



Riverview exists to love, challenge and inspire children and adults within a Christian community.

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RIVERVIEW BEHAVIOUR POLICY 2020 SUMMARY

Intent	At Riverview we have an ethos built upon the belief that everyone is valued and understood. As a church school we enable everyone within our school community to learn how to live out our school values so that they have the skills and attributes to be positive citizens in the 21st Century.
We believe	All adults should set examples to the children of caring and co-operative behaviour for the common good. Where adults treat each other with respect and are civil, compassionate, caring and friendly the children thrive.
SLT	Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
All Staff	Live out our values Ensure the pupils in their class understand and follow the Golden Rules.
All Pupils	Follow the Golden Rules <ul style="list-style-type: none"> • Be gentle • Listen • Work hard • Be honest • Be kind and helpful • Look after property
Parents, Carers and Families	Support the vision, mission statement and values of the school.
The Governing Body	Support the school in the implementation of the policy, give advice, when necessary, to the headteacher about disciplinary issues so that she can take the advice into account when making decisions about behaviour issues.
Implementing Riverview's Behaviour Policy	We expect children to live out the school values and follow the Golden Rules, which will lead to good behaviour as the norm. Where problems occur, discussion of alternative choices is the basis of our response.
Rewards	Rewards are used to reinforce good learning behaviours. These include: <ul style="list-style-type: none"> • Progression up the behaviour chart • Recognition by adults around the school • Learning certificates • Golden Tickets • Awards in Celebration Assembly



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Unacceptable Behaviour	Staff and school council have previously agreed behaviours considered to be unacceptable. These include: chewing gum, arguing, swearing and any form of physical aggression. This includes travelling to and from school as well as on trips.
Categories of unacceptable behaviour	When behaviour breaks down it can be categorised as follows: <ul style="list-style-type: none"> • Low level disruption • Minor anti-social behaviour of a regular or persistent pattern which may require a behaviour modification programme. • Bullying which must always be investigated and dealt with. (Please see separate statement). • Concerns regarding radicalisation will always be investigated (Safeguarding/Child Protection policy) • Unacceptable online and social media behaviours (E-safety/Online Policy, Anti – bullying policy)
Sanctions	In cases of unacceptable behaviour, a number of sanctions have been agreed. These range from ignoring low level behaviours to involving the SLT to fixed term exclusions.
Confiscations	Teachers' Powers" on pages 3 and 4 of DfE guidance on Behaviour (January 2016) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, <u>so long as it is reasonable in the circumstances.</u>
Staff support and development	Support can come from colleagues, SLT, and behaviour support.
Pupil Support/ External Agencies	If behaviours persist, there are a range of supports strategies that the school can deploy, from adaptations to timetables, key worker time and the use of time out. Outside agencies (such as Behaviour Support Service, CAMHS and the educational psychologist) can be consulted for advice. Pastoral Support Plans may be devised in liaison with outside agencies.

Essentially, we want children to acquire lasting self-discipline and personal responsibility so we place great emphasis on the freedom of the individual to make the right choice. Where problems occur, discussion of alternative choices is the basis of our response.



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RIVERVIEW BEHAVIOUR POLICY 2020

INTENT

At Riverview we have an ethos built upon the belief that everyone is valued and understood. As a church school we enable everyone within our school community to learn how to live out our school values so that they have the skills and attributes to be positive citizens in the 21st Century. The behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND). This policy also acknowledges the duties set out in Keeping Children Safe in Education 2020 and the Child Protection and Safeguarding Policy 2020.

ROLES AND RESPONSIBILITIES IN PROMOTING AND TEACHING POSITIVE BEHAVIOUR

All staff have a responsibility to provide a safe environment in which children can learn. (KCSIE 2020)

SLT

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary
- Liaise with external agencies when necessary
- Report to Governors, when requested, on the effectiveness of the policy
- Keep records of all reported serious incidents of misbehaviour
- Be on playground duty during break and lunchtimes

