Wootton-by-Woodstock CE Primary School

DEFINITION
An agreed code of values and conduct to which all children and adults adhere while attending Wootton School. Positive behaviour patterns can only be achieved with the commitment of the whole school community providing a strong and consistent approach to behaviour. At Wootton our behaviour management strategies are rooted in Christian values and embedded in a strong school ethos.

AIMS
- To create a climate for learning in which both adults and children can develop secure relationships. This should be calm, purposeful and disciplined and enable effective teaching and learning to take place in a safe environment.
- For each child to recognize that their behaviour is a choice, and develop an awareness of the need for self discipline
- To make clear the school expectation of high standards of behaviour, ensuring that pupils, parents, staff and governors share a common understanding of how these standards can be achieved and to share that responsibility.
- To attain high standards of behaviour and positive attitudes
- To prevent bullying.
- To have positively stated rules which are few in number.
- To ensure that rules, rewards and sanctions are applied consistently.

GUIDELINES

General

1. All paid adults 'have the power to discipline pupils' (DfE) appropriately.
2. All adults in school have a duty to promote good behaviour and work according to this behaviour policy. Responsibility for behaviour is a shared commitment by all members of the school community; children, teachers, TAs, lunchtime supervisors, voluntary helpers and parents.
3. Children are encouraged to take care of and respect everybody and everything. They should try to:
   - Understand each others point of view
   - Avoid using threatening or violent behaviour
   - Apologise
   - Tell the truth at all times
   - Be polite at all times to all people in or out of school
   - Be obedient
   - Abide by school rules
   - Keep the school clean and tidy
4. Adults need to be consistent with themselves and each other when dealing with incidences of bad behaviour. Adults should be seen to support each other.
5. Good behaviour is acknowledged and rewarded through agreed reward systems.

6. Unacceptable behaviours are dealt with using agreed school strategies. The child's viewpoint should always be heard and valued.
7. Adults should be aware that informal contact with children, when positive, can improve working relationships by building mutual trust and respect. Try to:
   - greet pupils with a smile
   - show an interest in their personal lives
   - chat to pupils informally
   - be a good role model
   - try to rebuild relationships after using control tactics
8. Reasons for rules or why some behaviour is unacceptable are explained.
9. Threats of sanctions should generally be carried out if bad behaviour persists so adults must be careful and think about what they say before they say it.
10. Some minor behaviours can be ignored – they go away
11. In cases of severe behavioural difficulty the appropriate outside agencies are contacted. These may include EBD teachers, the Educational Psychologist, Team Teach, SENCo and others less directly connected with the school.

Behaviour Management

We make use of an agreed list of procedures:
a. The home-school agreement
b. The school prospectus
c. The ODST Anti-Bullying Policy and Behaviour Policy guidance
d. The playtime rules, which are shared with lunchtime supervisors
e. The taught curriculum- PSHE and Values education
f. Assemblies and Worship
g. The School Council
h. Agreed behaviour modification strategies
i. Anti-Bullying support information from the Local Authority
j. The Team Teach approach to physical intervention strategies

Some strategies for dealing with common misbehaviours

Chatting in class-	Eye contact
	Facial expressions
	Signals
	Direct instruction/warnings
	Offer choices
	Stop and wait
	Separate children
	Time out/isolation
Time wasting-	Use payback time (detention) in or out of school hours
	Letter of apology
	Send work home for completion
	Offer choices
	Bypassing attention
Disrespect – property	Removing graffiti
	Community service e.g. tidying up
Repeated misdemeanours-	Contact parents
	Monitoring

Modification techniques (charts, books, stickers, cards)
'On report'
Behaviour management contracts
Temporary exclusion

Always allow take-up time and cool-off time
Sometimes bad behaviour can be redirected or invalidated by use of humour

