



<b>Behaviour Policy</b>			V1.1
<b>Incorporating Bullying and Cyber Bullying</b>			
	Date	Name	Notes
Drafted	12 <sup>th</sup> Oct 2012	B .Mullany	
Adopted	24 <sup>th</sup> Oct 2013	Curriculum	
Reviewed	23 <sup>rd</sup> Oct 2016	Curriculum	
Reviewed	1 <sup>st</sup> May 2019	Curriculum	
Reviewed			
This policy will be reviewed every year			

## Context and Objectives

At Lytchett Matravers Primary School we make learning a happy and positive experience for all children. We are a school where there are expectations of excellence, where individuals are valued, achievements are celebrated and where children are happy, confident and secure.

This behaviour policy incorporates our policies on bullying and cyber-bullying.

The objectives of this policy are:

- ⤴ To establish a set of principles and norms, supported and followed by the whole school community - parents, teachers, children and governors - based on a sense of community and shared values.
- ⤴ To make clear that bullying and 'cyber-bullying' will not be tolerated whether within school boundaries or outside.
- ⤴ To promote through communication, and within the school curriculum, the values, attitudes, knowledge and skills required to promote responsible behaviour, encourage self-discipline and foster in children a respect for themselves, for other people and for property.
- ⤴ To establish positive procedures that support a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- ⤴ To encourage good behaviour through a consistent system of rewards and sanctions.

## Principles and Norms

We believe that all children and adults should:

- ⤴ show respect for others
- ⤴ endeavour to behave and perform to the best of their ability
- ⤴ be polite and kind to each other
- ⤴ look after their own, and other people's property
- ⤴ move around the school safely, calmly and quietly
- ⤴ report any incident of bullying whether it happens to themselves or to another person

We operate behaviour systems based on mutual respect and trust but also recognise that:

- ⤴ the school has the right to screen and search pupils if deemed necessary, including review of any electronic data, images or files.
- ⤴ the school will take action where it becomes aware of incidents beyond the school's boundaries of bullying or bad behaviour which brings the school into disrepute
- ⤴ the school has the right to use reasonable measures to restrain disruptive pupils where it is felt that they are at risk of causing harm to themselves or others.
- ⤴ The school will consider whether it is appropriate to notify the police or other agencies. Criminal behaviour or behaviour which poses a serious threat to anyone will always be reported to the police.

## Bullying, including Cyber-Bullying

Bullying is behaviour which deliberately makes another person feel uncomfortable, distressed or threatened. Bullying is repeated over time. Bullying makes those being bullied feel powerless to

defend themselves. Bullying may take place face to face or may be effected from a distance, on paper, or via electronic communication means.

Irrespective of the means by which bullying is perpetrated, the school will take rapid and considered action to stop such behaviour and to make pupils aware of the impact and consequences of their behaviour.

The school has a clear process for dealing with bullying, including cyber-bullying. A flow chart that illustrates the process is provided at Annex A. The key elements of this process are:

- ⋄ We urge everyone, including pupils and parents/carers to make us aware of any concerns that may be related to bullying. Recognising the symptoms of bullying is critical.
- ⋄ We seek to ensure prompt recognition of any incidents, whether recognised within or outside the school boundaries.
- ⋄ We will always assess any report of bullying rapidly and fairly. Where behaviour is deemed unacceptable but does not, in the school's opinion, amount to bullying, then normal behaviour processes will apply.
- ⋄ Where incidents are deemed to be bullying, the school will communicate the parents of both the pupil being bullied and the parents of those pupil(s) who are bullying.
- ⋄ The school aims to provide effective support and advice to all parties involved in any incidence of bullying.
- ⋄ The school will ensure a measured response to all incidents and will properly escalate serious and/or repeated bullying.
- ⋄ All incidents of bullying will be reviewed with parties concerned, and reported to the School's Governing Body.

In addition, through classroom practice and assemblies, the school communicates a consistent message to all pupils; "Bullying will not be tolerated".

Further guidance on bullying and cyber-bullying, and on how to recognise such unacceptable behaviour is included at Annex B.