All Staff

- Live out our values
- Catch children being good
- Ensure the pupils in their class understand and follow the Golden Rules
- Speak respectfully and quietly at all times. Riverview is a no shouting school.
- Identify regularly the specific behaviours that are 'good'
- Offer a curriculum that enables pupils to engage
- Ensure that pupils listen and are listened to and value others
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society.
- Inform parents about their child's welfare or behaviour and work alongside parents
- Use behaviour logs and incident forms when necessary

Pupils



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Follow the Golden Rules

- Be gentle
- Listen
- Work hard
- Be honest
- Be kind and helpful
- Look after property

Parents, Carers and Families

- Support the vision, mission statement and values of the school
- Let the school know about any problems which may affect their work or behaviour
- Support the school when reasonable sanctions have been used
- Make contact with the class teacher if there are any concerns about their child

The Governing Body

- Support the school in the implementation of the policy
- Give advice, when necessary, to the headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

Implementing our Behaviour Policy

We expect children to live out the school values and follow the Golden Rules, which will lead to good behaviour as the norm.

Children who find this particularly difficult are helped to acquire lasting self-discipline and personal responsibility. We place great emphasis on the freedom of the individual to make the right choice. Where problems occur, discussion of alternative choices is the basis of our response.

We believe that adults should set examples to the children of caring and co-operative behaviour for the common good. Where adults treat each other with respect and are civil, compassionate, caring and friendly the children thrive.



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Riverview Rewards used to reinforce good behaviours

Golden Time (From September 2020 in own class due to COVID-19)	Golden Time is given to children who have followed the Golden Rules all week. This is on a Friday afternoon and is shared with another class. Children choose which activity they would like to do on a Monday. (See appendix 1)
Learning Behaviour Chart	Displayed in every classroom. Children are encouraged to show "good learning behaviours" and move up the chart. These are linked to our learning characters. Certificates are awarded when a child has reached the top of the behaviour chart on any day of the week.
Learning Chart Certificates	Bronze, Silver, Gold and Platinum certificates are awarded when a child has received 6, 12, 18 and 24 learning certificates. An A4 certificate will be awarded for 30 learning certificates. At the end of the year one child from each class, with the highest number of certificates, will join together for a reward/prize.
Marbles in a Jar	A jar is in each class. A marble is placed in the jar when a child is seen following the good choice of the week. The aim is that the jar is filled throughout the day and that the class receive a 5-minute game as a treat. The marbles in a jar are also used for 'Tell a Good Tale', where children receive a marble in the jar for telling a good tale about someone in their class.
Golden Tickets	Given to children who are seen following the Golden Rules around the school during social times. Placed in a box inside each classroom.
Golden Ticket Treat (from September 2020 in key stage bubbles)	Each half term all the Golden tickets are collected and eight tickets pulled out in assembly. The winning children each choose a friend for a reward treat e.g. making ice cream sundaes.
Celebration Assembly	Each week, this is an opportunity for the whole school to come together to celebrate great learning, linked to learning characters.
Lunchtime Tickets	Awarded in the dining hall, a small prize is chosen for the child's ticket picked out from the KS1/KS2 tins in celebration assembly.
Stickers	Given to individual children to reward specific areas of achievement across the curriculum.
Row Points	Some classes may use these depending on the cohort. Used to motivate groups of children to encourage good learning behaviours and working together. A small reward may be given at the end of the week.



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Smiley Face	Used dependent upon the cohort to motivate and encourage good learning behaviours. A visible list of children under a smiley face.
Verbal communication with parents	Highlight specific praise for individuals with parents, this is normally face to face at the end/beginning of the school day.
Personalised rewards	Any children that may have a behaviour log will work towards earning reward time.
Year 6 Lanyards	This has a card with the Golden Rules on it. The aim is that the children collect signatures from adults around the school when they show a Golden Rules. The aim is to get 5 signatures for each rule and complete a card each week. Those children that achieve 6 or 7 full cards have a treat of their choice with the Headteacher.

Verbal Feedback for addressing unacceptable behaviours

Children need specific feedback so that they are able to understand and make considered decisions. Below are some sentence stems that can be used and are effective at providing specific feedback. A **low, quiet tone** is effective for most children.

