



# BEHAVIOUR AND ANTI-BULLYING POLICY

## Introduction and Aims

The underlying aims behind promoting good behaviour are those of making everyone feel happy, secure and valued, viewing children as individuals, challenging and encouraging them to achieve their very best regardless of special educational needs, gender, race or physical disability. This enables them to have a true respect for themselves, each other and environment. This document forms an integral part of the whole school ethos.

All staff have high, realistic and achievable expectations of their pupils whilst promoting and encouraging equal opportunities for all.

## Encouraging appropriate behaviour

At Spring Grove School, adults aim to praise and encourage appropriate behaviour in and around school. Each class develops a 'Code of Conduct' for their classroom.

The school's Codes of Conduct (Appendix A, B and C) will be reviewed regularly by staff and children together. These should be referred to as we encourage children to do the right thing and make good choices.

We value Pupil Voice and believe that success will be met when pupils feel that they contribute to the process of creating the behaviour agreement.

Adults are positive and consistent with children. They encourage them to appreciate each other's good work or kindness. They make use of verbal praise and encouragement for correct and appropriate behaviour. If children demonstrate inappropriate behaviour the adult in charge should draw attention to the code of conduct. It must be stressed that it is the behaviour that is unacceptable and not the children involved.

Time spent counselling children about inappropriate behaviours is vital. Adults are encouraged to spend time talking through any incidents that occur; trying to help pupils understand how they could have behaved differently and the effect their behaviour can have on others.

Verbal and non-verbal communication, written praise and encouragement are recognised as the most powerful forms of reward by adults to all children. In addition, age appropriate rewards may be used in the classroom and around the school for groups or individuals if and when needed. Children may be rewarded additionally by being sent to their previous teacher, Head or Deputy for further praise, letters home and appreciation assemblies.

Children's significant social and academic achievements are further rewarded in a weekly Appreciation Assembly, where certificates given. We aim to keep parents informed of children's



success and good behaviour through award stickers, personal contact at the end of the day, parent's evenings and written reports on social and academic progress.

As good role models it is vital that adults are calm, positive, enthusiastic and fair in their interactions with children and other adults.

### **Dealing with inappropriate Behaviour**

Minor incidents are dealt with immediately or at an appropriate time soon after by the adult in charge of the children. Repeated minor incidents are recorded either electronically or as a written record kept by the class teachers and referred to the Head. More serious incidents (bullying, fighting, racial, gender or cultural abuse) are referred immediately to the Head, who will take appropriate action. Written records are kept on inappropriate behaviour by teachers and/or the Head (if more serious). If SMSAs deal with inappropriate behaviour this should be referred to the teacher to record in the class log where appropriate. Racist behaviour is recorded on the Local Authority Monitoring Sheets and a return is sent to the LA each term and reported on at each Governing Body meeting.

### **Dealing with an incident of poor behaviour and Sanctions**

It is impossible to plan beforehand how to deal with an incident of challenging or poor behaviour. There is no one golden rule for handling an incident of inappropriate behaviour. Adults must be consistent, thoughtful and fair, allowing the children their point of view. Any unacceptable or poor behaviour, other than low level incidents which are dealt with at the time by the adult in charge, should be referred to a member of the SLT. It will be noted in the central behaviour book (which is located in the Head teacher's office), discussed with relevant staff and contact will be made with parents and outside agencies if persistent.

### **Range of sanctions:**

- Firm disapproval of the incident
- Discussion with the children involved
- Apologies and guidance for action following the incident
- Time out, if appropriate
- Withdrawal of a privilege e.g. playtime
- Referral to Head or Deputy
- Verbal contact with parents by class teacher or Head
- Written contact with parents by class teacher or Head
- Behaviour chart agreed between pupil, parent and school
- Behaviour contract
- Exclusion (either lunchtime or fixed periods)



### **Long - term solutions and preventative measures**

If a child has behaved in an inappropriate way, follow up discussion must take place. Mediation may be necessary between pupils. Targets or guidance may need to be agreed with the pupil and a review of the situation should take place quite quickly. When improvements are noted or behaviour is modified a high importance should be attached to praise. If the above does not have the desired effect, further advice should be sought from the Head. Parents should be kept informed at all stages.

