



## **EPPING UPLAND C. E. PRIMARY SCHOOL**

### **BEHAVIOUR AND BULLYING POLICY**

#### **Our Aim**

Our aim is to provide an ethos and environment in which children develop, learn and care for each other and their community.

As a church school our aim in promoting positive behaviour and attitudes will, at every level, be mindful of Christian Values, but most particularly our own Core Values which are:

Responsibility  
Trust  
Compassion  
Perseverance

#### **Our Objective**

To achieve the above we aim to help children to develop and understand the need for:

- Behaviour and attitudes that reflect a strong, positive moral code and align with the ethos of our church school.
- Respect for themselves, others and property.
- Care and understanding of themselves and others.
- Self- discipline.
- Co-operation.
- Staying on task.
- Personal accountability.
- A sense of pride in their work and school
- Good manners and politeness

#### **Our Code of Conduct**

We feel that the following code of conduct will provide a simple, clearly understood framework of expectations within which to achieve our stated goals:

- We will try to be considerate and polite to others at school.

- We will try to care for and about each other.
- We will try only to think and say positive things about others.
- We will try to care for our school and everything in it.
- We will try to behave sensibly and safely.
- We will try to control the volume of our voices.
- We will always try to do our best.

### **Promoting Good Behaviour**

In order to promote the achievement of our goals and an acceptable level of behaviour in the school, all who work with our children will adopt and apply the following principles:

#### **The Need to Develop Positive Relationships**

- We will value individuals for what they are.
- We will greet pupils by name.
- We will try to be aware of friendship groups.
- We will try to be aware of children's interests.
- We will seek to quickly re-establish relationships after disciplinary measures.
- We will try to be aware of and take into account children's home situations.

#### **The Importance of Maintaining the School Corporate Spirit**

- We will promote school and inter school events.
- We will utilise our "house system" in a positive way.
- We will use assemblies etc to promote the values, aims and ethos of the school.

#### **The Need To Build Self-Esteem**

- We will provide every opportunity for personal success and for the taking on of increasing responsibility.
- We will provide incentives for and reward desirable behaviour e.g. praise, merit awards, House points, green badges, yellow badges, informing brothers and sisters of successes, showing good work to parents, recapping achievements to classmates, giving real responsibility to children, awarding "work of the week" etc.
- **GREEN BADGES** will be awarded every week for academic effort and achievement.
- **YELLOW BADGES** will be awarded, when appropriate, for children who show they care about each other and their environment.
- **HEADTEACHERS AWARD** will be awarded by the Headteacher to a child who has particularly shone academically or socially.
- We will give children ownership and an increased sense of purpose in their work

through negotiation, increasing choice, sensitive marking, and discussion of work, and the use of personal portfolios.

- We will utilise Friday assemblies in a range of ways, e.g. sharing assemblies, individual roles in class led assemblies, celebration of personal and team success, presentation of awards, merit badges etc.

### **The Use of Contracts**

We will develop contracts where appropriate between child / parents / school. A daily or weekly diary may be kept of a child's good and poor behaviour, written in front of the child, discussed and then sent home to the child's parents for signing and returning. Informal meetings may be arranged to monitor progress.

### **Preventing Unacceptable Behaviour**

We aim to ensure that:

- Our Code of Conduct is taught and that **everyone** knows it and understands the reasons behind it.
- The consequences of unacceptable behaviour are known and agreed by all.
- Staff are models for desirable behaviour.
- Our organisation reduces the potential for poor behaviour:
  - There is adequate supervision at all times:
  - We give careful consideration to the grouping of children within their class:
  - We consider the outcomes of, for example, different ways of lining up:
  - We try to provide opportunities to make playtimes a positive and enjoyable experience:
  - We regularly review end of playtime/lunchtime routines etc.

### **Restraining Pupils**

The Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Causing personal injury to themselves or any person
- Causing damage to the property of themselves or any person
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.
- Committing any offence

There is no legal definition of when it is reasonable to use force and staff are asked to use their judgement and consider it as very much a last resort. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour

## **Correcting Poor Behaviour**

We expect all who work with our children to consider the appropriateness of a range of strategies including:

- the use of tactics: distraction, diversion, humour, respect, a quiet word etc.
- the possible need for individualised behaviour modification programmes.
- the use of choices “Either .... or ....”
- the difference in consequence of making a good choice to that of an inappropriate choice
- following up incidents immediately.
- assertive discipline in class-(divert attention from negative behaviour, write on board name of child misbehaving (without intervening), make positive comment about someone else’s work / concentration / attitude / contribution etc. each subsequent time the child’s name is written on the board he / she is subject to sanction.
- the use of “Time out” in class or in other classes to give time to cool down, reflect or re-establish calm work.
- the involvement of parents at an early stage where appropriate
- agreed sanctions (enforceable).
- Midday Assistants will report lunchtime incidents to class teachers, or if more serious to the Headteacher or Deputy Headteacher. Parents will be contacted if it is felt to be appropriate.