## **Communication and the Curriculum**

Shared ownership of this behaviour policy is critical. To sustain this:

- ⋄ We review the behaviour policy and practices with staff every year to ensure that the practices are consistent, up to date and effective.
- ⋄ We hold assemblies and classroom activities that embed and discuss how our pupils expect each other to behave.
- ⋄ We maintain an active E-Safety Policy which aims to make pupils and parents aware of how to use the internet and similar electronic systems safely and responsibly.
- ⋄ We consult with parents in the development of the behaviour policy and bi-annually we survey parents to assess how they perceive the school's performance in terms of behaviour and bullying.
- ⋄ We embed within the curriculum the values and norms that we expect and we have sessions which develop empathy and emotional intelligence (SEAL).

## **Key Procedures**

Key procedures exist for:

- ⋄ recognising and responding to reported incidents of bullying or cyber-bullying
- ⋄ management of behaviour at playtimes

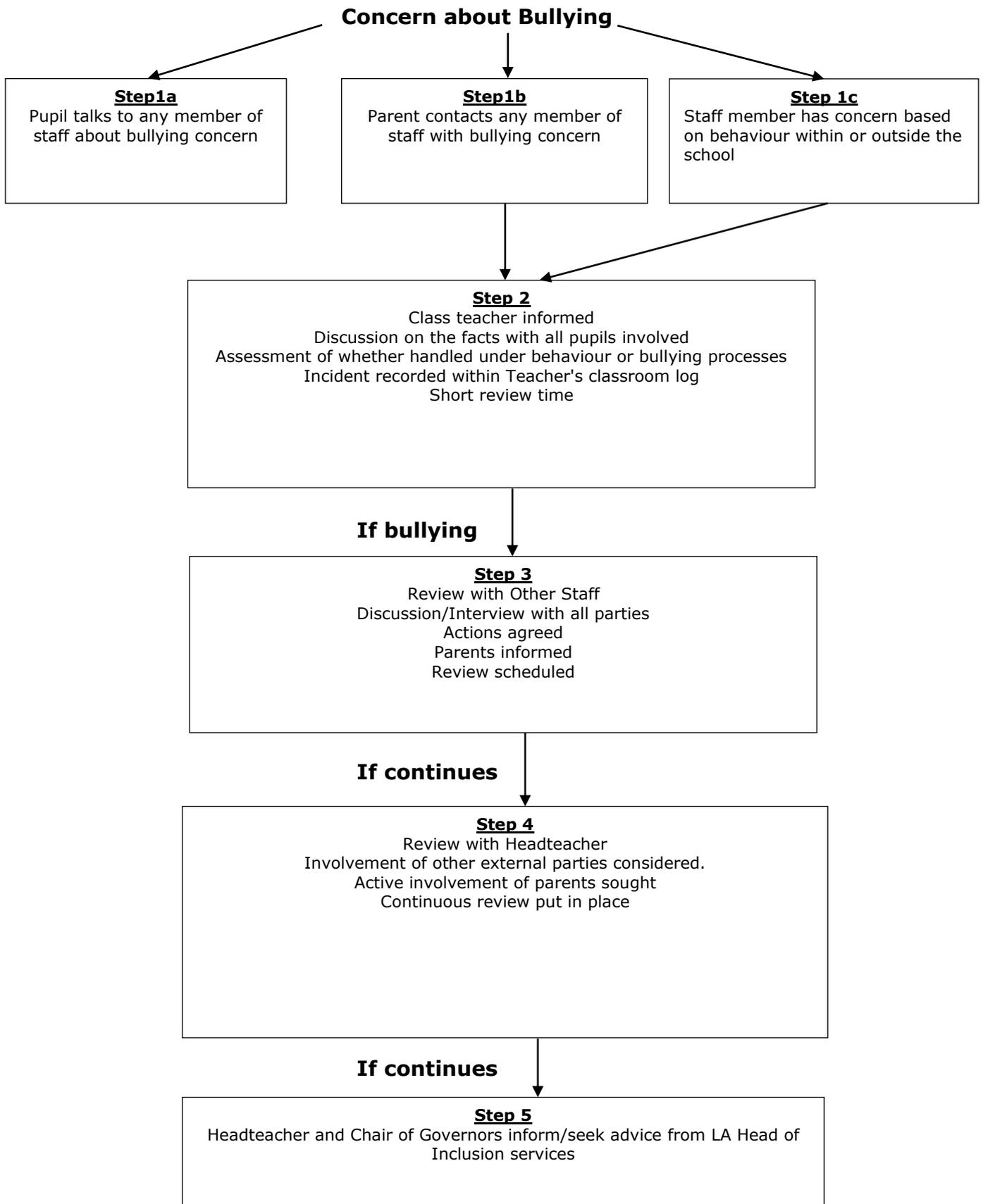
These procedures are maintained within the School Staff Handbook that all staff members agree to on an annual basis.