Keeping Children Safe in Education 2018
Keeping Children Safe in Education(KSIE) (September 2018) states that "Peer-on-peer abuse includes **bullying**, physical abuse, sexual violence and sexual harassment, sexting, and so-called initiation ceremonies". Wootton-by-Woodstock school reduces the risk of these by embedding into its culture and ethos an understanding of and **respect** for others as one of its core values. Worship, PSHE, positive relationship building, ELSA and incident management will minimize risk. Any incidents will be recorded, investigated, dealt with appropriately and recorded. Perpetrators and victims will be supported. It is made clear that this, and any other kind of abuse will be treated seriously; it is quite different from relational conflict. Staff, pupils and parents will be given opportunities to learn about and understand all kinds of bullying on an annual basis during anti-bullying week and more often if necessary. The school has signed up to the Anti-Bullying Charter.

Bullying Definition
Wootton- By-Woodstock School works to the DfE definition of bullying. That is:
'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'
Bullying means that a child or group of children use his/her/their power over another to make them feel 'bad'. It is not a single incident or saying something in the heat of the moment but controlled and calculated. It may be physical, emotional, or indirect. Children are taught that minor isolated negative incidents are not deemed as bullying. However, all allegations of bullying are investigated.

Bullying Behaviours
Bullying behaviour includes: name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping, excluding people and spreading hurtful and untruthful rumours. (Safe to Learn, DCSF 2007). These may be directed at anyone but may be prejudice related and directed at groups with protected characteristics (e.g homophobic and biphobic, gender based, sexist, sexual and transphobic bullying, racism, religion, SEN and disabilities bullying). To find up to date definitions of bullying methods and practices readers of this policy should refer to the Oxfordshire Schools web pages at http://schools.oxfordshire.gov.uk/cms/content/policy-and-guidance

Discriminatory Language
Discriminatory language is not acceptable and will be challenged. We recognise that some language may be simply *'heard in the playground'* and may not be understood by the perpetrator, for example, 'you're so gay'. In this case investigating adults will pursue the incident with sensitivity to all parties. If the language is understood and used

deliberately then the incident will be deemed as bullying and dealt with accordingly. Guidance may be found on the above website.

Cyberbullying
Pupils at this school do not use personal devices and effective monitoring systems are in place so that opportunities for cyberbullying are limited. Any incidences of cyberbullying which occur off the premises and are brought to the attention of the school will be dealt with appropriately by referring to guidance on the Oxfordshire ant-- bullying web pages, the school's own E-safety policy and the Oxfordshire E-safety and Cyberbullying Toolkit 2016.

Preventing Bullying
Incidences of bullying at this school are extremely rare. This is because the school nurtures a caring ethos based on Christian values which impact positively and strongly on pupil behaviour. This happens through:
  Worship
  School council
  PSHE
  Nurture groups
  ELSA programmes
  The behaviour policy
  Rewards systems
  Support from external agencies e.g. Educational Psychologist
  Adult behaviour modelling
  Systems and procedures
  Communications with parents
  Anti-bullying week
  Recognising signs of bullying

Some Strategies for dealing with Bullying Behaviours in School

Bullying/social problems-   Time out
                                Holding adults hand/close supervision
                                Counselling
                                Diversions e.g. Game teaching
                                Drama
                                Class worship/assemblies
                                Discussion
                                Circle time
                                Class codes of conduct
                                Contact parents
                                Monitoring
                                Behaviour contracts
                                'On report'
                                School Council initiatives
                                SEND education plans
                                School council
                                ELSA support

Bullying Occurring Out of School

The Education and Inspection Act 2006 gives Head Teachers the power to 'such an extent as is reasonable to regulate the behaviour of pupils when they are off the school site'. DfE guidance states that 'all forms of bullying should be handled as a community issue for the whole school… and where bullying outside school is reported to school staff it should be investigated and acted on'. When reasonable to do so, and with parent and community support the school will endeavour to follow this guidance. Following such a report the school's usual investigative procedures will be actioned to ascertain the facts, offer support and identify a resolution.

