



Behaviour and Anti-bullying and Harassment Policy

At Beaulieu Village Primary School all individuals are valued and respected and positive relationships are considered to be extremely important. Our children are expected to have the highest standards of behaviour and adults in school are expected to use appropriate role modelling and positive reinforcement to promote this behaviour.

A statement of Behaviour Principles is provided by the governing body to guide the headteacher in drawing up this behaviour policy so that it reflects the ethos and the needs of our school.

We are committed to developing our children as future citizens who are honest, respectful, responsible and kind. We also seek to develop them as independent learners who work hard and who are creative, resilient, and reflective, understanding that taking risks and making mistakes are crucial to learning.

Our approach to managing behaviour is underpinned by our School Values of:

Honesty
Respect
Responsibility
Kindness

Our children learn about our values and about responsible behaviour through assemblies, PSHE lessons and through the Heart Smart programme.

We are a Heartsmart School and our approach to managing behaviour for learning is underpinned by the "Heartsmart High Five."

We support our children to understand the learning process and to become articulate and confident about learning through our Journeys to Excellence approach.

The way our school community functions also reflects and promotes the British values of **democracy, the rule of law and individual liberty**. For example, children take part in a democratic process to select School Council members and House Captains, they experience the consequences of following/not following rules and they are encouraged to make choices and to share and follow their own dreams.

We use a Restorative Justice approach, involving our children in learning about honesty, fairness and the reparation of harm. (See appendices 1 and 2)

Expectations

All children are expected, through their behaviour, to demonstrate our School Values, to behave in a way which is Heartsmart and to follow the Golden Rules.

Our **Golden Rules** are

We are gentle

We are kind and helpful

We listen

We are honest

We work hard

We look after property

Our Approach

We believe that a positive and consistent approach to behaviour management is vital and we recognise that good relationships, based on really valuing children, need to underpin this approach. We use the language of choices with our children and talk about making good/poor choices in order to reinforce the child's sense of responsibility and to make clear that not liking his or her behaviour is not the same as not liking him or her. We recognise that "cross talk" (noticing/thinking aloud) between adults who have a positive and consistent approach can be a powerful way to manage behaviour. E.g. "I'm noticing the way... I'm just waiting for..."

Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently.

The Headteacher:

- Supports the staff to implement the behaviour policy
- Monitors **behaviour reports** and when necessary, shares this information sensitively with parents
- Keeps records of all reported serious incidents of misbehaviour, including bullying and racism
- Provides governors with reports on the effectiveness of this policy
- Ensures the health, safety and welfare of the children in the school
- Has responsibility for giving fixed term exclusions to individual children for serious incidents
- Is responsible for permanently excluding a child if necessary; however, this action is only taken after consultation with Governors. Any exclusion is in-line with Hampshire County Council's policy for exclusions and advice is always taken from HCC Inclusions Officers.

Role of Staff Members

It is the responsibility of all staff to promote the school behaviour policy by acting as positive role-models to the children and by actively reminding them of the expectations set out in this policy. All members of staff must have high expectations of all children's behaviour and recognise when children demonstrate good conduct. All staff follow the school's systems for rewarding positive behaviour, as well as knowing when to apply sanctions as set out in this policy.

Role of Pupils

Children must agree to consistently work towards the expectations set out in this policy and support their friends in this.

Role of Parents/Carers

When pupils start at Beaulieu Village Primary School, they receive a copy of our Home-School Agreement (appendix two). Parents are expected to adhere to the Home-School Agreement and to support the actions of the school. When parents have questions in relation to the administration of the behaviour policy they should raise their queries with their child's class teacher, with a senior member of staff or with the Headteacher. Updates to the Behaviour Policy are shared with parents through the school's normal lines of communication.

If a parent has a concern about the way the behaviour policy has been applied, we would encourage them to discuss this with the class teacher or the headteacher.

If the concern remains, our school's complaints procedure explains how to take the matter further.

