


Ferring CE Primary School		
Policy:	Behaviour and Anti-Bullying Policy	
Policy date:	Autumn 2023	
Review date:	Autumn 2024	
Person responsible	Headteacher	

General Statement

The Behaviour and Anti-Bullying Policy of Ferring CE Primary School complies with Section 89 of the Education and Inspections Act 2006 and is based upon positive Christian values which enable all members of the school to work together in a mutually supportive community providing both individual rights and an understanding of responsibilities. We are committed to follow the example of Jesus Christ and provide a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.

Aims of our Behaviour and Anti-Bullying Policy

- To promote good behaviour, self-discipline and respect.
- To encourage a secure, happy and caring environment in which children can learn.
- To promote positive relationships between pupils.
- To prevent bullying (including online bullying).
- To encourage children to take responsibility for their own behaviour.
- To ensure the school’s core values are clearly understood and practised by all members of the school with a consistent approach to behaviour management.
- To ensure that our school is an inclusive community, ensuring fairness for all.
- To encourage children to have a collective responsibility for the school and everyone in it.

Evidence of our Christian values is displayed implicitly around the school in the form of posters/ classroom and corridor displays/ book displays – weekly assemblies will also be focused on these values. British Values are also woven into this approach.

We have developed 3 school rules. These are designed to be posted in classrooms and around the school to help children develop their own moral code and care of others

Our Golden Rules

1. We are ready

2. We are respectful

3. We are safe

Playground Rules

We always:

- Listen to the adults on the playground
- Respect our quiet zones
- Play together and look after each other
- Let other children get on with their own games

- Sort out problems in a fair way
- Look after equipment
- Stand still when the first whistle blows and walk in on the second

We never:

- Harm each other (physically or with words)
- Leave anybody out
- Use bad language
- Insult another child
- Answer back

Dojo points and House Points

Teachers and other adults around the school are able to offer individual rewards in the form of Class Dojo points, which convert to house points. These are added up over time to larger rewards and celebrations. Points will not be taken away as a sanction, once given.

Marbles

Children can be awarded marbles for whole class effort. These marbles feed into a class jar and act as a **collective class reward** system and build toward a collective class treat, to be voted on democratically. The treats take place at the end of each half term for no more than one hour. Marbles can be given by any adult in the school (virtual marbles are given to children if they are not in their own class room). Adults are asked to reinforce the giving of marbles by walking their class around the school holding up five fingers on their hand. Should the children arrive at their destination showing excellent behaviour, the class will receive the whole five marbles in their jar. Marbles will not be taken away from a class once given, as a sanction.

Rewards and Sanctions

Each classroom has a display of the golden rules and sanction stages to help children understand expectations. The same rules apply at break times and at lunch time:

Rewards	Sanctions
<p>1 Praise. 2 Dojo / House points in recognition of demonstrating excellent behaviour 3 Marbles (whole class award). 4 Head teacher Star of the Week awards 5 House Awards at the end of the year. 6 Sports Leader awards and recognition of sporting achievements</p>	<p>1. A quiet reminder. (Referring to which golden rule has been broken) 2. A second reminder. 3. Time out of the activity in class – 2 minutes. 4. Time out in another class -10 minutes. 5. A whole lesson in a different year group, with work set by the class teacher. Teacher phone home. 6. Lunchtime detention of 20 minutes. Teacher to phone home. 7. Sent to the senior leadership team and phone call home. A meeting will usually follow. 8. If poor behaviour continues then a whole day or more will be spent out of class and a meeting with Parents/Carers and the Head will take place. A Behaviour Plan will be put in place.</p>

Rewards	Sanctions
<p>1 Praise and positive messages back to class teachers.</p> <p>2 House points in recognition of demonstrating a Ferring Christian value</p> <p>3 (Virtual)Marbles to go in class jar for whole class kindness or helpfulness.</p>	<ol style="list-style-type: none"> 1. A quiet reminder. 2. Time out at the side of the playground for 2 minutes. 3. Time out at the side of the playground for 5 minutes. 4. Time out for 5-10 minutes (in the SLT Room at lunchtime and Office at playtime). 5. Lunchtime detention of 20 minutes the same day or the next day. 6. A phone call home from the Class Teacher. A meeting may follow if necessary. 7. If poor behaviour continues then a time off the main playground for one to three days. This will be with the SLT(short fresh air break provided). 8. Fixed Period Exclusion for lunchtimes alone can be issued.

Reception

In Reception classes, a child would not be required to undertake a lunchtime detention. Instead, they would be spoken to by SLT who would reflect with the child and support them to think of solutions to put things right.

Notes

Parents/carers are informed the same day by teachers if a child reaches a Stage 5 (either in class or outside). Behaviour incidents are recorded by the teacher for monitoring purposes from Stage 5.