Support for Targeted Pupils and Perpetrators

This school provides an environment in which pupils are comfortable about speaking out and may approach any adult of their choice. Should there be any isolated incidents or, suspected or alleged incidents of bullying the victims will be supported through:

- Listening actively to the allegations
- Investigating the allegations through interviewing the perpetrator and witnesses
- Counselling
- Arbitrating
- Sharing information with parents
- Class activity
- Monitoring future behaviour by the children concerned
- Putting protective behaviours/strategies in place
- Using ELSA
- Seeking causes for bullying behaviours
- Should bullying be determined then the procedure (at the end of this policy) for recording the relevant details will be followed
- Working together to find solutions and restore harmony

Support for Parents

Parents are given information about how to communicate with the school in many contexts (See School Prospectus). Parents may follow these methods of communication with regard to bullying. In addition, periodically, information about bullying is sent home and parents may be invited to participate in activities in relation to anti-bullying education e.g. Anti-bullying week events.

Communicating about Alleged or Suspected Bullying

Parents may communicate with school staff in a range of appropriate ways:
- By email
- In person
- By letter
- Via the suggestion box
- By telephone

and pupils by:
- Using the classroom worry dolls to post messages
- Speaking to a trusted adult
- Speaking to an older child who can tell an adult
- In PSHE lessons

- In ELSA sessions

It is not appropriate to try to deal with alleged or suspected incidents through social media or by launching an 'attack' on other parents.

Physical Intervention
Restrictive Physical Intervention (RPI)
Very rarely, the need for physical intervention may arise. Any physical intervention strategies used will be 'reasonable and proportionate.' In order to keep the situation controlled and safe the following Team Teach strategies may be used:

- Clothing, arm, neck and hair responses, including the knuckle squeeze, to disengage children
- Caring Cs
- Single Elbow
- Double Elbow
- Bite responses
- Steering away- to separate fights
- Figure of Four
- Half Shield
- 2 person Single Elbow
- Two person Double Elbow
- 2 person Figure of Four
- Seated Single Elbow
- Seated Figure of Four
- Seated T wrap
- T-wrap – to restrain and escort an unruly child

Even more rarely, incidences may arise in which a pupil may need a positive handling plan. In this instance a fully documented risk assessment and plan will be formulated and practiced. It may be part of a more general Behaviour Support Plan. Records of RPIs will be filed in Case work, pupil files, electronically and will in the Bound and Numbered book.
This school will abide by the Local Authority's Positive Handling Plan.

Malicious Allegations against Staff
In the unlikely event that malicious allegations are made against a member of staff the incident will be referred to the Governors with responsibility for Behaviour and Pupil Discipline. Information with regard to the pupil and the nature of the allegation will be recorded in writing. Depending on the nature of the allegation reference may be made to the Local Authority Safeguarding Allegations policy, which this school has adopted, the police may be contacted and temporary or permanent exclusion may apply. Any pupil or parent of the pupil making such an allegation would be at the very least expected to submit a formal apology in writing. Details of any allegation made by a pupil will be kept in the confidential section of their school record.

Celebrating Positive Behaviours
Formal procedures wherein we recognise and celebrate good behaviour include PSHE targets, House Points, school achievement celebrations, assemblies, school reports, congratulatory postcards to parents.

Health and Safety
Some behaviours can put a child and others at risk. Where this is deemed to be the case risk assessments are conducted and practices put in place to reduce the risk. See Health and Safety Policy.

Professional Development
Adults are given the opportunity to attend INSET and take part in other relevant projects that allow professional development to take place. Staff will be encouraged to undertake training in behaviour management as opportunity arises. All staff are trained in physical intervention strategies with Team Teach. This accreditation is renewed at three-year intervals. Should there be a necessity for further Team Teach strategies then training will be arranged. All staff have access to http://www.team-teach.co.uk/, underwritten by BILD, the British Institute for Learning Disabilities, http://www.bild.org.uk/

Monitoring and Evaluation
The school monitors and evaluates on a continuous basis through:
- Lesson observations, the quality of teaching and class room management
- The quality and effectiveness of behaviour management strategies
- Assessing learners
- The quality of resources to support behaviour management
- Feedback from pupils, parents, governors and external agencies
- Bullying Incident Records (see appendix)

Equality
We reflect and promote a child's key rights irrespective of religion or belief, race, nationality, ethnicity, gender, sexual orientation, age, ability or disability, opinion or family background. All children have equal access to opportunities in all areas of school life and have the right to experience, enjoy and express themselves in these free from the threat of negative or bullying behaviours. See Equality Policy

Spiritual, Moral, Social and Cultural
The teaching of positive behaviours will enable the children to gain a deeper understanding and awareness of social, moral, emotional, cultural and spiritual issues.
Spiritual: How behaviours have affected people in the past and will affect those of the future; how this affects the quality of life we experience
Moral: To make sound judgements, treat others with respect for their rights and personal freedoms, obey rules, show adequate consideration and maintain moral standards
Social: Accept and abide by social standards, consider others, exhibit good manners, be polite and respectful to all, express opinions with regard for the feelings and positions of others
Cultural: To develop understanding of multi-cultural awareness, sensitivity and respect for those from cultures different to their own.

Legal duties and Responsibilities and Teachers' Powers
Wootton School has a legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006. This power applies to all paid staff.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits

Teachers can discipline pupils in certain circumstances when a pupil's misbehaviour occurs out of school.

Teachers have the power to impose detention outside school hours

Teachers can confiscate pupil's property.

This policy should be read in conjunction with Behaviour and discipline in schools, advice for head teachers and school staff, DfE, February 2014. This document clearly states what the law allows.

This policy should also be read in conjunction with the:
Safeguarding and Child Protection Policy
The ODST policies for Behaviour and Anti-bullying
E-safety policy
Equality Policy
and,
Keeping Children Safe in Education September 2018

Agreed: Revised October 2018   Person responsible: V Lucas

To be reviewed: October 2019

Recording prejudice-related incidents and bullying

- Collect details, either to keep on this form, or else to enter into your IMS.

- To enter details into SIMS .net, go to **Focus > Behaviour Management > Maintain Behaviour Incidents > New**

- Choose **Prejudice-related incident** or **Bullying** from the 'top level' **type**, then if appropriate, choose one **Type of Bullying** as motivation.

- Choose one or more appropriate **Additional Types**.

- **NB** Record sufficient detail to identify exact nature of prejudice or type of bullying in **Comments**

Reason for prejudice-related incident / bullying (delete as appropriate)		**Additional Type:**	
Young carers, looked after children	☐	Assault	☐
Appearance or health condition	☐	Verbal abuse (pupil / teacher)	☐
Race Religion or Culture	☐	Threatened	☐
SEN or Disability	☐	Theft / taking property	☐
Sexist or Sexual	☐	Cyberbullying	☐
Transphobia	☐	Emotional bullying	☐
Sexual Orientation (homo/biphobia)	☐	Excluding	☐
Other (record in **Comments**, below)	☐	Written derogatory comments, incl. graffiti	☐
Alleged	☐	Other (record in **Comments**, below)	☐

The categories above put some equality groups together e.g. **Race, Religion or Culture**, so please use the **Comments** box to explain which.

Activity: (lesson where bullying took place, if relevant)

Locality

Bus
☐

Classroom
☐

Corridor
☐

Date of Incident:

Dining Hall
☐

Playground
☐

To, or from, school
☐

Time:

Toilets
☐

Outside school premises
☐

Other (record in Comments)
☐

Comments

Recorded on: **Status:**
                                                Resolved
                                                ☐
                                                Unresolved
                                                ☐
                                                Further intervention needed
                                                ☐

Staff recording the incident…

Name: **Role:**

Staff involved: **Role:** (Target / Aggressor / Witness)

Pupils involved:
Name: **Role:** (Target / Aggressor / Witness / Participant /
Bystander)

Individual Student Record

Is this a serious incident that raises safeguarding concerns?   ☐ Yes   ☐
No

If Yes, date of referral to Designated Safeguarding Lead
………………………………….
(record concerns/action taken below)

Have you had contact with the target's parent / carer?   ☐ Yes   ☐
No

If Yes, by phone / letter? Date of contact:..

Have you had contact with the aggressor's parent / carer?   ☐ Yes   ☐ No

If Yes, by phone / letter? Date of contact:..

Are any other agencies involved?   ☐ Yes   ☐ No

If Yes, which agencies?

Does the incident require a multi-agency response?   ☐ Yes   ☐ No

If Yes, or other agencies already involved, and incident was prejudice-motivated, consult local authority as to whether Hate Crime report appropriate.

Signed ....

Name ....

Details of any subsequent actions or follow-up
(record in Comments)

Checklist for Managing a Bullying Incident

	✓
1. Young person tells you he/she is being bullied or incident is observed	
2. Report to a responsible member of staff	
3. Record incident following Oxon guidelines	
4. Ensure that an appropriate adult meets with the target of the bullying. Follow interview guidelines and record.	
5. Listen to other young people who may have observed the incident. Follow interview guidelines and record.	
6. Ensure that appropriate adult meets with the young person alleged to be responsible. Follow interview guidelines and record.	
7. If there is evidence or admission of bullying, issue appropriate sanctions following Anti-Bullying policy and behaviour policy. If you are using a restorative approach provide opportunity for young person to reflect and consider how they might make amends.	
8. Consider whether the impact of bullying is severe enough to warrant this being a safeguarding issue. If appropriate refer to designated safeguarding lead.	
9. If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned	
10. Inform the target of outcomes and actions taken. Keep them informed throughout. Provide on-going support	
11. Inform the young person responsible of outcomes and actions taken, Keep them informed throughout. Provide on-going support	
12. Contact the parent/carers of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
13. Contact the parent/carers of the young person responsible for the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
14. Where a criminal offence has been committed, consider reporting the incident to the police or inform parents of the target that they may want to do so	
15. Consider what additional input is required in terms of: proactive work to address prejudice or promote diversity, work with class or year group, assembly, individual or group work with young people concerned, referral to outside agencies etc. If concerns are serious, visit the OSCB website to consider whether referral for further child and family support might be appropriate	
16. Monitor the situation and review with all parties to ensure the	

bullying has stopped.	
17. Review how successful your approach has been. What additional preventative measures need to be in place?	

Guidelines for interview with all parties

- Consider using a restorative approach to respond to the incident if staff have received appropriate training. For further information about effectiveness of restorative approaches please see [Full report – the use and effectiveness of anti-bullying strategies in schools (.pdf format, 2Mb)](). For further information about restorative approaches training within Oxfordshire please contact the Anti-Bullying Co-ordinator jo.brown@oxfordshire.gov.uk 07826 950523
- Allocate sufficient time to listen
- Take the incident seriously and reassure them
- Take steps to make sure they feel safe.(particularly target and young people who may have observed the incident)
- Offer confidentiality (with usual child protection exceptions)
- Listen to the details of what happened and record.
- Consult the target about how the incident should be dealt with as far as is appropriate. NB informed choice is an essential part of any restorative input involving the young person responsible.
- Consult the young person responsible about how they might make amends. NB Informed choice is an essential part of any restorative work.
- Inform and consult parents/carers of both parties about management of the incident including offer of appropriate support. Ensure that you label the behaviour not the child.
- Keep everyone informed of the outcomes of action and discussions

Importance of monitoring and review

- How effective was the response?
- Has the bullying stopped?
- Does the target feel safe?
- Did the behaviour of the child doing the bullying change?
- What was learnt?
- Are current systems for responding effective?
- Do additional preventative measures need to be in place?