

CHRIST CHURCH SCHOOL
POSITIVE BEHAVIOUR AND ANTI-BULLYING POLICY

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Introduction

The purpose of this policy is to seek to ensure that Christ Church School is:

- a safe, happy and secure environment for all members of the school community;
- a place where all are helped to develop a sense of responsibility for their own actions;
- a place where all members of the community have a clear understanding of their rights and how to respect the rights of others, based on the UN Convention on the Rights of the Child;
- a place where positive behaviour is encouraged, valued and recognised; and
- a community that fosters mutual respect and holds high expectations of discipline and behaviour for all.

This policy runs alongside the Christian values of our school and our school mission statement:

At Christ Church School we respect and value each individual's contribution to our school community. We work to inspire our children with the love of learning and to strive for excellence in all aspects of school life.

We aim to make everyone's time at Christ Church School an enjoyable and rewarding experience and achieve our mission statement by:

- *promoting the highest standards of teaching and learning*
- *providing a rich and stimulating curriculum*
- *encouraging the development of self confidence, self discipline and healthy living*
- *developing a spiritual awareness*
- *promoting a Christian ethos whilst respecting other people's faith*
- *welcoming the involvement of parents and other members of the local community*
- *expecting everybody to understand their own rights and take responsibility to respect the rights of others*
- *expecting everybody to make a positive contribution to our school, the wider community and our planet*
- *providing an environment where all feel safe from bullying and discrimination.*

AIMS AND PRINCIPLES IN ESTABLISHING AND IMPLEMENTING THIS POLICY

General:

- All staff, children and other members of the school community will behave towards each other with mutual respect, consideration and tolerance.
- We have equally high expectations for all children in our school, whatever their gender, race, class, religion or cultural background or ability or disability. This policy runs alongside our existing equalities policies and we will deal with racist or sexist incidents and any other instances of discrimination, harassment or victimisation to do with equalities issues in line with this policy.
- Emphasis will always be placed on promoting positive behaviour.
- A consistent approach to managing behaviour is important.
- Communication with parents is essential to help to establish consistency of expectations at home and in school. The principles of this policy are set out in the home-school diaries and home-school agreement each year.
- Training is an important part of our work to encourage positive behaviour and prevent bullying. Staff training is held regularly as well as parent information sessions e.g. on e-safety.

Teaching staff, support staff, children, governors and parents are involved in drawing up and reviewing this policy. The policy will be revisited annually with all staff and reviewed to ensure it reflects current best practice; all new staff will be made aware of this policy.

In relation to bullying:

At Christ Church School we recognise that bullying is ‘behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’ (Department for Education in the guidance “Preventing and Tackling Bullying” July 2011).

We recognise that bullying can take many forms and be short term or continue over a long period of time. Some specific ways in which bullying occurs are:

- Name calling, mocking differences or making someone feel small
- Making threats
- Pressurising someone to hand over money or possessions or do something they do not want to do
- Hitting or other physical violence
- Damaging or hiding possessions or work
- Spreading rumours about someone or their family
- Laughing at a hurt or upset person or preventing someone from getting help
- Using text, email or webspace to write or say hurtful things about someone (cyberbullying) – please also refer to our e-safety policy.
- Other behaviours that makes someone feel unhappy

It is important that all members of our school community recognise repeated incidence of these behaviours as forms of bullying.

- We recognise that causes of bullying often reflect inequalities and are often to do with race, religion, culture, background, gender, sexuality, appearance and size, ability and attainment, material possessions and other perceived differences. As stated above this policy runs alongside our existing equalities policies and we will deal with racist or sexist bullying and any other instances of discrimination, harassment or victimisation to do with equalities issues in line with our Positive Behaviour Policy.

Christ Church School does not tolerate bullying of any kind.

- As a UNICEF Rights Respecting School, bullying is viewed as an infringement of our right to feel safe.
- In addition to bullying between children, we are aware that bullying can happen between adults and children and between adults.
- All children, parents and members of staff should feel safe to report any incidents of bullying and confident that steps will be taken to work to stop the bullying happening again.

ENCOURAGING, VALUING AND RECOGNISING POSITIVE BEHAVIOUR

At Christ Church School we believe that encouraging, praising and rewarding positive behaviour helps to reduce inappropriate behaviour and decrease the number of misdemeanours. When encouraging and recognising positive behaviour, staff should use the language of rights and responsibilities wherever possible. Staff should consistently model positive behaviour in their interactions with each others, with parents and carers and with pupils. Bullying is one form of inappropriate behaviour and when carried out by children will be dealt with in line with the responses and sanctions set out in this Policy.

The following are **ways in which positive behaviour is encouraged** at Christ Church School:

- School ethos - we are an inclusive school that is open and tolerant and conveys respect and value to all families
- Praise – all members of staff are encouraged to praise children behaving well before reprimanding children who are not; praise for other children will often remind children of the expectations for their own behaviour.
- Positive relationships between adults and children – all members of staff need to build up positive, respectful relationships with all pupils and familiarise themselves with any issues that may affect the pupils' behaviour or relationships with others.
- School rights respecting charter reflects the School's commitment to the UNICEF Rights Respecting Schools agenda; it is shared with the school community throughout the year and has been negotiated with the children in the school.



- Class rights respecting charters – each class negotiates a class charter at the beginning of the year; all children and adults who work in the class sign the charter which is displayed in the classroom and referred to throughout the week and year.
- Playtime and lunch time charters – identify how to respect lunch times and playtimes rights which have been created by the School Council after consultation with each class; these should be referred to in order to reinforce and encourage positive behaviour at these times.