## **Sanctions**

Where sanctions are felt necessary we will attempt to make them appropriate to the offence and the child concerned. Such sanctions will follow the principles below and will be finally determined by factors such as the child’s attitude, behavioural history and our knowledge of the child.

## **For Unacceptable Behaviour in Class**

### **In class**

- Children may have “time out” in their own or another class.
- Children may lose one or more breaks (morning or lunch) according to the severity of the offence. If it is necessary to deprive more than one child of a break, the class teacher must supervise the classroom.
- Parents and the Headteacher will be notified of persistent bad behaviour or particularly serious offences.

### **In the Playground**

- Children may have “time out” standing by the entrance door.
- Children may miss the next available break(s).
- If necessary staff will call an early end to “problem breaks” (e.g. over excitement on windy days) and supervise all children in one classroom. MDAs should seek teacher assistance with this during lunch times.
- Parents and the Headteacher will be notified of persistent bad behaviour or particularly serious offences.

### **In the Dining Hall**

- Children may have to sit by themselves if deemed appropriate by a member of staff

### **Extra-curricular Activities**

- Children who misbehave during clubs will not be allowed to attend future sessions at the discretion of the club leader.

### **School Visits**

- Children who persistently misbehave may not be allowed on a school trip or visit as a sanction against continually inappropriate behaviour
- The Headteacher reserves the right to not allow a child to attend a school trip or visit if she deems that the risk to the trip running successfully is too high
- Parents will be notified immediately of misbehaviour. The Headteacher will always be involved in dealing with the matter and deciding upon further action.

**IMPORTANT:** If we feel a child will not obey instructions or might behave in a dangerous way, the Headteacher reserves the right to exclude him/her from school visits/trips

### **For Unfinished Work or Lack of Effort**

- Children may be asked to complete work during break (as for unacceptable behaviour) or asked to finish it at home. The child’s parents and Headteacher will be consulted where this is a persistent problem.

### **SANCTIONS WILL BE REVIEWED REGULARLY**

### **Confiscation of Inappropriate Items**

The Headteacher and in her absence an authorised member of staff can use force as is reasonable to conduct a search for prohibited items/property that a member of

staff has the right to confiscate, retain or dispose of so long as the circumstances are deemed reasonable by the Headteacher

### **Exclusion**

Where the Headteacher considers a child's behaviour totally unacceptable or constitutes a risk to others or the efficient running of the school, e.g. flagrant disregard for our Code of Conduct, persistent disruptive or aggressive behaviour, disobedience or verbal or physical abuse, bullying in any form etc. Exclusion procedures will follow Essex County Council guidelines. The following will be considered:

1. The child being collected by his/her parent(s) and taken home for the remainder of the day, repetition which may result in:
2. A fixed term suspension, repetition of which may result in:
3. A special Governors' meeting to consider permanent exclusion.

Exclusion for lunch times only will be considered for children whose behaviour is considered by the Headteacher to be unacceptable during that time.

Further details of exclusion procedures may be obtained from school.

Updated May 2015

Reviewed October 2016

Reviewed October 2017

## EPPING UPLAND C.E. PRIMARY SCHOOL

### ANTI BULLYING STATEMENT

Epping Upland C.of E. Primary School is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying, of any kind, is unacceptable in our school – it will not be tolerated by staff or governors.

Anyone who knows that bullying is taking place in our school is expected to tell any member of staff so that incidents can be dealt with promptly and efficiently.

As a school, we promote the understanding of what bullying means, what it actually is and strategies to use if someone is being bullied. We aim to empower our pupils and our school community to remedy and prevent bullying and create a culture where the rights of individuals are valued and upheld.

We promote our beliefs on bullying during assemblies, through stories and role play, through classroom discussions and through the curriculum.

#### **What is Bullying?**

Bullying is the use of aggression with the intention of hurting another person either physically or emotionally in a deliberate and calculated manner. It is usually repeated and persistent behaviour which takes place over a period of time. Bullying is the wilful conscious desire to hurt, threaten or frighten someone. Bullying is often difficult for victims to defend themselves against.

Bullying can take many forms, but the four main types are:

Physical – hitting, kicking, taking belongings

Verbal – name calling, insulting, making offensive remarks

Indirect –spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.

Cyber bullying – bullying via social media.

Name calling is the most common direct form. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour, sexual orientation or some form of disability.

#### **Procedures to follow**

If anyone suspects that any pupil is being bullied they should report their suspicions or allegations to a member of staff. The matter will then be investigated by appropriate members of staff and according to the nature of the incident.

Once the incident has been investigated, appropriate action will be taken to stop any such behaviour again. Staff will be made aware of agreed sanctions and strategies for reporting any such further incidents will be given to pupils concerned.

Where the Headteacher considers a serious incident to have occurred, parents of the pupils – both victim and bully, will be contacted.

The Headteacher will decide whether to formally document an incident depending on its severity.

In severe cases of bullying, exclusion procedures may apply and the police may be involved.

After incidents have been investigated and dealt with, each case will be carefully monitored by staff to ensure the bullying does not occur again.

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