



Behaviour / Anti-Bullying Policy 2023-2024

Our Vision:

Our vision at Booth Wood is to continue to be an outstanding school where excellent practice, equality and wellbeing are at the heart of all that we do.

Our Aims:

- To have a strong reputation for success in both the academic and creative curriculum, including expressive arts and sports
- To strive for challenge and excellence through an innovative and inclusive curriculum
- To provide a safe environment where pupils have a voice, high self-esteem and good mental health
- To aspire to ignite a passion for life-long learning, developing great thinkers who embrace challenge
- To value differences and be always respectful

The purpose of this booklet is to provide information for parents about the ways in which we encourage and reward good behaviour at Booth Wood Primary School, and how we ensure a consistent approach to discipline across the school.

What is bullying?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. There are three main types of bullying:

- *Physical (hitting, kicking, theft)* □
- *Verbal (name-calling, racist remarks)* □
- *Indirect (Spreading rumours, excluding someone from social groups)* □

In discussing bullying with the children, we stress the importance of them telling an adult. Adults in the school are also aware that pupils who are being bullied may show changes in behaviour such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns or lack of concentration.

Peer on peer abuse

We recognise that children sometimes display harmful behaviour themselves and that even if there are no reports, it may still be happening. Incidents or allegations will be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated at all or passed off as “banter”, “just having a laugh” or “part of growing up”. This abuse could for example include sexual violence and sexual harassment, “upskirting”, initiation/hazing type violence, all forms of bullying, abuse in intimate relationships between peers, consensual and nonconsensual sharing of indecent images, causing someone to engage in sexual activity without consent and physical violence (e.g. hitting, kicking, shaking, biting, hair pulling, etc). This may be experienced by both boys and girls, however, girls are more likely to be the victims and boys perpetrators. Some pupils may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. We will therefore take positive action to create a culture of support and to ensure that girls and vulnerable groups such as LGBT and pupils from ethnic minority backgrounds feel confident to bring forward any concerns and have a safe space to talk to trusted staff about their experiences. Our Safeguarding and Child Protection Policy details the school’s procedures to address and minimise these concerns.

What parents should do if they feel their child is being bullied

Parents are encouraged to discuss the school’s Anti-Bullying Policy with their child and encourage them to speak to an adult at the school. If the child is unwilling to do this, then the class teacher would always be the first port of call. Worries can be discussed in confidence and concerns will be passed on to the Head Teacher/ELSA. All reports of bullying are logged, and records kept securely in the Headteachers office.

School Implementation

The following steps will be taking when dealing with incidents:

- *If bullying is suspected or reported, the incident will be dealt with in a timely manner by the member of staff who has been approached* □
- *A clear account of the incident will be recorded and shared with the Head Teacher and ELSA* □
- *The Headteacher or ELSA will speak to those concerned and will record the conversations.* □
- *If incidents of bullying are suspected, all parents concerned will be informed and the incident logged* □
- *Appropriate action will be taken, and behaviour will be monitored over a period of time* □

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in Personal, Social and Health Education, Assemblies and the Jigsaw scheme of work.

At Booth Wood Primary School, we recognise that the key to good behaviour is through positive reinforcement. There are a number of ways in which we strive to achieve this. [Rewarding Good Behaviour](#)

[Rewarding Good Behaviour](#)

Our emphasis will always be on the positive approach of encouragement and praise. There are many ways in which we do this, including:

- Verbal praise*
- Earning class tokens for their character muscles*
- Team points for in class and for sports activities*
- Use of stickers and stars*
- Class/team reward certificates*
- Visiting the Headteacher or another teacher for commendation*
- Sharing good work in assemblies*
- Star of the week*
- Rainbow Award linked to their character muscles (bi-weekly)*

All adults in school are responsible for monitoring the behaviour of children and have clear steps to follow if rules are broken:

1. Verbal warning given
2. If behaviour persists, name written on the board
3. If behaviour persists, name underlined
4. If behaviour persists, name circled

At this point, the child is then spoken to by a member of the Senior Leadership Team and time is spent reflecting on their choices.

Throughout the school day the children are given opportunities to have this process reversed by displaying positive behaviour and following the school rules. If a child still has their name on the board at the end of the day they will lose time from the end of the week's 'Friday's Fun Fifteen'.

[In the classroom:](#)

Foundation Stage

The children in the Foundation Stage work to simplified behaviour system, more age- appropriate for our younger pupils. The children earn pebbles in a jar for positive behaviours and these pebbles go towards earning regular whole class rewards, (please speak to the class teacher for further information about this).

KS1/KS2

The children across KS1 and KS2 all work to the same behaviour system. This is based on whole class

teamwork where each class earns points towards the end of week 'Friday's Fun Fifteen' by demonstrating behaviours linked to their character muscles.

Each class have a chart displaying the different character muscles and work as a class team to earn points related to these character muscles each week.

Our 6 key school values are:

- Friendship and kindness - always consider other people's feelings
- Resilience - Don't give up, believe in yourself
- Respect – Value our uniqueness
- Effort – Always work hard
- Teamwork – Stick together
- Creativity – Do your own thing

Our key values are underpinned by the school's character muscles. These character muscles help to support and develop the children's own understanding of what each characteristic means and how it might influence their behaviours in everyday situations.

The character muscles are as follows

Communication	Imagination
Inclusiveness	Humor
Risk taking	Feeling safe
Reasoning	Curiosity
Empathy	Listening
Questioning	Independence
Imitation	Values
Confidence	Concentration
Gratitude	

Behaviour Plans

Some pupils may have an individual behaviour plan which is situated in the staff room so that all staff members have access to it. These plans are drawn up for pupils who need additional strategies in place to support their needs. The plans are followed by all staff to ensure a consistent approach is taken with individual pupils.

Positive handling

Positive handling is always used as a last resort. In the event of behaviour that is aggressive or violent, which could result in endangering the safety of an individual or group of children, then positive handling will be used. Staff members are EDR trained and in the event of positive handling being required staff will take the following steps;

- Minimum force will be used for the shortest possible time.
- The child's best interests will be considered at all times.
- Positive handling will be used to prevent injury, pain and distress.
- Dignity will be maintained.
- Restraints will be reasonable and proportionate.
- Positive handling will only be used, if necessary, for safety and well-being.
- The use of restraint and restriction will be reduced when safe to do so.

If positive handling is used with a child, then a record of this will be completed. Parents will be notified and asked to sign to say that they have seen the record.

Staff and Children have the right to work in a secure and safe environment. If this is undermined by physical assault or verbal abuse the consequences may be that the parent/guardian is called into the school to discuss the best way forward.

Approved by Governors on

SIGNED: - _____(Chair of Governors)

DATE: