



Three Hares Primary Schools Behaviour & Anti-Bullying Policy



This policy will be implemented in line with the requirements of the school's Vision and Ethos Statements, to ensure that the child's experience at this school is effectively contributing to his/her learning experience and development as an individual. It will also be implemented alongside the Dartmoor Multi-Academy Trust's over-arching Behaviour Policy. The school firmly believes that a happy child is a learning child, so it is essential that every child is able to behave in a way that is safe and comfortable for their own and others' well-being.

All children should:

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

To actively support these 5 key elements, our Behaviour Policy has been designed to meet the needs of our children, so that they can feel good about themselves and their school, safe in the knowledge that there are high expectations for good behaviour. This is in compliance with the Equality Act, 2010 in respect of safeguarding, pupils with Special Educational Needs and all vulnerable children. Our school community has high expectations of the standards of behaviour and staff will actively promote this good behaviour in line with the school's values. Expected standards of behaviour will be regularly referred to and explained to all children and consistently applied by all staff. Behaviour is regularly monitored.

Equality, Prevent Duty and British Values

Our school ethos is to value the individuality of all our pupils. We are committed to giving all our children every opportunity to achieve the highest of standards. Within this ethos of high expectations, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability, racial discrimination including discrimination based on religion or belief/non-belief, sexual (orientation) harassment and discrimination, gender re-assignment, and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, sexual orientation, disability, gender, gender re-assignment, religion, belief/non-belief or background.

An Anti-Bullying policy is crucial and we feel strongly that we incorporate our anti-bullying message, strategies and policy into a positive, pro-active ethos, which recognises the need of the individual to feel safe and comfortable. This, we feel, gives an important message about how we approach discipline within our school.

However, this in no way compromises the response to bullying should it take place – it will not be tolerated but will be investigated and dealt with by the staff in a manner that reflects its importance.

Pro-Social Behaviour

The essence of our policy is to ensure that all children in our school feel secure and happy so they can approach a trusted adult to inform them about an unhappy or difficult situation. This aims to give everyone the opportunity to act before the situation deteriorates into unacceptable levels of behaviour. School Pupil Voice groups, a developing buddy system and all members of Year 6 (as ambassadors for the school) are encouraged to be pro-active in their support of this policy.

Whole School Strategies to Minimise Bullying

1. Buddies and Year 6 pupils to support good behaviour in the playground.
2. A regular programme of PSHCE work, including role play, will support this policy.
3. There will be regular teacher – class discussion, e.g during circle time, dealing with friendship / playtime issues, as well as year group and whole school assemblies to promote positive behaviour
4. Peer support will be strongly emphasised: children will be taught how to effectively support a bullied child and how to resist “joining in” with bullying
5. Emphasis on developing a “toolkit” of Values to promote good behaviour and strong ethos
6. Annual participation in Anti-Bullying Week in conjunction with anti-bullying alliance:

Advice to children if you see someone being bullied:

- DO let a trusted adult know;
- DO try to be a friend to the person being bullied;

If you are a victim of bullying:

- TELL a teacher or another adult in school;
- TELL your family;
- TAKE a friend with you if you are scared to tell someone by yourself;
- KEEP telling people until someone listens;
- DON'T blame yourself for what has happened.

Curriculum Time

Every child through assemblies, Circle Time, PSHCE and with their class teacher will be made aware of the high standards that are expected in terms of behaviour, through discussion and reflection. This specifically relates to showing kindness, consideration and respect for all people and their property; as well as developing their skills in understanding and appreciating different religions, cultures and backgrounds. The crucial attributes of tolerance, patience, ‘give and take’ along with a calm, considered response will be nurtured through a range of experiences in school, with all children being taught to demonstrate respect, particularly in relation to ‘differences’ which need to be acknowledged, supported and celebrated as appropriate.

Reward Systems

Most children respond well to the encouragement and praise of adults, hence in school we prefer to use this as our first step approach. Class teachers will employ a range of methods to reward pupils for their achievements with good/considerate behaviour, effort, good manners and politeness ranging from stickers to house points. Team effort is rewarded too, through a range of strategies

such as table points, marble jars and particular effort is encouraged with a range of Star of the Week awards across the year groups. Class contracts to establish a positive school environment for all are developed at the start of each academic year include aspects promoting good playground behaviour. Certificates may be awarded in assembly, recognising children who demonstrate thoughtful, kind, considerate behaviour at lunch times, nominated by staff or other pupils. Achievement certificates are awarded for excellence in any aspect of the child's contribution to life in school, be it work or play.

Rewards systems are regularly monitored for their consistent, fair application and effectiveness.

Low Level Sanctions

Staff may need to use a range of low-level sanctions to remind children who consistently forget the codes of behaviour or learning requirements during the school day. These sanctions may be losing some or all of a breaktime, talking to the teacher specifically about their behaviour or attitude, or staying with a teacher during a period of their lunch break. During these occasions, the teacher will explain carefully the child's difficulty and discuss strategies which will improve their response.

Sanctions will be monitored for their proper use and effective impact.

