



# Ellingham & Woodton Primary Federation

## WHOLE SCHOOL POLICY FOR **Behaviour** INCORPORATING Bullying Policy

Date Reviewed:	Agreed by Governors:	Date for Next Review:
September 2020		

Amendments made in BLUE are in recognition of pupils returning to full time education after a prolonged absence due to the COVID-19 Pandemic.

*Our vision is to love our neighbour,  
enabling everyone to flourish and to  
reach their full potential.*

# *Inspire Challenge Nurture*

## **Introduction/Aims**

Ellingham VC and Woodton Primary Federation is committed to valuing diversity and equality of opportunity. We aim to create and promote an environment where staff, children and parents are treated with kindness and respect and feel able to contribute positively to our community.

In order to achieve this, we expect mutual respect between adults and children and require the highest possible standards of behaviour from everyone. Our behaviour policy sets out how we aim to achieve and maintain these expectations. *As a school, we recognise the impact the COVID-19 pandemic has had on our pupils. We understand that children may have been affected by a lack of structure, discipline and routine during their prolonged absence from the school environment which may impact upon their behaviours when they return to full time education. In recognition of this staff are implementing a “Recovery Curriculum” to ensure the emotional, social and behavioural needs of every child are addressed successfully and with compassion and understanding.*

## **Values Underpinning our Behaviour Policy**

- We respect everyone and offer friendship and kindness
- We respect the beliefs and rights of others
- We respect the school building and everything within it.
- We always behave appropriately, being polite and considerate
- We always tell the truth

## **As a Federation we reject**

- Bullying
- Aggressive behaviour
- Discrimination
- Dishonesty

We believe that by promoting positive learning behaviours our schools will be purposeful working environments where everyone can achieve their best and feel safe and confident.

We also expect parents, carers and visitors to treat school staff and pupils with respect and that pupils will show equal respect to all adults in school.

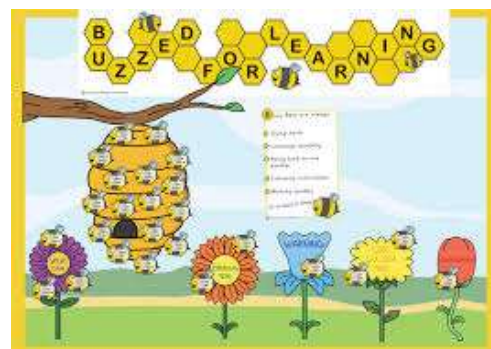
Our expectations will be made clear to each pupil at the start of the academic year through assemblies and class-based activities. These will include creating class rules, learning agreements and reviewing the whole school rules of:

Be Safe,  
Be Kind,  
Be Respectful,  
Be Our Best.

## Rewards

All staff are responsible for the behaviour of children within our schools and are expected to give praise and consequences. Our children need boundaries but also recognition of positive behaviours.

Both schools employ the “Buzzed for Learning” reward and consequence system which is displayed in each of the following classrooms; EYFS, Key Stage One and Lower Key Stage Two. In Upper Key Stage Two a slightly different visual presentation is used to recognise the increasing maturity of the children.



The “Buzzed for Learning” system recognises positive behaviours as well as those which require consequences. If a child demonstrates the positive behaviours, as set out in this policy, they will be rewarded with verbal praise and by moving their “Bee” along the flowers ([The class teacher will be responsible for moving the child’s “bee”](#)). Positive behaviours are rewarded across the school in the following ways;

- EYFS and Key Stage One children are given a sticker if they finish the school day on the “Great Day” flower ([Taken by the child off a sheet intended just for them](#)).
- Lower Key Stage Two children receive a raffle ticket which can be banked and then exchanged for a prize at each half term ([Virtual Raffle tickets are in place](#)).
- Upper Key Stage Two children become the “Star of the Day (Week)” and receive recognition and praise from their teacher in front of their peers. ([Virtual House points are being awarded](#)) Individual classes also have their own additional reward systems.

Those children who continually demonstrate these behaviours will be recognised for their achievement and effort with a certificate in the Friday Celebration Assembly ([On the weekly class newsletter](#)). Every week a child from each year class will be nominated as “Star of the Week” by their class teacher for outstanding contribution to the school community and/or academic effort.