Promoting Positive Behaviour

- We try at all times to speak to children in a positive way
- We speak about the behaviours that we want to encourage, rather than suggesting those which we do not
- We frequently draw attention to examples of good behaviour and children being Heartsmart or following the golden rules
- We talk about the "choices" children make in relation to their behaviour
- We use "cross talk" (i.e. deliberate conversation between two members of staff for children to hear) where appropriate to reinforce high expectations
- We use "Do..." expressions rather than "Do not..."
- We promote a calm atmosphere in school where all shouting is discouraged
- We use music when appropriate to promote a calm mood
- We start and finish each day, where possible, with a positive thought or comment
- We celebrate achievement and good behaviour and communicate this to children and parents at every possible opportunity

We reward positive behaviour in a wide variety of ways:

- Verbal praise
- A positive behaviour reward chart in each class and a treat voted for by the children to be worked towards each half term
- House points (with a treat each term for the winning house)
- Sending children to other member of staff to share good behaviour
- A fortnightly celebration assembly to recognise children's achievements
- Heartsmart awards to celebrate good behaviour for learning
- Heartsmart Champions – good role models are celebrated in assembly and have their photos in the newsletter
- Lunchtime certificates for positive behaviour at lunchtime
- Beaulieu's Best – awarded by the children
- Headteacher stickers

Sanctions

If a child misbehaves during school time the following procedure is followed:

1. A verbal warning is given
2. The child's name is moved down on the class behaviour chart (Key Stage 1) or written on the board (Key Stage 2) and the child stands with an adult for 5 minutes at playtime/misses 5 minutes of playtime (*The child can have his/her name moved back or rubbed off for improved behaviour, but the 5 minutes is still missed*)
3. The child is sent to explain his/her poor choice to another adult in the same key stage
4. The child is sent to an adult in a different key stage with work to complete
5. The child is sent to the headteacher (Class teacher informs parent/carer)

If a child behaves in a way which is unsafe, violent or particularly rude, he/she may be sent straight to the headteacher.

We expect children to behave appropriately beyond the school gate e.g. when travelling to school on the bus or waiting outside school at the beginning or end of the day (teachers have authority to discipline beyond the gate).

The following actions are considered to be extremely serious: physical

attacks, behaviour that threatens the safety of themselves and/or others, swearing aggressively at others, making a racist, sexist or homophobic remark or attempting to abscond. Such incidents must always be reported to the headteacher who will ensure they are logged.

If necessary staff have authority to

- Screen and search pupils
- Use reasonable force or make other physical contact (**please see our restrictive physical intervention in school policy**)
- Discipline beyond the school gate

Pastoral care will always be provided for school staff accused of misconduct

Individual Behaviour Needs

We appreciate behaviour is communication and that we need to be alert to what a child's behaviour may be communicating. In cases where children need extra support with behaviour the school will endeavour to create clear behaviour/modification programmes to support children. Links will be made as appropriate with the Emotional Literacy Support Assistant (ELSA) – Mrs Kerry Thorne.

Where persistent challenging behaviour occurs a multiagency referral will be considered by the SENCO – Mrs Charlotte Stroud.

We recognise that there will be a few children for whom a highly individualised approach will need to be taken, for example those children who have experienced trauma or loss. In such cases a Key Person approach will be used to build a positive relationship and provide "supportive scaffolding" in learning about feelings and behaviour.

Close liaison with parents/carers will be a constant part of supporting all children with individual needs.

Anti-Bullying and Harassment

1. AIMS OF THE POLICY

To set out the school's position on bullying, the legal requirements, the strategies that will be employed and the procedures to be followed should there be an allegation of bullying.

2. INTRODUCTION

The school has a duty of care towards its pupils in that the Headteacher and staff stand *in loco parentis* (in place of the parents). This includes protecting pupils from harm from bullying. The underlying principle is that all children are listened to sensitively and objectively and all incidences and allegations of bullying are taken seriously. Everyone has the right to work and learn in an atmosphere that is free from fear and all of us have a responsibility to ensure that we do not abuse or bully others.

This policy takes full account of the school's legal obligations under the Education Act of 1986 to:

- Have a policy to address all forms of bullying amongst pupils

- Make a written copy of the anti-bullying policy available on request.
- Set out the strategies to be followed with a system to implement them and a mechanism for monitoring and reviewing their effectiveness

3. DEFINITION & EXAMPLES OF BULLYING

Definition

Bullying can be defined in a number of ways. We follow Department for Education guidance, which defines bullying as follows:

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online". (DfE September 2013)

Bullying can be described as:

- Repeated name-calling
- Teasing
- Physical abuse e.g. hitting, pushing, pinching or kicking
- Having personal possessions taken or damaged e.g. bag or phone
- Receiving abusive text messages, emails or social media
- Being forced to hand over money
- Being forced to do something the child does not want to do
- Being ignored or left out
- Being attacked in any way due to religion, gender, sexuality, disability, appearance or racial or ethnic origin

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'.