- Classroom and school organisation and routines – effective and considered classroom and school organisation and routines play an important part in promoting positive behaviour; staff should bear in mind the need to encourage positive behaviour when arranging their classrooms and groupings, and planning for transitions between different activities.
- Learning environment – the provision of a positive learning environment will encourage positive behaviour, particularly in respect of caring for property and the school environment
- Supervision – supervision of children is arranged and considered to ensure that positive behaviour can be encouraged as much as possible; this includes the positioning of adults to supervise in the playground and around the school. Our supervision arrangements are reviewed regularly with the relevant staff, e.g. in INSET days
- Differentiation and enriched curriculum – planning and motivational activities which engage and challenge all children at their own ability levels (including those children with Special Educational needs or those who are Gifted and Talented) will ensure that all children are learning and on task; effective differentiation avoids children becoming bored, distracted or frustrated. Our broad and enriched curriculum aims to engage all children in stimulating learning activities, Children’s own interest are taken into account in planning activities where this is appropriate.
- PSHE/Citizenship/Circle times and assemblies – issues surrounding behaviour, positive relationships, rights, responsibilities and feelings are discussed and taught directly in PSHE/Citizenship lessons; class circle times provide the opportunity to discuss class-specific behaviour issues, develop an understanding of how behaviours affect others’ feelings and encourage positive behaviour; assemblies provide opportunities for encouraging positive behaviour throughout the School.
- Curriculum, whole school activities and a range of positive role models are used to help pupils understand and appreciate and celebrate difference and diversity.

Classroom and School Routines

- At the beginning of a school year classroom organisation and the expectations about behaviour in the classroom, in the playgrounds and around the school are discussed with the children and they are reminded of this throughout the year as and when necessary. All members of Christ Church should take time to move around the school in a calm, quiet and orderly manner. Praise will be given for considerate and self-controlled behaviour in the school.
- Assembly - we try to make our assemblies as interactive as possible and make sure that both children of all ages and staff are engaged and have something to reflect on. The children and adults are expected to remain focused and respect those around them at all times.

There are a number of **systems to recognise and reward positive behaviour** at Christ Church School. These include:

- Praise – all members of staff are encouraged to praise children for positive behaviour whenever possible.
- House Points – House Points are awarded by any member of staff for behaviour, effort or achievement; children with seven or more house points are recognised with a sticker by the Head Teacher each Friday afternoon; house point totals are announced each Friday in assembly.
- Golden Certificates – awarded by staff (at least one per class) for behaviour, effort or achievement; presented to at least one child per class in assembly each Friday.
- Star of the day (e.g. Charlie Koala, Outstanding Owl) – each class teacher gives out a daily reward which children take home to share with parents; this reward is presented for positive behaviour, effort or achievement.
- Classroom reward systems – these vary from class to class and may include stickers for individual children, table points systems and whole class reward systems; class teachers take responsibility for organising and implementing these systems.
- Lunchtime rewards – lunchtime reward stickers are presented to children in each class in Reception and KS1 at the beginning of Friday lunchtime; the children are nominated by the Meal Time Supervisors for

positive behaviour at lunchtime. One child in KS2 who shows positive behaviour at lunchtime is presented with a lunch time Golden Certificate in the Friday assembly.

In addition the following are specific **strategies for preventing bullying** which are in place at Christ Church School:

- Awareness - all members of the school community are made aware of bullying issues and this Policy; inclusion of bullying issues in staff handbook and annual September INSET for staff; inclusion of bullying statement in home-school communication book; discussion at termly Behaviour and Safety governors committee meetings; circle time and PSHE lessons for pupils (see below).
- Sharing concerns
Parents - parents are made aware of several channels of communication with the School if they want to bring up any concerns; more formal methods of communication include home-school diaries, meetings with the class teachers or Head Teacher (with records made) and the Governors Table at each parents evening.
Children - all school staff are supported to develop positive relationships with children and encourage them to share their concerns; the school's ethos and curriculum encourages children to be able to discuss their feelings with key adults with whom they feel safe; Childline posters are displayed in each playground. (see also worry/comment box below)
Staff - Sharing information within school about these issues is also important – information is shared in staff morning briefings/staff information book, TA liaison meetings, MTs meetings, Key Stage meetings, SLT meetings, multi-disciplinary meetings with SEN professionals.
- Curriculum and assemblies – bullying awareness is part of the School's PSHE and Citizenship curriculum with lessons taught which cover such issues as what is bullying, who can help, understanding differences, belonging, how to help others, making the right decisions; these issues are also covered in whole school and Key Stage assemblies; computing and digital literacy teaching about awareness of cyberbullying.
- Circle times and comments/worry boxes – each class has a comments/worry box system where anonymous concerns can be posted; these are then sensitively dealt with in circle time discussions with the whole class; issues raised in this way will also be shared with other staff members where appropriate.

DEALING WITH INAPPROPRIATE BEHAVIOUR

At Christ Church School we have high expectations of behaviour for all members of the school community and aim to ensure that any inappropriate behaviour, including bullying, is dealt with quickly, fairly and firmly.

Inappropriate behaviour is any behaviour which contravenes our agreed rights respecting charters. Inappropriate behaviour could include:

- physical violence towards children or adults, actual or threatened;
- lack of co-operation or task avoidance;
- deliberately annoying others or any behaviour which disrupts the working atmosphere in the class;
- lack of respect (including answering back, swearing or the use of inappropriate, prejudice-based or homophobic language);
- dishonesty;
- name calling;
- disregarding instructions;
- an uncaring attitude towards the school's environment or personal property, including vandalism or stealing;
- making threats
- racist and sexist behaviour or any other form of discrimination
- deliberate acts of unkindness – laughing at a hurt or upset person, hurtful remarks or comments, spreading rumours
- malicious behaviour – hiding belongings, dares, preventing someone getting help
- bringing to school dangerous or disallowed items
- any form of bullying (see above)

Bullying is a serious form of inappropriate behaviour and will usually demand the earlier involvement of more senior staff and the parents of those involved and a more serious response or sanction.

There are a number of **responses or sanctions** available to deal with inappropriate behaviour.

The response or sanction will depend on the nature of the inappropriate behaviour and will also take into account a range of factors which *may* include the child's previous behaviour record, any particular background circumstances related to the incident or child involved, the honesty of the child in explaining and apologising for the incident and the effect the incident has had on other children, adults or property. In taking into account this range of factors, there may be circumstances when different approaches may be taken in dealing with the same case of inappropriate behaviour. Where appropriate, sanctions will be a related consequence of the inappropriate behaviour.

It should be noted that some sanctions or responses may not be appropriate to be shared with the rest of the school community, for example where there are issues of confidentiality or the involvement of agencies external to the school. However, where necessary, a class may be reassured that measures are in place to deal with inappropriate behaviour shown by other children (particularly in the case of a child repeatedly displaying this type of behaviour) and that action was being taken by the teacher and/or school.