These sanctions will be given at the teachers' discretion and will very much depend on children's individual circumstances and specific needs. They will act as a guide and provide a starting point in helping to ensure consistency of high expectations of behaviour.

Traffic Light System

This strategy will then be used if a child decides to contravene the expectations we hold and persists in behaviour which is unacceptable to the school. **Children may be 'Fast Tracked' through this process for more serious incidents.**

Stage 1: Green Level – involves the Class Teacher

- child has persisted in their behaviour despite verbal warnings.
- if the behaviour continues, the teacher will record each incident
- At the teacher's discretion and depending on the severity of incidents, the child will enter the '**green**' level, which requires the teacher to invite parents in to school to discuss the behaviour issues and strategies to be used at school and at home.
- parents, class teacher, support staff monitor behaviour (often using communication that is sent home, as positive encouragement or behaviour book as appropriate)
- a review at the end of 4 weeks will follow with the child removed from green level with improvement

Stage 2: Amber Level – involves Class Teacher and Senior Teacher/Leader

- should further incidents occur, the child will be reported to a Senior Teacher/ Leader who will decide through discussion with colleagues, Senior Leader(s) and parents on an appropriate course of action
- the child is now at the '**amber**' level
- parents will be contacted again
- child given a home/school report book

- behaviour monitored for 4 weeks, following improvement the child will be returned to green level
- further monitoring for 4 weeks will remove the child from green level if behaviour is acceptable
- if parents fail to attend behaviour monitoring meetings, then parents will be informed in writing and the child will be moved to next stage

Stage 3: Red Level – involves Class Teacher and SENDCO

- if further incidents occur, the child will be reported to the Head of School
- the child will be placed at '**red**' level
- parents will be contacted to arrange a meeting, and the child will be placed at 'School Action' on the special need register
- an 'Individual Education Plan' with behaviour targets will be created
- should behaviour continue to cause concern, the Head of School will request that the Special Educational Needs co-ordinator refers the child to the Behaviour Support Services team

Stage 4: involves the Class Teacher, SENDCO, Principal

- if the child reaches this stage, the Principal will be involved and will fully consult with all parties involved to decide on an appropriate course of action
- it may be that exclusion of the child is the only course of action, in which case exclusions are either fixed term or permanent and the Governors are involved with the process for both

Throughout this process, pupils will be given time to reflect and will be forgiven. At no point should a pupil feel unloved or uncared for. All staff are reminded that behaviour is a form of communication and it is our aim to get to the root of the problem and support the pupils to communicate safely and effectively.

The school reserves the right to:

- screen and search pupils for items prohibited in schools which may cause injury, or offence to themselves or others
- use reasonable force or make other physical contact. At all times the use of force will be a last resort but may be used in the following types of circumstances (see Section 93 of the Education and Inspections Act 2006):
 1. to separate children who are fighting or where safety of other pupils or staff is an issue
 2. where there is a risk of significant harm to themselves, others or damage to school property
 3. to prevent a child from leaving the classroom/school buildings where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
 4. to remove a disruptive child who refuses to leave a room when instructed to do so

Reasonable adjustments will be made for disabled pupils and with Special Educational Needs. Staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour management techniques.

- discipline outside the school gates in response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. Sanctions in this policy will be applied in response to poor behaviour when the child
 1. is taking part in any school-organised or school-related activity, wearing school uniform, or identifiable as a pupil at the school or could have repercussions for the orderly running of the school;
 2. poses a threat to another pupil or member of the public;
 3. could adversely affect the reputation of the school.

These measures will however only be applied in a lawful way.

Malicious Accusations against staff

Disciplinary action will be taken against anyone who is found to have made malicious accusations against school staff.

Anti-Bullying Policy:

Definition of Bullying

Bullying is not always easy to define. Bullying is behaviour by an individual, peers or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally. An act, or acts, of bullying can take place at any time in or outside school premises or hours. This policy will apply at any point whilst a child is registered as a pupil at our school. All staff are trained to be vigilant about all forms of bullying and/or peer abuse.

- **Physical.** Pushing, kicking, hitting, pinching and other forms of violence or threats.
- **Verbal.** Name-calling, sarcasm, spreading rumours, persistent teasing because of appearance etc.
- **Emotional.** Excluding, tormenting, ridicule, humiliation.
- **Racist.** Racial taunts, graffiti, gestures.
- **Sexual** - unwanted physical contact or sexually abusive comments;
- **Trans** - bullying based on prejudice or negative attitudes, views or beliefs about trans people
- **Sexist** - bullying because of their sex or because they may not be perceived to conform to typical gender norms
- **Faith** - because of their religion
- **Social class** – because of their background or social class
- **Homophobic** - because of, or focussing on the issue of sexuality;

- **Ability** - because of, or focusing on learning and/ or physical disabilities;
- **Cyber** - all areas of internet use, such as e-mail and internet chat room misuse, mobile threats by text messaging, including sexting & calls, misuse of associated technology

Bullying is a protracted, concerted targeted attack on an individual. This can take the form of a sustained variety of behaviours which result in a great amount of unhappiness for the child who is being bullied.