Specific examples

Racist Bullying

An incident which is perceived to be racist by the victim or any other person.

This can be in the form of:

- Verbal abuse, name calling, racist jokes, offensive mimicry

- Physical threats or attacks
- Inciting others to behave in a racist way
- Racist graffiti or other written or digital insults, even against food, music, dress or customs

Sexual Bullying

An incident which is perceived to be sexual bullying by the victim or any other person.

This can be in the form of:

- Abusive name calling
- Looks and comments about appearance, attractiveness, gender, emerging puberty
- Deliberate inappropriate exposure and touching

An incident where digital devices are used to wilfully and repeatedly harm a person in the form of:

- Making adverse comments about another person on a social networking site
- Sending false, cruel or vicious messages
- Posting a picture without permission and not removing it when asked
- Creating websites that have, for example, stories, cartoons, pictures, or jokes ridiculing others
- Breaking into an email account and sending vicious or embarrassing materials to others
- Engaging someone in digital media, tricking that person into revealing sensitive personal information and forwarding that information to others

Bullying of vulnerable, SEN and disabled pupils

These pupils are often at greater risk of bullying. This can be characterised by:

- Name calling
- Comments on appearance
- Comments with regard to perceived ability and achievement levels or personal/family circumstances

4. SCHOOL STATEMENT OF INTENT

This school believes that:

- Bullying is unacceptable and will not be tolerated
- Pupils should be made aware of what bullying is, its impact and what they should do if they are a victim or suspect it is happening to someone else
- We all have a duty to work together to protect all individuals from bullying and other forms of abuse
- Seeking help and openness are regarded as signs of strength not weakness
- All members of the school community will be listened to and taken seriously
- Children should be aware that they can talk in confidence to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously and they will be considered in the decision-making process
- By seeking to prevent low-level unkindness we reduce the risk of bullying developing
- We use a Restorative Justice approach to managing incidents of bullying, or suspected bullying, to maximise learning for our children

5. STRATEGIES TO PREVENT BULLYING

The school employs a range of strategies to prevent, eradicate and raise awareness of bullying and support victims and bullies. Including:

- The use of the Restorative Justice approach
- Co-operative group work
- Circle time
- Peer mediation/conflict resolution

- Buddy systems
- PSHE lessons/Heart Smart programme
- Anti-bullying Week and anti-bullying assemblies
- Emotional Literacy Support from the school ELSA (Emotional Literacy Support Assistant) or from the child's Key Person
- Peer mentors
- Heartsmart Champions (children role modelling kind and inclusive behaviour)

Measures are in place to enable everyone to feel safe while at school and encourage children to report incidences of bullying.

- All bullying will be dealt with effectively and immediately
- Victims of bullying will be supported and protected, and made aware that they will be listened to and taken seriously
- Any child who bullies another child/children will be supported and helped to change their attitudes as well as their behaviour and to understand why it needs to change
- Parents, governors and other appropriate members of the school community will be informed of incidences of bullying
- All members of the school community will be made aware of their responsibility to combat bullying
- Children are made aware of who they can talk to and when this might be appropriate, and staff are expected to be receptive to children who need to talk
- All staff and supervisory adults will be expected to deal with or report incidents of bullying effectively and promptly
- Parents and the wider school community will be informed effectively on the subject of bullying
- All incidents of bullying will be recorded and stored in the HT's office. Behaviour or actions that cause concern and allegations of bullying will be logged by the Class Teacher so that trends can be identified and addressed. The information may only be shared with other organisations if deemed appropriate by the HT or SENCO
- Supervisory adults must act sensitively in relevant instances, e.g. when grouping children, marking children's work, sharing of results and assessment arrangements, as well as using appropriate language when addressing children

6. PROCEDURES FOR DEALING WITH INCIDENTS

a. Guidance for Parents

If you suspect that your child has been/ is being bullied:

- Calmly talk with your child about his/her experiences
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened
- Reassure your child that he/she has done the right thing to tell you about the bullying
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately
- Make an urgent appointment to see your child's teacher to explain the problems your child is experiencing

Digital bullying:

- Ensure your child is careful to whom they give their mobile phone number and e-mail address
- Digital messages may form evidence required to carry out any action to be taken to resolve the issue. You should remove the phone from the child to ensure the messages are not deleted

During your appointment with the class teacher:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident

- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child or the school
- Stay in touch with the school and let them know if things improve as well as if problems continue

If you suspect your child is bullying others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how he/she can join in with other children without bullying
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/her bullying others
- Regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when he/she is co-operative or kind to other people

b. Guidance for pupils who feel they are being bullying

If you feel you are being bullied:

- Tell an adult or somebody you trust what has happened straight away
- Get away from the situation as quickly as possible
- Try to stay calm and look as confident as you can
- Be firm and clear ~ look them in the eye and, if possible, tell them to stop and tell them how you feel
- If you experience bullying by mobile phone text messages or e-mail tell a friend, parent or teacher and make a note of exactly when a threatening message was sent
- Be careful who you give your mobile phone number or e-mail address to and who you befriend on social media

After you have been bullied:

- Tell a teacher or another adult you trust within school
- Tell your family
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you
- Keep on speaking until someone listens and does something to stop the bullying
- Don't blame yourself for what has happened
- Do not delete any offending texts or images

When you are talking to an adult about bullying be clear about:

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already

c. The school will:

If the class teacher or ELSA has dealt with the presenting issues and the situation has not improved:

- The HT will listen to the child who has been bullied and record what has been said
- The HT will discuss and agree the next steps with the child
- If this has not made a difference, the HT will inform the bullying child's parents and agree steps for expected behaviour

- Appropriate sanctions will be agreed. This will be monitored and followed up with parents
- If such measures fail, fixed term exclusion will be considered, following Hampshire protocol
- In the final instance, if all other measures have failed and the bullying persists, permanent exclusion will be considered in consultation with governors and following Hampshire protocol

7. CODE OF CONDUCT with regard to school behaviour and relationships within the school community

We recognise that all adults in the school are role models for the children and as such should show exemplary behaviour to demonstrate positive role modelling. Therefore, as adults we must:

- Show respect for every child and other colleagues within the school community as individuals
- Be aware of vulnerable children
- Criticise the behaviour rather than the child
- Avoid favouritism and build a rapport with all children
- Be seen to be fair
- Avoid labelling children
- Have high expectations of children
- Support the Restorative Justice approach
- Actively promote the school's values of honesty, respect, responsibility and kindness and the Heartsmart approach and promote a praise culture within school

Children also have a responsibility to be role models of appropriate behaviour towards their peers. We believe that all pupils should:

- Show respect for their fellow pupils and adults working within the school community
- Support and be sensitive to others when they may be feeling vulnerable
- Actively seek to develop a praise culture within the school
- Actively support the school Anti-Bullying Policy
- Support the Restorative justice approach
- Take responsibility for their own behaviour

Equal Opportunities

Every member of the school community is entitled to expect equal treatment and protection from bullying.

8. CONFIDENTIALITY

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to children. Child protection procedures must be followed when any disclosures are made.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed.

This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing
- The pupil's age, maturity and competence to make their own decisions

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek the pupil's consent to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

Appendix 1



Statement of Behaviour Principles

The Governing Body of Beaulieu Village Primary School believes that high standards of behaviour are the foundation of a successful learning community. We believe a mixture of high expectations, a clear behaviour policy and an ethos which fosters discipline and mutual respect are vital.

We are committed to our school values of **Honesty, Respect, Responsibility** and **kindness**; to promoting the British values of democracy, the rule of law and individual liberty. We will support our children to learn about these values through the Heartsmart programme and a restorative justice approach.

This Statement of Behaviour Principles provides guidance to the Headteacher in drawing up the Behaviour Policy so that it reflects the ethos and the needs of our school. In formulating these principles the Governing Body is mindful of its duty under section 175 of the Education Act 2002 which requires arrangements to be made to ensure that functions are carried out with a view to safeguarding and promoting the welfare of children and of the general duty to eliminate discrimination under section 149 of the Equality Act 2010.

This statement has also been drawn up in accordance with the Education and Inspections act, 2006 and DFE guidance: Behaviour and Discipline in Schools, January 2016

We expect the Behaviour Policy to encompass the following principles.