In investigating any incidence of inappropriate behaviour, staff members will always attempt to discover the true nature of the incident by talking and listening to children and any adults involved. It should be noted that, even with the high levels of supervision in place in the school, it may not always be possible to establish a completely accurate picture of the incident and any response or sanctions will inevitably have to deal with the incident as far as it can be established.

Written records will be kept of any discussions or responses to more serious incidents of inappropriate behaviour; these may include children's written accounts of the incidents, completing an incident form (Appendix 1) and making records in the 'Inappropriate Behaviour Books' in each class. All these records will be kept within a Green Box file in each classroom (Appendix 2).

The following are a list of possible responses or sanctions which may be used at Christ Church School. They may be used in conjunction with each other.

- Reprimand – all members of staff should be prepared to speak to children about their inappropriate behaviour at the time that it occurs; staff should use the rights respecting language in talking to children about their behaviour encouraging them to explain how they have failed to respect others' rights; it may be appropriate to send a child to another member of staff to talk about their behaviour (their class teacher, Senior Meal Time Supervisor, Head Teacher etc); staff members should always show respect for children when reprimanding them about their behaviour; it may be appropriate to ask a child to apologise for their behaviour in person or in writing.
- Confiscation of items – to be returned to the child (or parent if a dangerous item) at the end of the day or longer period.
- Peer Mediation - (Appendix 3) – all KS2 children have been trained with the skills to mediate between children to resolve minor playground disagreements.
- Class behaviour management/ sanctions - these vary from class to class and may include reduced privilege or golden time; class teachers take responsibility for organising and implementing these systems
- 'Time out' in the classroom or playground – if children continue to behave inappropriately following one reminder they may be moved away from the activity; they may be asked to sit in a 'time out' area of the classroom or to sit on the bench/stand at the side in the playground; children should be allowed to rejoin the activity after a stated length of time if they have sat out calmly and sensibly.
- D-Time (Appendix 4)
 - From Year 2 upwards a Friday detention system is in place for any inappropriate behaviour which has caused a child to be asked to leave the classroom or for any other incident of serious inappropriate behaviour which goes against our agreed rights respecting charter.
 - All members of staff can give a D-time following the school's agreed procedure. It is at the Head Teacher's (HT) discretion to decide ultimately on all behaviour sanctions.
 - Children should always be given one warning/reminder of how they should be behaving before being sent out, unless the behaviour is deemed so serious by the staff member that detention is appropriate immediately.
 - Children are sent out (accompanied by two other children) to another classroom (within the same KS if possible) with an explanation of their behaviour in the 'Inappropriate Behaviour Book', a reflection sheet (Appendix 5) and work to complete.
 - The child will then spend Friday lunch time in D-time, with the head teacher, discussing their behaviour and writing letters of apology and explanation to those they have hurt/annoyed and their parents. A record is made in the inappropriate behaviour book of the discussion with the HT during D-time.
 - D-times for the week (if any) are shared with all the KS2 children and staff at the beginning of Friday lunchtime.
 - If the D-time cannot be held on Friday it will be held on the first possible occasion the following week.
 - Parents of the child should be made aware that their child has been in D-time from the first instance.
 - If the child attends D-time three times in the year a meeting between the class teacher, member of SLT (Senior Leadership Team) and parents is arranged to discuss ways forward Appendix 6),
 - monitoring of children's attendance in D-time is carried out by SLT and also reported to the Behaviour and Safety Governors committee;
 - repeated attendance in D-time without a consequent reduction in inappropriate behaviour will mean other strategies and sanctions will also be introduced.

- Assembly detention – children who behave inappropriately in assembly may be asked to stay in at break time in the hall.
- Involvement of parents – parents will be informed by the staff member who has dealt with it about any serious occurrence of inappropriate behaviour and the subsequent response; parents will also be asked to discuss any continuing inappropriate behaviour, with the class teacher in the first instance; a consistent approach at home and school and an ongoing, positive dialogue about a child’s behaviour with parents is vital to improving behaviour and school staff will work hard to achieve this.
- Involvement of SLT or the Head Teacher – it may be appropriate to involve a member of SLT or the Head Teacher in dealing with inappropriate behaviour depending on the seriousness of the incident; staff members should always ensure that information about children’s behaviour is shared between relevant members of staff; formal methods for sharing information include KS meetings, SLT meetings and morning staff briefings.
- Behaviour contracts – Behaviour contracts, discussed and shared with parents, all staff and the child, may be put in place to monitor the behaviour of children who have continuing difficulty in behaving appropriately; behaviour contracts may form part of a child’s SEN Individual Education Plan. Behaviour sticker charts may be used with younger children.
- Access to LA Behaviour Support Outreach team or to in-school Behaviour Support teacher - who may be able to provide one-to-one support for the child, staff or family.
- Exclusion from certain activities in school – in some circumstances it may be appropriate to exclude children from certain activities in school, for example class trips, PE, after school clubs run by school staff, school events, representing the school at competitions or events, lunchtimes or playtimes. Children can also be excluded from working or playing with their class (internal exclusion). This exclusion may be one-off or over a period of time; this exclusion may either form part of a sanction for a previous incident or be a way of managing inappropriate behaviour which occurs at this particular time; children will always be supervised appropriately if they are not working with their class. The head teacher may also make the decision to exclude a child from a Friends event, either because of inappropriate behaviour at a previous event or as part of a sanction for a previous incident. The head teacher has the ultimate discretion about decision-making related to behaviour at Friends events.
- Exclusion – the Head Teacher has the power to exclude children from the school, either on a temporary or permanent basis, for the most serious incidents of inappropriate behaviour or for continuing inappropriate behaviour of a less serious nature; the Head Teacher will follow current DFE Guidelines in all matters relating to exclusions. Currently this is Statutory Guidance on School Exclusions (September 2012). The Head Teacher will always inform the Chair of Governors when taking this action; any exclusions are also reported to the Behaviour and Safety Committee and full Governing Body and the Local Authority. For the duration of any exclusion from school, a child will also be excluded from any after school activities held in school and from any child-only Friends events held in school, e.g. discos. Attendance at any event held on school premises for the duration of the exclusion will only be allowed with the permission of the head teacher and whilst accompanied by a parent.
- Police involvement – in the most serious circumstances it may be appropriate to involve the police.