You need to (speak to me at the side of the room)	I don't like your behaviour but I believe that you can be successful.
I need to see you (following an agreed routine)	What do you think the poor choices were that caught my attention?
I expect (to see your table tidy in the next 2 minutes)	What do you think you could do to avoid this happening in the next lesson/ tomorrow?
What are you doing? What should you be doing?	I have heard what you said, now you must (collect your things calmly and move)
Is that a sensible place to sit....?	Sophie, I can see that you are not working. Do you need help?
Do you remember yesterday when you helped me to tidy up? That is the Jill I need to see today, that is the Jill that you can be all of the time.	How can we work together to make (the next lesson/ tomorrow) better?

When talking to children about conflict, the following questions could be used to find out what has happened.

- | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. What has happened? What is going on? 2. What were you thinking? What were you feeling inside? 3. Who else has been affected by what has happened? How have they been affected? 4. What do you need to do to feel better about this? What do you think needs to happen to put things right? |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



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De-escalation Strategies – Top 10

1. Blame someone else – the Governors/ the Golden Rules say/ Mrs Atkins (not too often), the Government... Refer to displays that we have to support this.
2. Respect personal space – stand about 1.5 to 3 feet away from the person who is escalating. Allowing space tends to decrease a person’s anxiety and can help prevent poor behaviour. If you must enter a person’s personal space, say why. Really think about your body language and what that is saying. It is only on reflecting on your stance that you can evaluate and refine how others stand in challenging situations. Never block the exit routes and offer a safe space
3. Be careful on what you insist on (do the work on silence/ do the work quietly)
4. Explain the choices (If you chose X, then I have to implement Y’ OR ‘If you choose A, I can reward you with B’
5. Certainty of sanctions. For the primary behaviour. Do not make empty threats. Always offer an alternative, create a culture of certainty of reward. There should be a consequence for the primary behaviour
6. Ignoring challenging questions – often results in a power struggle. If a child says ‘why are you picking on me?’ Can respond with ‘I am just asking you to listen to my instruction in line with the school rules’
7. Divide and conquer – if this is between 2 students, one will want a get out. Observe the children and offer a way out to one of them. They will. Use other adults
8. Choose your language wisely. How you speak and the tone you use will be very important. ‘Why are you not wearing your tie put it on now’ or ‘I see you’ve got your tie on would you mind putting it on thank you.’
9. Allow time for reflection. Allow pupils time to implement what you have asked of them (10-20 seconds- COUNT). It can give a person a chance to reflect on what’s happening and how he/ she needs to proceed to avoid further confrontation
10. Most important- BUILD POSITIVE RELATIONSHIPS- share a bit about yourself/ ask the students how they learn and what they enjoy and build it into your lesson. Take an interest in them and their lives – even if it is fake!

Unacceptable Behaviour

Agreed by staff and Children's School Council as being unacceptable.

swearing	Disrespect of people and property
bullying	Disobedience
biting, kicking or any form of physical aggression	Arguing with adults
Spitting	Being in the wrong place at the wrong time
Inappropriate use of toilets	Throwing food or shouting in the dining hall
Graffiti	Chewing gum
Vandalism	Eating in class
Theft	Sliding down bannisters



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Online behaviours	Verbal abuse including shouting or threatening people
Malicious accusations against school staff	Any of the behaviours outlined on the way to and from school
Any of the behaviours outlined on a school trip	Covid related behaviours (deliberate coughing/ spitting at another person/ comments related to Covid/ refusal to wash hands)

Low Level Behaviour Strategies

- Ignoring
- Proximity praise
- Moving to stand near the minor behaviour
- A visual cue
- A 'look'

Staff Actions to be taken for unacceptable Behaviour

KS1

- Children will be put on the cloud if they have broken Golden Rule as a warning
- If they break the Golden Rule whilst they are on the cloud it is deemed to be a deliberate wrong choice and they will lose 5 minutes of their Golden Time and their name written on the dark cloud
- If the behaviour continues the child will be sent to another class
- Children may miss some playtime or lunchtime
- If 30 minutes of Golden Time is lost, they complete a contract to earn back half of their Golden Time