- All members of the school community are entitled to learn in a safe and secure environment.
- Staff and pupils should show respect for one another.
- All members of the school community should be listened and responded to. Beaulieu Village Primary School is an inclusive school.
- All staff should model positive behaviour and promote it through active development of pupils' spiritual, moral, social and cultural skills.
- Good behaviour should be rewarded and sanctions should be applied consistently for unacceptable behaviour, taking into account the individual needs and circumstances of individual children.

- Appropriate action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behavioural issues arising amongst vulnerable groups of pupils.
- Pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse or through divorce or separation of parents should be identified and supported.
- Pupils should act as appropriate ambassadors for the school on, for example, school trips, sports events and journeys to and from the school.
- All members of the school community should understand and accept the principles on which the Behaviour Policy is grounded.

The Governing Body also expect the Behaviour Policy to cover:

- screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- the power to use reasonable force or make other physical contact;
- the power to discipline beyond the school gate;
- pastoral care for school staff accused of misconduct; and
- when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

<p>Revisions: updated to reflect Heartsmart programme (2022) and alignment with behaviour policy (and appendices)</p>

Approved by Governing Body: 18/06/2022

Review: Summer Term 2023

Appendix 2

Together we will:

Support each child's learning, helping each child to achieve his or her best.

We ask you to keep this Home-School Agreement and we will assume that you agree unless you inform us otherwise.

Thank you
Katherine Jones
Head teacher.

Beaulieu Village Primary School
Home-School Agreement
2022/23

Beaulieu Village Primary School's Golden Rules

I will be gentle, kind and helpful

I will listen

I will try my best

I will take care of my school

Please talk to your child about keeping the school's Golden Rules

Our School Values are:

Honesty

Kindness

Responsibility

Respect



Shared Journeys

Unique Memories

Home-School Agreement

2022/23

The School will:

- Encourage the children to do their best at all times
- Ensure staff have high expectations of achievement
- Encourage the children to take care of themselves, of others and of their surroundings
- Inform parents of their child's progress at regular meetings
- Inform parents about what the teachers aim to teach the children each term
- Make parents aware of any concerns or difficulties at an early stage
- Provide a safe and secure school environment for all children
- Promote and encourage Healthy Eating and a Healthy Lifestyle

The Family will:

- Make sure their child arrives at school ready to start lessons at 8.55am and is collected promptly at 3.15pm
- Ensure their child does not arrive before 8.45am
- Make sure their child's
- Be Vigilant about children's on-line safety
- Not take holidays during term time
- Support the school in its Healthy School Status by providing a school meal or a healthy packed lunch.
- Ensure their child's water bottle is in school at all times