Responding to a bullying incident

The priority for the school is to **ensure the victim is able to feel safe and that the bullying behaviour stops** immediately. This may involve separating those involved or increasing supervision while the bullying is investigated. If possible, it will be the aim to reconcile those involved. We recognise that both the victims of bullying and bullies may need ongoing support even after the bullying has stopped. We also recognise that ongoing monitoring may be necessary to ensure that bullying is not redirected elsewhere. The responses or sanctions used to deal with bullying and the principles for applying them are the same as for any other incident of inappropriate behaviour at Christ Church School.

In addition it may be appropriate to use discussion with/between those involved and circle times. It may be appropriate for the School to facilitate and mediate in a discussion between those involved (and their parents)

where they can share their feelings and the effect that the bullying behaviour has had and attempt to resolve the difficulties; it may be appropriate for a class circle time to focus on the issues giving peers a chance to suggest possible ways forward.

See the further guidance on dealing with bullying (Appendix 7) for details on how the school works with and supports all those affected by bullying (victim, bystanders, bully, parent/carers).

All members of staff should feel confident to deal appropriately with any incidences of bullying, and be given appropriate training to support them in doing this.

The Head Teacher has overall responsibility for encouraging positive behaviour and dealing with inappropriate behaviour, including bullying, in the school and has the ultimate discretion to decide upon sanctions and responses to inappropriate behaviour.

If parents are concerned that their child is being bullied they should contact the class teacher or head teacher as soon as possible to discuss their concerns. The school will take any incident of bullying extremely seriously and will deal with it quickly to find out why it has happened and to prevent it happening again. See Appendices for more parent/ carers guidance. If parents are not satisfied with the way in which the School has dealt with an issue, they will be directed to follow the procedures set out in the School's agreed Complaints Policy and procedures.

BULLYING INVOLVING ADULTS

All adults should feel safe to discuss bullying that they are experiencing from other adults. There are both informal and formal (meetings, annual reviews, appraisals) systems in place to allow for this. The staff hand book also gives contact details of LDBS and LA advisors whom staff can contact independently with any concerns. Members of staff can also contact their Trade Unions or Professional Associations to discuss any concerns.

In all instances of bullying between adults (staff, parents, outside professionals) the School (in the person of the Head teacher, Governors representative, LDBS or LA representative as appropriate) will attempt to mediate between those involved in order to reconcile them and resolve the issue.

Complaints concerning bullying behaviour from a member of staff will be dealt with following the School's agreed Staff Grievance and Discipline procedures (LDBS document).

ROLES AND RESPONSIBILITIES

Staff consistency plays an important role in both encouraging positive behaviour and dealing with inappropriate behaviour. All staff are reminded of this Positive Behaviour and Anti-Bullying Policy at least once per year in the September INSET and should also refer to the more detailed guidance in the Staff Handbook. An introduction to our Positive Behaviour and Anti-Bullying Policy forms an important part of induction for any new staff.

All members of staff take responsibility for upholding the school's high expectations for behaviour, praising children demonstrating positive behaviour, paying attention to any infringements or disturbances, explaining why behaviour is inappropriate using rights respecting language and supporting colleagues when they are dealing with inappropriate behaviour.

Class teachers (or another member of teaching staff or a supply teacher who is in temporary charge) are responsible for encouraging positive behaviour and dealing with inappropriate behaviour in their classrooms. They should make the decision to consult a member of the SLT or the Head Teacher for advice and support with particular incidents.

Teaching Assistants working with a group of children have responsibility for encouraging positive behaviour in the group; they should deal with any inappropriate behaviour in the first instance and also report it to the class teacher.

The teaching staff member on duty in the playground has responsibility for encouraging positive behaviour and dealing with inappropriate behaviour in the playground. They should be supported by other members of staff on duty and should make the decision to refer any serious incidents to the Key Stage Leader or Head Teacher.

Lunchtime Supervision staff (TAs) have responsibility for encouraging positive behaviour and dealing with inappropriate behaviour at lunchtimes. They should be support each other in the playground and hall and should make the decision to refer any serious incidents to a member of SLT or Head Teacher.

Volunteers and parent helpers (through their training and induction processes) should be able to encourage positive behaviour with the children with whom they are working. They should refer any incidents of inappropriate behaviour or concerns about our behaviour policy to class teachers.

The Head Teacher has overall responsibility for encouraging positive behaviour and dealing with inappropriate behaviour in the school and has the ultimate discretion to decide upon sanctions and responses to inappropriate behaviour.

The Governors Behaviour and Safety Committee has responsibility for monitoring the implementation of this Policy, which includes monitoring the nature and number of incidents of inappropriate behaviour in the school. This information is reported termly to the Behaviour and Safety Committee by the head teacher and at least annually to the full Governing Body.

MONITORING THE IMPLEMENTATION OF THIS POLICY

The Head Teacher monitors behaviour within the school and, after consultation, makes decisions on areas for change or improvement in school policy or practice. The SLT reviews class teachers' behaviour records at least once each term. This will also be an opportunity to evaluate the effectiveness of this policy and its implementation across the school.

All abusive incidents, including incidences of bullying, are reported to the Governors Behaviour and Safety committee and to the full Governing Body each term. Written records of serious incidents or inappropriate behaviour or bullying are recorded on behaviour incident forms kept by the Head Teacher, alongside any records of children's accounts of an incident or related letters from parents or meeting notes. Analysis of behaviour incidents is carried out to ensure the school is aware of and addressing any equality issues which emerge. The Head Teacher makes an annual overview report on behaviour to the Behaviour and Safety committee.

School consultation with children, parents, staff and governors provides information about stakeholders' views about the effectiveness of this Positive Behaviour and Anti-Bullying Policy. The Behaviour and Safety Committee will look at and analyse the results of any consultation, findings are shared with pupils, staff, parents and Governors and may help to form subsequent school improvement priorities.

The Behaviour and Safety committee has responsibility for monitoring the implementation of this and reporting back to the full Governing Body.