### **Anti-bullying**

For the purpose of this policy, the Anti-Bullying Alliance definition of bullying will be used:

*Bullying is the intentional (physical or emotional) hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim.*

### **Types of bullying behaviour**

There are two overall types of bullying behaviours - direct and indirect. Direct bullying takes place between the victim and the wrongdoer/s. Indirect bullying is often associated with social rejection by a wider peer group and is more subtle in its nature, for example spreading rumours, or deliberately ignoring the victim, use of social media to intimidate or reject another.

Bullying can take many forms, including:

Verbal - Name calling, insults, jokes, offensive language or comments, including graffiti, threats, innuendo, teasing, taunting, bragging, ridicule

Physical - Unprovoked assaults such as prodding, pushing, hitting or kicking, 'rushing/steaming', shaking, inappropriate touching, blocking the way, capturing, contact involving objects used as weapons

Social - Humiliation through exclusion or rejection by peer group, 'blanking', spreading rumours, gossiping, peer pressure to conform, using difference as a dividing factor

Cyber - Via the internet, email or mobile phone, e.g. text messages, phone calls, pictures/video clip, chat rooms, instant messages or posting on websites or message boards – see Online Safety Policy - 2016

Non-verbal - Staring, throwing dirty looks, 'cutting your eyes', gesturing, manipulating behaviour through intimidation, body language, invasion of personal space, silence, spitting, stalking, refusing to touch, playing mind games

Provocative - Inciting others to behave in a threatening/racist, sexist or homophobic way, bringing provocative literature or homophobic propaganda

Other - Extortion, blackmail, hiding or interfering with personal property, etc. forcing to take part in embarrassing initiation rites or humiliating acts, seeking sexual favours



### **Prevention of Bullying**

Personal and Social Education is valued highly at Spring Grove and work within this area is ongoing in every classroom and is supported by our PSHEE programme. Activities such as circle time, role play and use of selected stories or poems can have a strong impact on children's moral and social development.

