an accepted way to behave. This does not excuse bullying behaviour but can help explain its origins.

## **9. Equal opportunities**

It should be noted that there is no one 'stereotypical bully'. Bullies can come in all shapes and sizes and most people at some stage will have been involved in a bullying incident. It is important that staff keep an open mind when dealing with allegations and should be clear of their evidence.

However, there may also be times where children have to be given the benefit of the doubt, both for and against the bully where insufficient proof is available.



**BINFIELD C.E. PRIMARY SCHOOL (V.A.)**

**Behaviour Management / Anti Bullying Action Plan**

Child's Name (Victim) \_\_\_\_\_ Class: \_\_\_\_\_

Child's Name (Victim / Bully) \_\_\_\_\_ Class: \_\_\_\_\_

Child's Name (Victim / Bully) \_\_\_\_\_ Class: \_\_\_\_\_

Nature of Bullying Incident:
Staff Action (please tick):  Discussed incident with victim Discussed incident with alleged bully Deputy Head Teacher informed Headteacher informed Parents of victim advised Parents of alleged bully advised Follow up with victim and/or alleged bully
Parental Response (if required )  1.(Victim)

2. (Alleged Bully)	
Course of Action Agreed/Sanctions	
Notes (if required)	
Is Behaviour Contract required	Yes / No ( <i>delete as appropriate</i> )
Is Pastoral Support Programme required	Yes / No ( <i>delete as appropriate</i> )

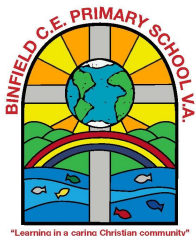
Name of Member(s) of Staff dealing with the incident:

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

Deputy Head signature: \_\_\_\_\_ Date: \_\_\_\_\_



### CLASS TEACHER BEHAVIOUR MONITORING FORM

**PUPIL'S NAME:**

**CLASS:**

<b>Date and time:</b>	<b>Incident type:</b> <input type="checkbox"/> Disruption in class <input type="checkbox"/> Rudeness to adult <input type="checkbox"/> Physical aggression <input type="checkbox"/> Name calling <input type="checkbox"/> Threatening behaviour <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Other:	<b>Actions:</b> <input type="checkbox"/> Spoke to parents <input type="checkbox"/> Sent to partner class <input type="checkbox"/> Spoke to AHT <input type="checkbox"/> Spoke to SENCO <input type="checkbox"/> Spoke to DHT <input type="checkbox"/> Spoke to FSA
<b>Notes from conversation with parents:</b>		

<b>Date and time:</b>	<b>Incident type:</b> <input type="checkbox"/> Disruption in class <input type="checkbox"/> Rudeness to adult <input type="checkbox"/> Physical aggression <input type="checkbox"/> Name calling <input type="checkbox"/> Threatening behaviour <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Other:	<b>Actions:</b> <input type="checkbox"/> Spoke to parents <input type="checkbox"/> Sent to partner class <input type="checkbox"/> Spoke to AHT <input type="checkbox"/> Spoke to SENCO <input type="checkbox"/> Spoke to DHT <input type="checkbox"/> Spoke to FSA
<b>Notes from conversation with parents:</b>		



**ABC analysis**

**NAME:**

Date	Time	Antecedent <b>What happened just before?</b>	Behaviour <b>The behaviour the child showed towards you or another child?</b>	Consequence <b>What did we put in place after the event?</b>	Possible explanation <b>Why might they have reacted like this?</b>



## ASSISTANT HEAD BEHAVIOUR MONITORING FORM

**PUPIL'S NAME:**

**CLASS:**

**DATE:**

**Number of incidents this term:**

**INCIDENT:** Circle as appropriate

Disruption in class	Rudeness to adult	Physical aggression	Name calling	Other: Running out of school building
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**LOCATION OF INCIDENT:** Circle as appropriate

Classroom	Playground	Dining hall	Other:
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INCIDENT NOTES:	ACTION:

**ABOVE INFORMATION SHARED WITH:**

CT	Parent	DHT	HT	SENCO	Other
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## DEPUTY HEAD BEHAVIOUR MONITORING FORM

**PUPIL'S NAME:**

**CLASS:**

**DATE:**

**Number of incidents this term:**

**INCIDENT:** Circle as appropriate

Disruption in class	Rudeness to adult	Physical aggression	Name calling	Other: Running out of school building
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**LOCATION OF INCIDENT:** Circle as appropriate

Classroom	Playground	Dining hall	Other:
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<b>INCIDENT NOTES:</b>	<b>ACTION:</b>

**ABOVE INFORMATION SHARED WITH:**

CT	Parent	HT	SENCO	Other
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Name:



### ABC analysis

Date	Time	Antecedent	Behaviour	Consequence	Possible explanation