## **Rewards and Sanctions**

The school encourages good behaviour through a structured system of rewards and sanctions. This system is kept under review and may be updated by the school. The current system at the time of the review of this policy is described at Annex C.

Should it be necessary, the exclusion procedures set out by Dorset County Council will be followed at all times.

**Annex A: Flow Chart for Handling Reports of Bullying**



## **Annex B: Further Guidance on Bullying and Cyber-Bullying**

### **What is bullying?**

Bullying is behaviour which deliberately makes another person feel uncomfortable, distressed or threatened. Bullying is repeated over time. Bullying makes those being bullied feel powerless to defend themselves.

### **What types of bullying are there?**

- ⌘ Emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- ⌘ Verbal (name calling, sarcasm, spreading rumours, teasing)
- ⌘ Physical (pushing, kicking, hitting, punching or any use of violence)
- ⌘ Extortion (demanding money/goods with threats)
- ⌘ Racist (racial taunts, graffiti, gestures)
- ⌘ Sexual (unwanted physical contact, sexually abusive comments)
- ⌘ Homophobic (because of, or focussing on the issue of sexuality)

### **What is cyber-bullying?**

Cyber-bullying is behaviour that uses electronic communication as the vehicle for making another person feel uncomfortable, distressed or threatened. There are many ways that cyber-bullying can occur and although there may be some of which we are unaware, here are the more common:

- ⌘ Text messages —that are threatening or cause discomfort – this includes "Bluejacking" (the sending of anonymous text messages over short distances using "Bluetooth" wireless technology)
- ⌘ Picture/video-clips via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed.
- ⌘ Mobile phone calls — silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.
- ⌘ Emails — threatening or bullying emails, often sent using a pseudonym or somebody else's name.
- ⌘ Chatroom bullying — menacing or upsetting responses to children or young people when they are in web-based Chatroom.
- ⌘ Instant messaging (IM) — unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger) or Yahoo Chat – although there are others.
- ⌘ Bullying via websites — use of defamatory blogs (web logs), personal websites and online personal "own web space" sites such as Bebo, Facebook and Myspace – although there are others.

Please also refer to the E-Safety Policy.

### **What are the signs and symptoms of bullying?**

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- ⌘ Is frightened of walking to or from school or changes route
- ⌘ Doesn't want to go on the school / public bus
- ⌘ Begs to be driven to school
- ⌘ Changes their usual routine
- ⌘ Is unwilling to go to school (school phobic)
- ⌘ Begins to truant
- ⌘ Becomes withdrawn, anxious or lacking in confidence
- ⌘ Becomes aggressive, abusive, disruptive or unreasonable
- ⌘ Starts stammering
- ⌘ Threatens or attempts suicide
- ⌘ Threatens or attempts self-harm
- ⌘ Threatens or attempts to run away
- ⌘ Cries themselves to sleep at night or has nightmares
- ⌘ Feels ill in the morning

- ⤴ Performance in school work begins to drop
- ⤴ Comes home with clothes torn, property damaged or 'missing'
- ⤴ Asks for money or starts stealing money
- ⤴ Has dinner or other monies continually 'lost'
- ⤴ Has unexplained cuts or bruises
- ⤴ Comes home 'starving'
- ⤴ Bullying others
- ⤴ Changes in eating habits
- ⤴ Is frightened to say what is wrong
- ⤴ Afraid to use the internet or mobile phone
- ⤴ Nervous or jumpy when a cyber message is received
- ⤴ Gives improbable excuses for their behaviour.