The School seeks to learn from good practice elsewhere and uses the support of the LA, LDBS and other relevant organisations when appropriate.

This policy was written following consultation with staff, parents, governors and pupils in November 2012. Any subsequent changes will be consulted on with the whole school community. This policy is available on the school's website and the school's computer network for all to consult. It will be reviewed annually to ensure it is a reflection of current best practice.

Reviewed with minor amendments October 2013

Reviewed with minor amendments October 2014

Reviewed with minor amendments October 2015

Reviewed with minor amendments November 2016



Christ Church Primary Incident Form

For SLT Monitoring

Ethnicity	
SEN	
Gender	
EAL	
Looked after Children	

Name of Child: Year:

Date:

Time:

Location:

Other children involved:

For Teacher to complete

Verbal	Physical
Lack of respect, answering back	Uncaring attitude towards property
Discrimination	Actual physical violence
Sexist behaviour	Hitting
Other discriminatory incident	Pushing
Name calling	Kicking
Making threats	Threatened physical violence
Spreading rumours	
Mocking differences	
Bullying	Bullying
Emotional	Other
Deliberately annoying others	Lack of co-operation,
Deliberate acts of unkindness	Task avoidance
Malicious behaviour	Disregarding instruction
Pressurising someone	Cyber bullying
	Dishonesty

Description of the incident (teacher or SMTS to complete)

Children's comments attached: yes/ no

Adult's comments attached: yes/ no

Was any form of physical contact by an adult involved?: yes/no if yes, please attach details including nature and timing

Outcome following the incident

Parents informed: yes/no

Communicated by: school diary/ home-school communication book/ in person / telephone / email / other (please specify).....

Signed Name and role: Date:

Copy to Head Teacher: yes/ no

For all serious incidents please copy this form for the Head Teacher immediately. (Serious incidents include physical violence, bullying, racist or other discriminatory incidents.)



Christ Church Behaviour Records

Please ensure the following are kept in your class behaviour file.

***D time procedures**

***Policy** incl. Appendices

***Inappropriate Behaviour Book**

***Incident forms**

***Additional notes**

***Records of behaviour meeting with parents**

***Reflection sheets**

Each term SLT will request your folder is handed in so the incidence of unacceptable behaviour in the school can be monitored.



Christ Church Primary

Peer Mediation

Subject	Day & Session	Learning Intention Lesson Content	Differentiated Group Tasks/SEN/ G&T Teacher/ OA/ Independent	Plenary AFL	Evaluations & Next Step (completed after the lesson)								
		<p>To understand we can mediate our own problems</p> <p>Brainstorm problems in our school community with the children. Come up with a list and then identify who can deal with these issues For example</p> <table border="1" data-bbox="344 602 1100 813"> <tr> <td data-bbox="344 602 722 634">Children</td> <td data-bbox="722 602 1100 634">Adult</td> </tr> <tr> <td data-bbox="344 634 722 813">Issues with games/ cheating Being left out Friendship issues Teasing Name calling</td> <td data-bbox="722 634 1100 813">Physical Racism Damaging property</td> </tr> </table> <p>Discuss how to deal with the situations the children can try to manage e.g.</p> <table border="1" data-bbox="344 894 1100 1138"> <tr> <td data-bbox="344 894 722 927">Do</td> <td data-bbox="722 894 1100 927">Don't</td> </tr> <tr> <td data-bbox="344 927 722 1138">Listen Try to sort out the problem Be helpful Show respect Tell the truth Look for a way forward</td> <td data-bbox="722 927 1100 1138">Interrupt Exaggerate</td> </tr> </table>	Children	Adult	Issues with games/ cheating Being left out Friendship issues Teasing Name calling	Physical Racism Damaging property	Do	Don't	Listen Try to sort out the problem Be helpful Show respect Tell the truth Look for a way forward	Interrupt Exaggerate	<p>Process of sorting out issues</p> <p>Give children stages all mixed up and ask children to order these</p>	<p><u>Listening skills</u></p> <p>Look at PowerPoint presentation Identifying good and bad listening</p>	
Children	Adult												
Issues with games/ cheating Being left out Friendship issues Teasing Name calling	Physical Racism Damaging property												
Do	Don't												
Listen Try to sort out the problem Be helpful Show respect Tell the truth Look for a way forward	Interrupt Exaggerate												

<p>2012-2013 2014 - 2015</p>		<p>To understand we can mediate our own problems</p> <p>Remind the children that they can mediate their own problems and often don't need the input/ support of an adult. Run through issues discussed in previous lesson.</p> <p>Divide children into groups of four: two to role-play a dispute, 2 children to listen and be the mediators Read through the 3 scenarios</p>	<p>Children to complete role plays. *The Missing Book *The Messy Desk *The Project</p> <p>Change roles over so they all get the opportunity to be mediators</p> <p>Afterwards talk to the children about how they sorted the issues out - how did they feel?</p>	<p>Remind children to talk to each other To use the comment box in the classroom - these comments can be anonymous.</p>	
<p>2013-2014 2015 - 2016</p>		<p>To understand we can mediate our own problems</p> <p>Remind the children that they can mediate their own problems and often don't need the input/ support of an adult. Run through issues discussed in previous lesson.</p> <p>Ask some children to act out the Goldilocks and the 3 bears situation - these children will need to be prepared for their role in the lesson and have a look at the script. (each child to have their own script)</p> <p>Divide children into groups of four: two to role-play a dispute, 2 children to listen and be the mediators Read through the 3 scenarios</p>	<p>Children to complete role plays. *Arguing over a game *Box of colour pencils *Football</p> <p>Change roles over so they all get the opportunity to be mediators</p> <p>Afterwards talk to the children about how they sorted the issues out - how did they feel?</p>	<p>Remind children to talk to each other To use the comment box in the classroom - these comments can be anonymous.</p>	



Christ Church School

KS2 Mediation - Helping each other

Step 1 - Agree to mediate - help those around you

Mediator - Listen carefully and allow each child to complete what they are saying - uninterrupted speaking time - UST.

Children with issue/ problem - Take responsibility for your part in the issue (do not blame/ accuse).
Be honest.
Be polite at all times.
Allow each other - uninterrupted speaking time - UST.