Each child is also part of a House: Stephen Hawking, Beatrix Potter, Benjamin Britten or Kelly Holmes, which enables them to work as a team to earn and accumulate house points. These are awarded by all staff for behaviours in line with this policy and for demonstrating our Schools’ Values. Team points are also earned through intra-house sporting events and totalled up each week. At the end of each half term the members of the winning house will be rewarded with an additional ten minutes of playtime ([Virtual house points have been carried over to September 2020](#)).

However, we also recognise the need for consequences when a child is not displaying positive behaviours. These are as follows;

Step	Consequence
1	Verbal warning and the child (Teacher) moves their bee to the 'warning' flower
2	5 minute time out of playtime/lunchtime, move bee (teacher) to 'Time Out'
3	Cross classes – the child will be sent to another class for 10 minutes with a piece of work to complete (NOT Possible with bubble system)
4	If negative behaviours continue then either the Headteacher/Deputy Head Teacher will become involved (child will be spoken to outside of their bubble, with social distancing, by HT/DHT).

Should the child, at any Step on the consequence list, demonstrate that they are improving their behaviour they (the teacher) may return their "Bee" to the hive.

Staff will record all behaviours from Step 3 onwards or if any behaviours are physically aggressive, in the Class Behaviour File. Should a child have a particularly difficult day, where they are going back and forth between Steps, then this will also be recorded and shared with parents. Incident sheets will be reviewed by Mrs Querelle on a weekly basis (all sheets taken in on a Friday) in order to monitor individuals and give additional support if needed. If a child reaches Step 4, the class teacher will inform their parent/carer at the end of the day either in person or by telephone.

In the case of a single, more serious incident the Headteacher or Deputy Headteacher will become involved and the parents informed immediately or by the end of the school day depending on the severity of the situation. Should a child deliberately and repeatedly flout social distancing rules and/or their behaviour become too disruptive, despite staff interventions and support, they will be sent home. This will not be seen as an exclusion.

In extreme cases, other measures will come into immediate effect in accordance with the Exclusion Policy.

## Anti-Bullying

### Statement of Intent

As stated in our Behaviour Policy, we are committed to providing a nurturing, friendly and safe environment for all of our pupils and staff in which they can teach and learn. Bullying of any kind is unacceptable and will not be tolerated in our schools. We endeavour to provide an open environment where children can share their worries and know that their concerns will be dealt with efficiently and effectively.

### What is bullying?

Bullying is defined as deliberately hurtful behaviour, **repeated over a period of time**, where it is difficult for those being bullied to defend themselves.

Bullying is the use of aggression with the intention of hurting another person. It results in pain and distress to the victim.

### Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber	all areas of the internet, such as: email & internet chat room misuse, threats through social media, text messaging and phone calls. Misuse of associated technology, e.g. camera and video facilities.
Indirect	spreading rumours, excluding someone from social groups

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

Pupils in our schools are encouraged to report any bullying and unacceptable behaviour. Our staff are alert to the signs of bullying and act promptly against it in accordance with the school policy.

No one, child or adult, deserves to be a victim of bullying. Everybody has the right to be treated with respect. We intend that pupils and adults should learn ways of behaving which are in tune with and respect the feelings and rights of others.

## **Procedures – To be read in conjunction with Behaviour Policy**

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with as soon as possible by the member of staff who was approached.
- The incident will be reported to the Headteacher or Deputy Headteacher.
- The Headteacher or Deputy Headteacher will interview all concerned and will record the incident appropriately.
- Class teachers will be kept informed of the discussions with pupils.
- Parents will be kept informed of discussions and actions taken.
- Pupils will be supported to discuss the incident/issues and consider solutions together.

## **Signs and Symptoms**

If a child:

- Is frightened of walking to or from school
- Asks to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or “go missing”
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually “lost”
- Has unexplained cuts or bruises
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what’s wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received

## **Equal Opportunities**

At Ellingham VC and Woodton Primary Federation we encourage children to value each other irrespective of race, gender, disability or culture – discrimination in any of these areas is unacceptable in our schools. Staff endeavour to create a happy, caring and nurturing environment where children respect and appreciate each other as individuals.

Our primary objective is to educate, nurture and prepare our children whatever their gender, race, origin or ability to be citizens of the world. We believe that diversity enriches our lives and is to be valued.

ALL forms of discrimination by any person within the schools are to be treated seriously and it is made clear to the offending individuals that such behaviour is unacceptable.

### **Monitoring, Evaluation and Review.**

The schools will review this policy every three years (or earlier if necessary) and assess its implementation and effectiveness.

### **Appendices**

1. Behaviour monitoring sheet
2. School rules poster