Of course, the perpetrator will often rely on a mix of these techniques, and include other children in the bullying, either as witnesses or active participants. Repeated attacks may escalate in intensity. Emotional bullying, like ridicule and exclusion, seems to be more common than physical violence and from our experience in school, it can also be the most difficult type of bullying to cope with or prove. New methods have also followed this old problem—texting, cruel photos from a mobile, emails and web-based attacks are increasingly prevalent - this is '[cyber-bullying](#).'

To respond to this situation, we ask that all children abide by the Dartmoor Mult Academy Trust Acceptable Use policies and do not join Facebook (or any social networking site) until they are at secondary school. It is against the Terms and Condition of Facebook for children under the age of 13 years or not in secondary school to join and we will monitor this rigorously to ensure the safety of our children.

Children who bully may seem to focus on one presumed characteristic of a child. However, do remember that a child's alleged "difference" is not really the point of the bullying—bullies are playing with power any way they can. Children who are bright are often bullied, as are children with learning differences; tall children are bullied, as are small ones.

Response to Bullying

In response to any bullying claims the following steps will be taken:

- the Class Teacher is instantly involved and depending on the circumstances, the a Senior Teacher or Head of School as well. The incidents will be thoroughly investigated with all parties and witnesses.
- the child, who has been bullying another, will instantly be placed on the Behaviour Monitoring system at the appropriate level, depending upon the severity of the incident) and will then be involved in a series of discussions with a range of different staff members.
- the parents of both children will be informed. The parents of the perpetrator of the bullying will be invited into school to discuss their child's behaviour, informed of the sanctions and included in all the steps that are being taken to support the improved behaviour of their son/daughter.
- the child will have the sanctions explained to them as a consequence of their actions. They will also be given support and encouragement to understand their own behaviour and given plenty of opportunity to discuss the right actions that will apologise and work towards a positive response, between the perpetrator and the child who has been bullied, to enable a positive outcome for both parties following the situation.
- After a satisfactory period of time, the situation will be reviewed with the child, staff and parents to ensure that a positive outcome has been achieved

In severe, or persistent cases, the Executive Headteacher will become involved, alongside the Behaviour Support team or a School Counsellor, if appropriate. Every effort will be made to support the child to integrate into school life in a more positive and well-behaved way but if this does not result in an improvement to the situation then exclusion may follow.

The child who has been bullied will be supported by:

Offering an immediate opportunity to discuss the experience with an appropriate member of staff

of their choice;

- Reassuring the child;
- Offering continuous support with a designated member of staff;
- Restoring self-esteem and self-confidence;
- Referral to a Peer Mentor if appropriate;
- Referral to a counsellor, if appropriate;
- Offering support and advice to parents;
- Being informed about the outcome of the investigation in to their concerns.
- Include Children's Services where appropriate (e.g. where there are linked safeguarding concerns)

Pupils who have bullied will be helped by:

- Discussing what happened;
- Discovering why the student became involved;
- Establishing the wrong-doing and the need for change;
- Informing parents to help change the attitude of the student;
- Involving other agencies, including Police and Children's Services, to support a change in behaviour;
- Referral to a counsellor (if appropriate);
- Attend a mediation (restorative justice) meeting with the affected child to resolve issues and prevent recurrence.
- Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions will also have to be used against bullies.

Sanctions

Students who have bullied will be punished appropriately according to their behaviour, in accordance with the school's Behaviour Policy. Permanent exclusion may be an appropriate sanction.

Fixed term exclusions

In exceptional circumstances, it may be necessary to exclude a learner for a fixed time period, and this would always be considered very carefully. Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the learner, other learners or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence
- Incidents of significant damage to property
- Incidents involving drugs

Decisions to exclude learners are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the learner. Exclusions can also be managed internally and a learner may be removed from class for a fixed period of time. Exclusions are a last resort. We will always try to adapt and personalise provision for

all of our learners in order to ensure that they are able to access education.

Permanent exclusions

It is extremely rare for us to permanently exclude a learner. In the event that our school is not able to meet the needs of an individual learner, we will always aim to work with the learner's family and the Local Education Authority to identify a suitable alternative placement for a managed move. All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker of Head of the Virtual School for Looked After Pupils.

Complaints

If a parent or carer is dissatisfied with the response made by the school following a reported incident of bullying, he/she may make a complaint in accordance with the Dartmoor MAT's Complaints Policy.

Equal Opportunities

In implementing this policy all members of staff must take into account the school's Equal Opportunities policy. Staff must ensure that no pupil involved in any incident of bullying is disadvantaged on the grounds of gender, race, disability, sexual orientation, age, religion or belief.

Monitoring, Evaluation and Review

The schools' Academy Committee of Governors will review this policy at least every two years and assess its implementation and effectiveness.

The over-riding aim of this policy is to promote positive behaviours at all times, through high expectations, clear strategies and guidance that encourage consideration, respect and kindness. This is particularly appropriate to the ethos of the school, with its strong emphasis on thinking and caring for others.

Sarah Marvin, Ed Finch and Tara Penny

Three Hares Principals

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