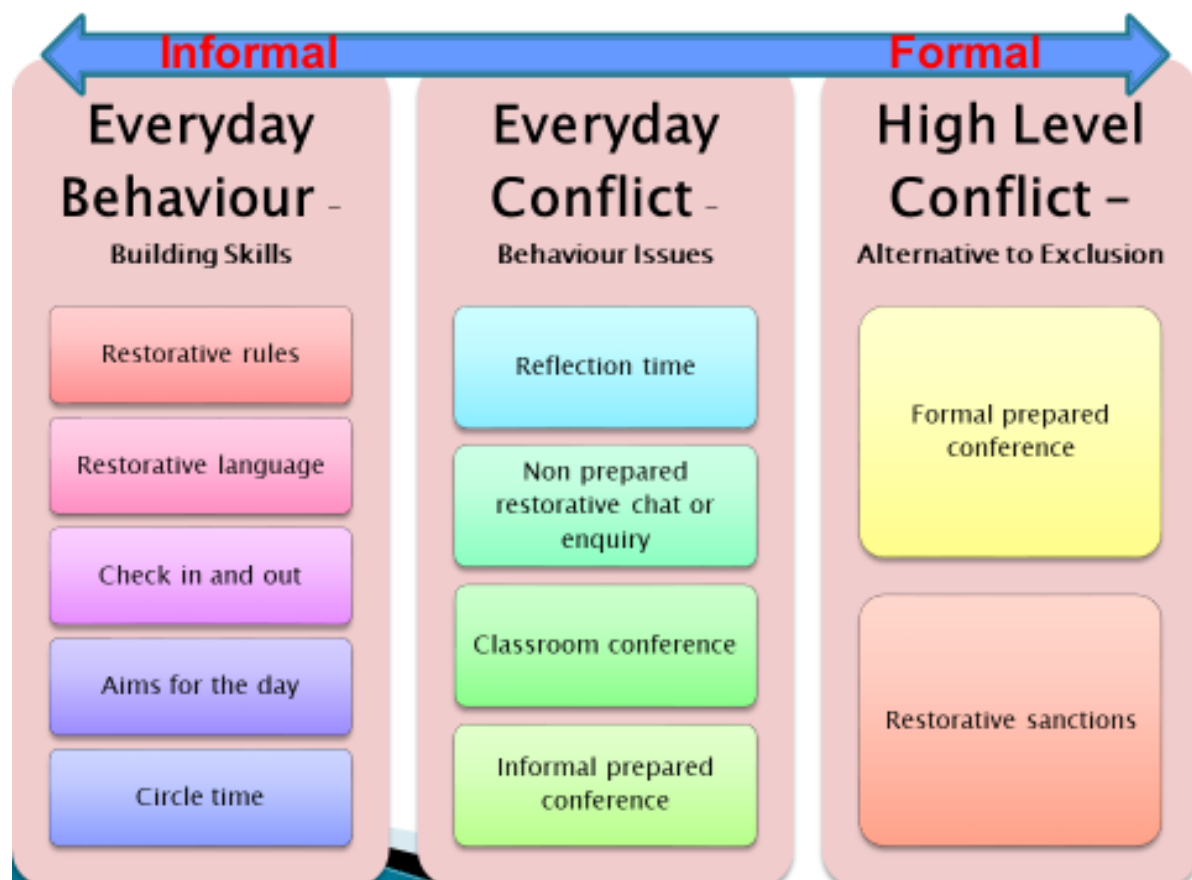
- attendance is at least 96% and inform the school before 9.30 am on the day of absence, with an explanation as to why their child is absent
- Attend Parent/Teacher meetings, to discuss their child's progress
- Support their child's learning at home
- Work with the school to ensure high standards of behaviour
- Inform the school of any issues that will affect their child's learning or well-being



Appendix 3

Overview of the Restorative Justice approach in our school

- ▶ **A process for resolving conflict**
- ▶ **A common language to resolve conflict**
- ▶ **Focuses on the needs of the victim**
- ▶ **Allows the wrongdoer(s) to understand the impact of their actions**
- ▶ **Encourages wrongdoer(s) to take responsibility for their actions**
- ▶ **Therefore creates accountability**
- ▶ **Likely to change behaviour and build character**



Skills are built by the ways in which all staff relate to children in our school; through the use of reflection and group work in lessons, through PSHE lessons and through the use of circle time.

When conflict arises we listen to children and expect them to listen to each other. Our focus is on honesty, fairness and the reparation of harm.

Conversations and conferences may involve children who witness, but are not directly involved in, the conflict.

Conferences may involve additional members of staff as well as parents/carers.

Following a conversation or a conference, a plan may be drawn up which will include the restorative sanctions agreed at the meeting. The plan will include checks and will be supervised by the adult, with the involvement of all parties.

Appendix 4

Script for use in Restorative Justice Meetings

<p>RJ Conference Preparation Script</p> <p>What happened? What were you thinking? What do you think now? Who has been affected by this? What needs to happen to put this right? What do you need to put on the contract? What do they need to put on the contract? What would you do differently next time?</p>	<p>Restorative Justice 4 Schools - Chat</p> <p><i>Probe each question with each participant until they can answer each question fully, fairly and respectfully.</i></p> <p><i>Develop a time line of events, challenge any inconsistencies or non-empathic statements.</i></p> <p><i>Ground Rules/Confidentiality/CP Rules</i></p> <p>www.restorativejustice4schools.co.uk</p>
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We might also say to our children:-

- What would you think if this happened to you?
- How can we put this right?
- What could you do differently next time?
- What other choice could you have made?
- How could you make sure this doesn't happen again?

Possible statements for staff to use

I was very disappointed when you did that to John.

I am upset and angry by what has just happened.

I feel that all the work I have done has been wasted through your actions.

I feel that (describe action) was very disrespectful.

I feel disrespected and angry when you ignore me.

I am sorry that I misunderstood the situation

I felt really proud of you when I heard

I feel really pleased and encouraged that you made the right choice.

I respected your honesty - thank you.

I want to thank you for your cooperation.