## What causes Bullying?

People bully for different reasons. The reasons could be:

- ⤴ to feel powerful
- ⤴ jealousy
- ⤴ to feel good about themselves
- ⤴ to be in control
- ⤴ because they want something (attention, possession or friends)
- ⤴ to look good in front of other people
- ⤴ to feel popular
- ⤴ because of peer pressure
- ⤴ to be big/clever
- ⤴ for fun
- ⤴ because they are being bullied themselves
- ⤴ because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way)

## How can we prevent Bullying?

The school fosters a clear understanding that bullying, in any form, is not acceptable. This is done by:

- ⤴ Implementing a consistent and effective behaviour policy and practice. Our constant aim is to make sure the school is a safe and happy environment, with consequent benefits in terms of attitudes, behaviour, and relationships and with a positive impact on learning and achievement.
- ⤴ Regular praise of positive and supportive behaviour by all staff.
- ⤴ Work in school which develops empathy and emotional intelligence (SEAL).
- ⤴ Any incidents treated seriously and dealt with immediately.

## Support Agencies

There are a wide variety of organisations that can offer support:

**Anti-bullying Alliance** - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations that can help with bullying issues  
[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

**Kidscape** - [www.kidscape.org.uk](http://www.kidscape.org.uk) 02077303300

**Childline** - advice and stories from children who have survived bullying **08000-1111**

**Bullying on line** - [www.bullying.co.uk](http://www.bullying.co.uk)

**Parentline Plus** – advice and links for parents [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk) 08088-002222

**Parents Against Bullying** - 01928 576152

## Other Useful sources of information

**Cyberbullying.org** - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site [www.cyberbullying.org](http://www.cyberbullying.org)

**Chatdanger** - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting [www.chatdanger.com](http://www.chatdanger.com)

**Think U Know** - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**Know IT All for Parents** – a range of resources for primary and secondary schools by Childnet International. [www.childnet-int.org/kia/parents](http://www.childnet-int.org/kia/parents)

## Annex C: Rewards and Sanctions for Pupils

The schools encourage good behaviour through a structured system of rewards and sanctions. This system is kept under review and may be updated by the school.

### **House Points**

The aim of the House Points system is to encourage positive attitudes to work, high standards, good manners and behaviour, initiative, and a sense of responsibility. Points should be awarded to reward pupils for good work and good behaviour. Every child should be encouraged, regardless of ability. Effort, perseverance, personal achievement, consistency, attentiveness, involvement, keen interest, care and courtesy are all worthy of house points. House points are also used to encourage good behaviour and co-operation in group situations. A record must be kept in class of the individual points scored by each child. This will enable awards to be given at the end of the school term and year. It is up to the discretion of the teachers as to how this is displayed. House point totals are regularly updated by the Headteacher and shared in assemblies. House Captains make sure totals are displayed in each year group. Small trophies are awarded each term to children in each year group who have made significant contributions to their House.

### **Merit Certificates**

When a child has received 10 house points a merit certificate is awarded. These are presented in assemblies and house badge (of the appropriate colour) is collected from the school office. Upon receipt of 2 merit certificates children gain a 'Non-uniform Day Token'. These can be used at any time (perhaps for a birthday) to allow a child to come to school in clothes of his or her own choosing. This system effectively rewards children for many different actions. However, other small rewards may be given to children by staff. These include verbal praise and positive body language, stickers and collective 'class rewards' (e.g. pasta in a jar).

### **Sanctions**

Children who do not follow the school rules will receive the following sanctions individually from all staff:

- ✦ **Reprimand:** It will be made clear that it is the behaviour displayed, and not the children, that is unacceptable. The consequences of the actions taken and its affect on others will be discussed with them.
- ✦ **Move pupil to another seat**
- ✦ **Teacher sanctions** – loss of privileges e.g. loss of playtimes (children to have time out standing at the wall at playtime, child's name recorded in Anti-bullying /behaviour file).
- ✦ **Loss of house point(s)**
- ✦ **Time out of class in another classroom or designated location**
- ✦ **See Headteacher or Deputy Headteacher.**
- ✦ **Contacting parents**
- ✦ **Child put on report:** For poor behaviour, or attitude to work, a member of staff may choose to give a child an 'A' mark (attitude) or 'B' mark (behaviour). If one of these is given, a slip (indicating the reason) is completed and taken to the Headteacher for signing. It is then taken home for signing by a parent/guardian. The accumulation of 3 or more of these 'marks' may result in a child being 'put on report'. If this happens work, or behaviour, is closely monitored by the Headteacher and the child in question is presented with a report card. A mark is recorded on this card by the child's teacher(s) for each session, including break times if appropriate. The child remains on report until the identified target score for each lesson/day is achieved. If progress is too slow, further parental involvement may be encouraged through the creation of an Individual Behaviour Plan (IBP).