Step 2 - Find out what has happened

Mediator - Ask the first person to tell their side of the story.
Listen carefully.

Ask the second person to tell their side of the story.
Listen carefully.

Children with issue/ problem - Clearly explain your side of the issue/problem.
Discuss how you feel about what has happened and about what has been said.
Allow each other - uninterrupted speaking time - UST.

Step 3 - Identify the problem/ issue between the children.

Mediator - Decide what the problem/issue is that needs to be sorted out.

Step 4 - Come to an agreement

Mediator - You may need to encourage the children to think about solutions. (Don't make the decision for them.)
Ensure the children are in agreement.

Children with issue/ problem - Think about possible ideas that you could both agree to so that you can sort the problem out.

Step 5 - Settle the agreement

Mediator - Check both parties are happy with the solution.

Children with issue/ problem - Show a clear understanding about the agreed solution.

If the situation cannot be sorted out ask an adult for some support.



Christ Church School

KS2 Mediation - Helping each other

Organise these statements correctly.

Step _____ Settle the agreement

Mediator - Check both parties are happy with the solution.

Children with issue/ problem - Show a clear understanding about the agreed solution.

Step _____ Find out what has happened

Mediator - Ask the first person to tell their side of the story.
Listen carefully.

Ask the second person to tell their side of the story.
Listen carefully.

Children with issue/ problem - Clearly explain your side of the issue/problem.
Discuss how you feel about what has happened and about what has been said.

Allow each other - uninterrupted speaking time - UST.

Step _____ Agree to mediate - help those around you

Mediator - Listen carefully and allow each child to complete what they are saying - uninterrupted speaking time - UST.

Children with issue/ problem - Take responsibility for your part in the issue (do not blame/ accuse).

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Be polite at all times.

Allow each other - uninterrupted speaking time - UST.

Step _____ Identify the problem/ issue between the children.

Mediator - Decide what the problem/issue is that needs to be sorted out.

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Step _____ Come to an agreement

Mediator - You may need to encourage the children to think about solutions. (Don't make the decision for them.)
Ensure the children are in agreement.

Children with issue/ problem - Think about possible ideas that you could both agree to so that you can sort the problem out.

The Messy Desk

Problem:

Leah and Danielle share a desk. They are in Grade 6 and have been friends for a few years. The storage space under the desktop is not divided so Leah, who is a collector, has papers and books spilling over into Danielle's side. Danielle is very neat and organized and is frustrated by continually having to tidy up this storage space. One day, out of frustration, Danielle empties everything onto the floor and is in the process of throwing out a pile of papers when Leah walks into the room.

Leah:

I struggle with homework and projects and feel that I need to save rough notes and worksheets in case I need them to complete an assignment. I am upset because I have just failed a math test in which Danielle achieved 96%.

Danielle:

Being neat has been emphasised by my mother for as long as I can remember. Although I like Leah, I cannot understand why she can't keep her side of the desk in order. Her papers which spill over into my side look like they belong in the trash. I am fed up and decided to clean out the entire storage space.

The Project

Problem:

Arup and Jane have a science project due in two days. Although they are partners, Jane has done most of the work. They are having lunch together and Jane is calling Arup "irresponsible" and "lazy" in front of their friends.

Arup:

I did not really like the topic of our project but agreed to it because Jane was very persistent. Jane seems to be taking the lead; telling me what to do and how to do it. I have my part of the project completed but left it in the car when my mother drove me to school.

Jane:

I have always been interested in whales. My mother is a biologist and has access to a lot of information. I am very organised and like to have assignments passed in ahead of time. I really wanted to do this project on my own but my teacher assigned everyone a partner.

The Missing Book

Problem:

Terence and Ryan sit beside each other in class. Ms. Myers, their teacher, has asked each student to buy a copy of **Island of the Blue Dolphins** for a novel study. Ryan has not bought his book yet so Terence loaned his copy to Ryan over the lunch period. When Terence comes back from lunch he asks Ryan for his book. Ryan says that he put it back on Terence's desk.

Terence:

My book is missing and I feel Ryan is responsible. I really didn't want to loan it to Ryan in the first place because Ryan had a month to buy his own copy. He simply didn't bother.

Ryan:

I don't know what happened to Terence's book. I put it back on his desk and when I came back from getting a drink, Terence had returned from lunch and asked for his book. The book costs £7.98, and my mother has not given me the money yet even though I have asked her for it a number of times. I am embarrassed to tell Ms. Myers that I do not have the money to buy the book.

Arguing over a game

Jimmy and Kate, have been arguing over dodge ball teams out on the playground and have decided to ask a KS2 pupil to help.

*Jimmy wants it to be boys against girls.

*Kate thinks mixed teams would be fairer.

Box of colour pencils

Sally lends Peter her new box of colour pencils. When he returns them, there are several that are broken.

*Peter says they were like that,

*Sally says they weren't.

Football

Kyle (year 6) doesn't want to have any younger students be allowed to play football. Andrea, a year 4 child, wants to play.

*They haven't been able to work it out and have been referred to mediation.

A Fairy Tale Mediation Role Play

Goldilocks and Baby Bear

Goldilocks and Baby Bear have requested mediation because they can no longer figure out how to get along. They have been friends for a long time but recently something happened that changed their relationship.

Run through expectations

- To be polite at all times
- To listen carefully and allow the other child to complete what they are saying - uninterrupted speaking time - UST
- To take responsibility for their part in the issue (do not blame/ accuse)
- To be honest

Who would like to begin?

Baby Bear: I want to begin because she's the one who broke into my house and broke my chair.

Mediator: Goldilocks, how do you feel about Baby Bear beginning?

Goldilocks: I didn't break into his house!

Mediator: You both have important things to say and I assure you that we will get to hear from each of you. Do either of you have strong feelings about who should start?

Baby Bear: Oh, it doesn't really matter as long as I can tell my side of the story.

Goldilocks: Yeah, he can start as long as I can talk next.

Mediator: OK, so why don't you tell us what is going on for you, Baby Bear?

Baby Bear: Goldilocks and I have been good friends for many years. However a couple of weeks ago while we were out for a walk, Goldilocks broke into our house and made herself at home. She ate our food and walked all around the house, even finally sleeping in our beds!