There are times when children’s behaviour can escalate quickly and in such cases they can move through the sanctions more rapidly, depending on the behaviour shown, safety concerns and the well-being of other children and staff. Lunchtime detentions are run by members of SLT. Restorative Justice forms are filled in by children during detentions to help them reflect on their behaviour. These reflect upon the golden rule broken, suggest how others may feel and ways to make the situation better. Social stories may also be used to help explain the situation from the perspective of others. The headteacher keeps these forms.

Communication between Parents and Carers and the school

Ferring CE Primary believes in open and honest conversations between parents, carers and the school. We keep parents/carers informed about behaviours shown in school which are of concern.

Behaviour Plans

The school utilises a Behaviour Plan for children who need more support put in place by the SENCO and class teacher. These plans are reviewed regularly with parents/carers. Behaviour Plans can sometimes include flexible school attendance, with parental agreement and where this would be deemed supportive for the child’s successful full re-integration to school over an agreed period of time.

School Exclusion

The school may issue an Internal School Exclusion when a child will work under supervision away from their class and fresh air breaks may need to be provided at times away from others.

On occasions a Fixed Term Exclusion may be considered as necessary. These are serious sanctions and are added to a child’s school attendance record. These take place at home and parents/carers will be informed by phone on the day of the incident and then in writing of this process. The school follows West Sussex County guidelines.

As a very last resort the school may have to consider a Permanent School Exclusion. The school follows West Sussex County guidelines.

Use of Positive Handling

At Ferring CE Primary, our guiding principle is always focused on maintaining the safety of all pupils and staff. Our approach with extreme behaviour is always to try and distract a child and divert them to avoid escalation. Some children need to be left alone in a safe supervised place until they are calm, moving other children away. Only in exceptional circumstances will physical intervention be used. All members of school staff have a legal right to use reasonable force if the safety of children or staff is at serious risk. All necessary incidents of handling children are recorded and these records are copied to parents.

Definition of Bullying

We consider bullying to be **deliberate, targeted and repeated** behaviour to hurt someone.

Common characteristics of bullying:

- It can take several forms (see examples below)
- It is **usually** persistent or repeated over a period of time
- There is **usually** an imbalance of power which makes it hard for those being bullied to defend themselves
- **One-off incidents**, whilst they may still be serious and will always be dealt with, do not **usually** fall within the definition of bullying

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact, sexually abusive comments or homophobic comments
- Verbal – name-calling, sarcasm, spreading rumours, teasing
- Cyber - threats by text messaging/calls/e-mails/MSN and all social networking sites

What should pupils do when they are being bullied?

- Tell an adult (at home or school)

What should pupils do when they are aware that another child is being bullied?

- They should not ignore it
- They should make sure that an adult knows
- They should not try to intervene themselves

Our Procedures

The school will raise the awareness of bullying through:

- Our core Christian values
- assemblies
- RSHE
- British Values
- role play
- posters

If bullying is happening, pupils are **expected and encouraged** to tell a member of staff

- When bullying is reported, the incident will be dealt with immediately
- The headteacher or senior member of staff will interview all concerned
- A clear written account of the incident will be recorded by the headteacher or senior member of staff

- When bullying has occurred, parents/carers (of both parties) will be informed
- Relevant staff are informed, as appropriate
- Sanctions, including the involvement of outside agencies, will be used as appropriate. Exclusion may be necessary in cases of severe or persistent bullying
- Support will be offered to help the victim
- Support/strategies will be offered to help the bully (bullies) change their behaviour
- After an incident has been investigated and dealt with, the situation will be monitored to ensure repeated bullying does not take place
- Children at risk (as a victim or perpetrator) are made known to staff, as appropriate
- Where appropriate, feedback will be given to a group/class/year group to explain how an incident of bullying has been dealt with
- Parents /carers have a responsibility to inform the school about any bullying incident

Support for children with additional needs

All children are expected to follow school rules and adhere to sanctions and rewards. As a school, we believe that all children benefit from knowing and following clear rules. Children are treated fairly and we aim to be preventative in our approach.

The school also recognises however, that children can sometimes struggle with social and emotional issues and sometimes will have mental health need. There are also children who have communication and attachment related conditions which often lead to those children communicating differently and sometimes in a challenging manner. There are also children who experience trauma or periods of unrest in their lives e.g. bereavement, family break ups or illness in the family. This is an inclusive school and we welcome children with a variety of needs.

The school aims to train all staff in being aware of children's additional needs and provides training in learning how to support and listen to children so that we can assist them in socialising and managing their own needs. Children sometimes need a Behaviour Plan and a Risk Assessment for them to be able to access learning safely and successfully.

The school employs a learning mentor who supports children as needed. Our learning mentor organises support for children to enable them to access learning in class with their classmates successfully. This support sometimes takes the form of in-class support at specific times of the week, drop-ins and also some time-limited intervention following restorative approaches.

The school Special Needs Support Co-ordinator supports children with identified additional educational needs. She also offers staff training to develop understanding and provision.

Senior leaders are available, by appointment, to meet parents to discuss the provision for children at school.