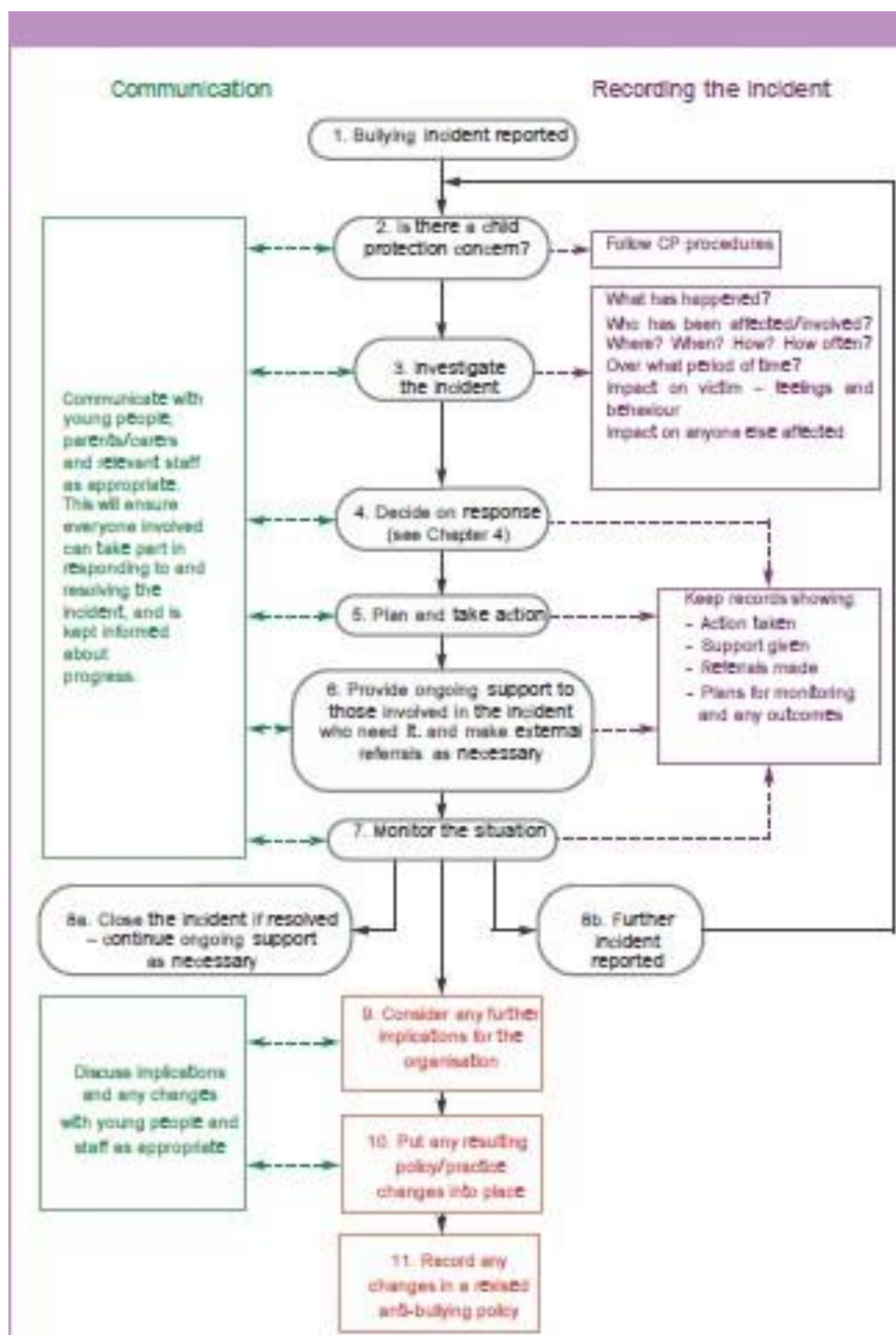
Assemblies are seen as an effective means of developing children's moral, spiritual and social awareness. Assemblies on particular issues and themes will be introduced as circumstances demand.

As a school, we sometimes host Anti-bullying weeks. Pupils are made aware of what bullying is and the forms it can take. They also discuss the consequences of bullying and reflect on their own experience. Pupils are strongly encouraged to treat others in the way that they would like to be treated.



## Procedure

At Spring Grove we refer to the London Borough of Hounslow Guidance on Anti-bullying (November 2011) when dealing with incidents of bullying. The flow chart below is taken from the guidance and used as tool by staff for dealing with incidents.





### **Conclusion**

At Spring Grove School we aim to develop the whole child. From the moment children join us in Nursery we are concerned for their overall development, happiness and well-being. Our pupils are at the centre of every decision we make in school. If we can foster in them good relationships with others and mutual respect, we are helping them to become thoughtful, caring individuals who have a positive contribution to make to society. This is an essential part of the school's Mission Statement and Aims. We consider pupils who behave well and have a positive attitude towards the school and its community to be a vital part of an effective school.

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### Appendix A

#### SCHOOL CODE OF CONDUCT

1. Please walk calmly around the school, keeping to the left hand side of the stairs.
2. Please look after our school and each other's belongings.
3. Please be polite and kind to everyone (treat others as you, yourself, would like to be treated).
4. If you feel unhappy, please talk to a friend or an adult (never suffer in silence).

### Appendix B

#### PLAYGROUND CODE OF CONDUCT

1. Be considerate and friendly on the playground.
2. Please stay on the playground and do not return to the classrooms unless you have checked with an adult first.
3. Play well outside. Look after each other and help children who seem lonely or upset.
4. Look after playground equipment.
5. Seek help from an adult if you are hurt or if you think there is a problem.
6. Be polite to the adults who help you at lunchtime.

### Appendix C

#### DINING HALL CODE OF CONDUCT

1. Be polite to the adults who help you at lunchtime.
2. Please be considerate in the dining hall.
3. Please speak quietly and remember table manners when you eat.
4. Wait quietly until you are told you may leave the hall.
5. Please walk at all times whilst in the dining hall.
6. Please leave your table as you would like to find it.