Mediator: So, Goldilocks broke into your home, ate your food and slept in your beds. Is that right? (to Baby Bear)

Goldilocks, what would you like us to know about what is going on?

Goldilocks: I didn't break into your home, I have been coming over there for years and feel like I am part of your family. When I arrived the door was unlocked and no one was home. I thought you wouldn't be long so I went in and waited.

Baby Bear: (Interrupting) But you ate our porridge and slept in our beds!!

Mediator Please, you have agreed not to interrupt. We will give each of you a chance to respond to what the other has said.

Goldilocks: **You're right, I did eat some of your porridge. I was starving and it smelled sooooo good.**

Mediator: **So you ate baby bears porridge. Is that right?
Baby Bear, can you tell us how this makes you feel?**

Baby Bear: **It's true that Goldilocks has been a friend of the family for a long time and that she's always been welcome but I feel like she has broken our trust.**

Mediator: **You feel that you trust her as a friend not to take things that are not hers.**

Mediator: **Goldilocks, is there anything else you'd like to add?**

Goldilocks I don't understand why is he so upset about such stupid stuff? I always walks into their house and often eats with them and they have been my friends for a long time.

Mediator: **It sounds like you're still confused and hurt about how Baby Bear is treating you.**

Goldilocks: **That's right. I didn't think it was wrong and I would never do it if I thought they wouldn't like it.**

Baby Bear: **But you should have just waited in the kitchen and not gone all over the house.**

Mediator: **Goldilocks, can you respond to what Baby Bear has said?**

Goldilocks: **Well, I'm sorry. You're probably right. I should have just waited in the kitchen.**

Mediator : **Is there anything else you would like to add?**

Goldilocks: **No.**

Mediator : **Baby Bear?**

Baby Bear: **Yeah but...I thought I could trust her.**

Mediator : **Can you say a little more about that?**

Baby Bear: **(Still upset) Yeah, I can. I thought she was my good friend and now I just can't trust her. I know she always just comes into our house, but this time when we got back she had gone all over the house, eaten our food and then... I find my favourite chair broken; the one my Grandfather made for me. It breaks my heart because it can never be replaced!**

Mediator: **So what I'm hearing is that this chair was an especially important part of your life and that you are heartbroken because it will never be replaced.**

Baby Bear: **That's right! My grandfather is gone now and that was the one thing he made just for me. How could I ever replace it?**

Goldilocks: **Oh, Baby Bear, I am so sorry. I didn't realize how special that chair was. I thought it was just a left over baby toy or something. I really am sorry.**

Mediator : **So to be clear, what you're saying is that when you went into Baby Bear's house you did eat some porridge and sleep in his bed but also that you broke is favourite chair. Is that right?**

Goldilocks: **Yes, I'm really sorry that it happened and I had no idea how special a chair it was. Maybe I can try to fix it for Baby Bear.**

Mediator: **Baby Bear, is there anything else you need from this mediation?**

Baby Bear: **No. I believe that Goldilocks broke my favourite chair by accident and she didn't know how special it was to me. I'm not mad at her anymore.**

Mediator: **Goldilocks, do you need anything else from this mediation?**

Goldilocks: **No. I hope Baby Bear and I can be friends again and try to fix his chair together.**



Christ Church D-time Procedures

From Year 2 upwards a Friday detention system is in place for any inappropriate behaviour which has caused a child to be asked to leave the classroom or for any other incident of serious inappropriate behaviour which goes against our agreed rights respecting charter.

All members of staff can give a D-time following the school's agreed procedure. It is at the Head Teacher's (HT) discretion to decide ultimately on all behaviour sanctions.

Children should always be given one warning/reminder of how they should be behaving before being sent out, unless the behaviour is deemed so serious by the staff member that detention is appropriate immediately.

Children are sent out (accompanied by two other children) to another classroom (within the same KS if possible) with an explanation of their behaviour in the 'Inappropriate Behaviour Book', a reflection sheet and work to complete.

The child will then spend Friday lunch time in D-time, with the head teacher, discussing their behaviour and writing letters of apology and explanation to those they have hurt/annoyed and their parents. A record is made in the inappropriate behaviour book of the discussion with the HT during D-time.

D-times for the week (if any) are shared with all the KS2 children and staff at the beginning of Friday lunchtime.

If the D-time cannot be held on Friday it will be held on the first possible occasion the following week.

Parents of the child should be made aware that their child has been in D-time from the first instance.

If the child attends D-time three times in the year a meeting between the class teacher, member of SLT (Senior Leadership Team) and parents is arranged to discuss ways forward.



Christ Church Reflection Sheet

Name: Year:

You have been given this reflection time to think about your inappropriate behaviour and how you will move forward from this incident.

What happened before your behaviour let you down today?

How did you behave that was inappropriate?

What did you say/ do?

Lesson - What effect did your behaviour have on your learning and the learning of others?

Playtime- What effect did your behaviour have on those around you?

Identify 3 things you could do to ensure you behave appropriately in the future.

1.

2.

3.

Please hand this back to the teacher so they know how you are going to improve your behaviour in the future

Child Date:

Teacher Date:



Christ Church Primary School

Behaviour/D-time Conferencing Form

Child's name:

Year:

Reason for meeting:

Discussion about three behaviour incidents (three d-times)

Next steps to support improvements in behaviour

Meeting called by class teacher Key stage leader other

People present:

Date of meeting:

Time started:

Time finished:

- Share letters written by child in D-time; discussion of three incidents; are there any patterns/similarities?
- Discussion about behaviour in general - in class, playground, around school, at home

- Support already in place

- Planned support/next steps - school and home

Ideas for strategies to support behaviour:

- Behaviour contract
- Sticker/target chart
- Feedback to home - phone/diary
- Weekly check with HT
- 'time out' plan
- PLSS behaviour support
- TA support with certain activities

- Parents' views - e.g. behaviour at home, any triggers?

*SIGNED: PARENT/S

SCHOOL STAFF

Further Guidance for Dealing with Bullying

Guidance for pupils

If you are being bullied:

It's very important to tell somebody you trust. If the bullying continues keep on telling someone. Sometimes people assume a problem has ended if you don't mention it again.

