



BRADFORD PRIMARY SCHOOL POSITIVE BEHAVIOUR & ANTI-BULLYING POLICY

Co-operation Respect Achievement Friendship Trust

This policy will be implemented in line with the requirements of the school's vision and ethos statements. We will ensure that each child's experience at this school contributes to their learning and development. This policy aligns with the Dartmoor Multi-Academy Trust's over-arching values. Our church school firmly believes that a happy child is a learning child, so it is essential that every learner is able to behave in a way that is safe and supportive of their own and others' well-being.

Our Positive Behaviour and Anti-Bullying 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. Staff will actively promote and model 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 upheld by all staff.

We aim to provide a calm, safe environment for all children where they feel safe, happy and have the motivation and opportunity to learn. Trusted adults respond appropriately to their needs. There is a consistent, whole school approach to positive behaviour. Through promotion of self-reflection, we encourage children to be self-disciplined and resilient in all aspects of school life and learning and seek reconciliation.

Our school values thread through all that we do, underpinning policy and decision making at all levels, including this Good Behaviour Policy and Anti-Bullying Policy. Everyone is entitled to be treated with kindness and respect at all times.

Our school promotes the individuality of all our pupils. We are committed to giving all our children every opportunity to achieve the highest standards. We do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a protected characteristic referenced in the Equality Act 2010. We promote equal opportunities and positive relationships.

Developing Positive Behaviour

Every child, through collective worship, and opportunities to discuss 'Big Questions' across the curriculum, will be made aware of the high standards that are expected in terms of behaviour. This specifically relates to showing kindness, consideration and respect for all people and their property; as well as developing their skills in understanding and embracing different religions, cultures and backgrounds. The crucial attributes of tolerance, patience and forgiveness, along with a calm, considered response will be nurtured through a range of experiences in school.

Supporting Children to Maintain Positive Behaviour

There are clear structures outlined below to promote and celebrate positive behaviour. At all times, positive

behaviour will be modelled, celebrated and rewarded as good examples of meeting the expectations of attitudes and behaviour and demonstrating the school values. Rewards systems are regularly monitored for their consistent, fair application and effectiveness.

If a child is injured by another child, both sets of parents will be contacted to explain the incident and what has happened as a result

Reflection and Reconciliation

There are clear structures (*outlined below*) in place to support children to make positive behaviour choices. Children who repeatedly fail to meet the expectations of behaviour or attitudes to learning will be supported and guided to enable them to participate in activities to reflect and regulate.

During these occasions, the teacher will guide and support 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, and the content of a Behaviour Plan if appropriate. They will act as a guide and provide a starting point in helping to ensure consistency of high expectations of behaviour.

Positive behaviour is modelled by the adults in school, where children are taught to listen

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 pupils are encouraged to be pro-active in their support of this policy.

EXCLUSIONS

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 or Head of the Virtual School for Looked After Pupils.

Behaviour Flow Charts are found in Appendix One

Anti-Bullying Policy

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 valued. 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.

Definition of Bullying

We define bullying as behaviour by an individual, peers or a group, repeated over time that intentionally seeks to hurt another individual either physically or emotionally and often aimed at certain groups e.g. because of race, religion or sexual orientation. Acts of bullying can take place at any time in or outside school including online. 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.

Whole School Strategies to Minimise Bullying

1. Play Leaders and Buddies support positive behaviour in the playground.
2. A regular programme of PSHE 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 positive behaviour and our CRAFT values
6. Engagement in a variety of local and national initiatives which promote education and understanding e.g Anti-Bullying Week in conjunction with anti-bullying alliance.

Response to Bullying

In response to any allegations of bullying, the following steps will be taken:

- The class teacher is involved and depending on the circumstances, the Designated Safeguarding Lead. The incidents will be thoroughly investigated with all parties and witnesses.
- Where bullying has been identified, the incidents will be recorded on CPOMS.
- The parents of both children will be informed. The parents/carers of the instigator of the bullying will be attend a meeting 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 child.
- 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 reflect upon the actions that will enable restorative justice and reconciliation.
- The situation will be monitored and reviewed regularly with the child, staff and parents to ensure that a positive outcome has been achieved.

The child who has been bullied will be supported through internal and external strategies:

Offering an immediate opportunity to discuss the experience with a trusted adult e.g.:

- 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 into their concerns
- Include Children's Services where appropriate (e.g. where there are links to safeguarding concerns)

Pupils who have bullied will be helped through a range of strategies e.g.:

In severe, or persistent cases, support will be sought from with the DMAT alongside the school SENDCO as well as external agencies. Every effort will be made to support the child to make positive behaviour choices.

- Discussing what happened
- Discovering why the child became involved
- Establishing the wrong-doing and the need for change
- Informing parents to help change the attitude of the child
- 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

The instigator will be supported to make better positive behaviour choices according to the school's systems and processes as outlined above.

Complaints

If a parent or carer is dissatisfied with the response made by the school following a reported incident of bullying, they may make a complaint in accordance with the Dartmoor Multi-Academy Trust's Complaints Policy.

<https://www.dartmoormat.org.uk/feedback-and-complaints.html>

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 any protected characteristic.

Monitoring, Evaluation and Review

The schools' Local Stakeholder Board of Governors will review this policy annually 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. .

Appendices to be included here with advice for parents and children etc.

[Appendix 1 : ../Downloads/Behaviour Flow Charts Appendix One Behaviour Policy.pdf](#)

Behaviour Flow Charts

Appendix 2:

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.

[Appendix 3../Downloads/anti-bullying-poster-and-guidelines_final.pdf](#)

Anti Bullying Posters to support children in school.