The school will take you seriously and take action to stop the bullying and support you to feel safe again – so please tell staff or have your parents or carers or friends tell staff, whether the bullying has taken place in or outside school.

Who could you tell if you are being bullied?

- You could talk to your parents or carers or to your friends.
- You could talk to a class teacher or teaching assistant, or any member of staff that you feel comfortable with.
- You could call Childline which is a free and confidential advice service for children. They are very experienced at helping children who have been bullied. The number is: 0800 1111.
- You can also email, text and have an online chat with a counsellor at childline. Their website is: <http://www.childline.org.uk>
- There are also other websites which provide advice and support to children and young people experiencing bullying.

If you are a bystander:

Do not ignore or support bullying behaviour if you see it happening to someone else. If you do see someone being bullied please:

- Do not join in even if you feel pressured to do so
- Tell a member of staff what you have seen
- Tell your parents or carers or someone else you trust
- If you feel safe to do so, tell the bully/bullies they should stop
- You could tell the person who has been bullied that you don't agree with what's happened. When people are bullied they can feel very alone and can blame themselves, so it's good to have support
- If you are not sure what you should do, you could call Childline which is a confidential advice service for children. The number is: 0800 1111
- You can also email, text and have an online chat with a counsellor at Childline. Their website is: <http://www.childline.org.uk>

If you are bullying someone:

- Stop!
- Talk to someone about what you're doing and ask for help to understand and change your behaviour – and to find out how you can make amends to the person you've been bullying.
- If you are not sure what to do, you could call Childline which is a confidential advice service for children. The number is: 0800 1111. You can also email, text and have an online chat with a counsellor at Childline. Their website is: <http://www.childline.org.uk>
They won't judge you and they understand that there are often many reasons why children and young people bully others, sometimes because they themselves have been bullied.

Guidance for parents and carers

What to do if your child is being bullied

Your child may not tell you that he or she is being bullied. However, you may notice some changes in his or her behaviour, including:

- unwillingness to go to school
- feeling unwell, often with a headache
- irritability
- anxiety
- aggression towards you or others in your family
- bedwetting
- waking in the night
- missing or damaged belongings

These things can happen for other reasons but they can be a sign of bullying so it's important to find a quiet time to talk to your child about your concerns. It might also help to talk to others who know and care for your child including their teachers.

If your child is being bullied,

- Calmly talk with your child
- Explain to them that bullying is unacceptable and that no one should have to put up with it. Promise to do all you can to stop it.
- Write down what your child has said. If it involves cyberbullying, keep any evidence of emails and texts
- Encourage your child to talk to their teacher or someone at the school
- Contact your child's class teacher as soon as possible to let them know your concerns. The school will take any incident of bullying extremely seriously and will deal with it quickly to find out why it has happened and to prevent it happening again
- Staff may not know about the bullying and will need to know what has happened and will discuss with parents and carers action to be taken
- Staff will feedback to parents and carers what has happened since taking action
- If you are not satisfied with the response you get and any action taken, you should contact the Headteacher with your concerns.
- If you remain dissatisfied, you should follow the school's complaints procedure, as detailed in the school prospectus.
There is a leaflet on Camden Council's website giving advice about how to complain about a school service: <http://www.camden.gov.uk/schoolcomplaintsleaflet>
- Call or go on the website of one of the organisations dedicated to supporting parents and carers. They will give you independent advice and support. For example, Parentline Plus on 0800 800 2222 or the Parents Anti-Bullying Helpline on 08451 205 204.

What to do if your child is bullying someone else

It can be a shock to parents and carers that their child could be bullying another child in the school. It may be hard to spot although one sign could be that they come home with toys, food and other things that you have not bought for them. There are many reasons why some children and young people bully others. Sometimes it's because they are copying someone at school or elsewhere, or being encouraged to bully or that they have

been a victim of bullying themselves. It is very important to deal with these kinds of issues straight away. You should:

- Talk with your child and explain why bullying is wrong
- Make an appointment to speak to their class teacher to talk about how the bullying can be dealt with
- Call or go on the website of one of the organisations dedicated to supporting parents and carers. They will give you independent advice and support. For example, Parentline Plus on 0800 800 2222 or the Parents Anti-Bullying Helpline on 08451 205 204.

Guidance for staff

All the staff in our school take bullying seriously and will deal with it promptly and seek to prevent it from taking place. There is guidance in the positive behaviour and antibullying policy on how prejudice-related incidents should be recorded and dealt with. We treat all bullying incidents equally seriously, no matter what type of bullying it is.

We will investigate and act upon any bullying incidents that are reported to school staff, including taking place outside of school e.g. on public transport or outside local shops. We will also consider whether it is appropriate to notify the police of the incident.

Where bullying is found to be taking place we will

- Talk to the children involved separately to find out what has been happening and why and to any witnesses.
- Explain to the child who is bullying why their behaviour is wrong and try to help them to see this for themselves. Be clear that bullying is not tolerated at school
- Expect the child who is bullying to apologise for their actions and to agree to stop their behaviour.
- Involve parents and carers
- Use restorative approaches which hold the child who is bullying accountable for their actions.
- Use formal sanctions, such as keeping them in at lunchtimes, missing a special event or having a detention. The sanction used will depend on the severity and persistence of the bullying behaviour. Where appropriate we will also impose further sanctions, such as exclusion
- Continue to monitor the situation and intervene if the bullying appears to be carrying on or to have started again.

We will also:

- Record all incidents of bullying and describe how they are dealt with
- Spend time talking to the child who has been or is being bullied to see if they could benefit from further support such as counselling or from any interventions to help them develop their personal and social skills
- Spend time talking to the child who has done or is doing the bullying and try to find out if there are underlying reasons for their behaviour and if they could benefit from support or interventions to help them manage their behaviour and/or develop their personal and social skills
- Address with other children and young people who may have been bystanders, observing or supporting the bullying behaviour, how they could intervene to stop bullying behaviour in future.
- Keep parents and carers informed of how the incident is being dealt with and whether the bullying has stopped
- Provide regular training for staff to help identify bullying and work to prevent it happening and to intervene effectively to stop it.