Classes that children are sent to

- Diamonds - Pearls
- Rubies – Diamonds
- Silvers – Rubies
- If the behaviour continues the child will be sent to Assistant Headteachers/EYFS Leader (if these senior leaders are teaching in class, the child can be sent to one of these classes)
- If the behaviour continues the child will be sent to the headteacher
- Parents informed/meetings arranged in cases of persistent misbehaviour
- Behaviour logs set up to identify patterns in behaviours
- Internal exclusion
- Fixed term exclusion
- Liaison with external agencies
- Permanent exclusion



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KS2

- Clear specific reminder of expected behaviour
- In KS2 a yellow warning is given for breaking the Golden Rules. The child's initials will be recorded on the board under the yellow card column. Teachers monitor the child and as soon as he/she makes a good choice, the initials are removed
- If the child breaks the Golden Rule while they have a yellow warning it is deemed to be a deliberate wrong choice. The yellow warning will be turned to a red and the child will lose 5 minutes of Golden Time. This will be recorded under the red card column on the board in class. This is recorded on a class sheet to track loss of Golden Time.
- If the behaviour continues the child will be sent to another class with their work to complete.

Classes that children are sent to:

- Sapphires – Gold
- Emeralds – Opals
- Opals - Emeralds
- Gold - Sapphires
- If the behaviour continues the child will be sent to Assistant Headteachers/EYFS Leader (if these senior leaders are teaching in class, the child can be sent to one of these classes)
- If the behaviour continues the child will be sent to the headteacher
- If a child loses all 30 minutes of Golden Time, they complete a contract with the class teacher to earn back half of their Golden Time.
- Parents informed/meetings arranged in cases of persistent misbehaviour
- Behaviour logs set up to identify patterns in behaviours
- Internal exclusion
- Fixed term exclusion
- Liaison with external agencies
- Permanent exclusion

Please see appendix 2 for more details about what to do with different types of behaviour.

As part of KCSIE 2020, we will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary (KCSIE 2020).

Exclusions

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. However, the SLT can advise that as a result of their investigations an exclusion should be enforced. The headteacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.



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Malicious accusations against school staff

Disciplinary action will be taken against a pupil who is found to have made a malicious accusation against a member of school staff. An investigation will be carried out by the headteacher who will make a decision on the appropriate action to be taken. A Governors disciplinary committee will be convened to review the decision.

Confiscation of inappropriate items

The **general power to discipline** (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” on pages 3 and 4 of DfE guidance on Behaviour January 2016) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Depending on the confiscated items, it should either be returned to the parent at the end of the school day, with an explanation for why it was confiscated. Or, the item is to be given to a member of the SLT with an explanation. The leadership team will decide what should happen to the confiscated item.

Power to use reasonable force

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- Force **cannot** be used to search for these items.

Pupil Support

Where a child has complex needs (2 or more needs), a plan will be put in place.

Visual timetable - Completed with the child
Clear routines and structures
Preparing for change and transition
Consistency in staff approach
Listen to the child’s views/needs
Regularly de-brief and adjust approach accordingly with key staff
Give approaches time to embed and for student to understand



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Where a pattern of behaviours is apparent, the SLT and class teacher will discuss the way forward. This could involve the following;

- Observations of behaviours to identify possible triggers
- Review of resources that may support individual needs
- Behaviour Log / Frequency severity chart set up and time bonded
- Individual incentives, for example, reward systems or contracts
- Social skills group
- Designated key worker and time assigned for a pupil to talk to their key worker
- Development of calming strategies
- One to one discussions with pupils about their learning behaviours
- Regular reviews with parents and pupils
- Review of timetables to enable a pupil to learn elsewhere in the school, to develop age appropriate behaviours
- Alternative arrangements within school for break and lunchtime, where necessary
- Support from ELSA or Family Support Worker
- Support from external agencies (such as Behaviour Support Service, CAMHS and the educational psychologist)
- Pastoral Support Plan

Staff Development and Support

Support and development with effective behaviour strategies for staff can be from

- Colleagues/SLT
- Inclusion Leader
- Headteacher
- Behaviour support through coaching
- Educational Psychologist
- Discussions with parents

Review: The policy will be reviewed annually

Links

Keeping Children Safe in Education 2020
Surrey LAE Guidelines
Anti-bullying Policy
Safeguarding/ Child Protection Policy
Prevent Duty
E Safety/Online policy
SEND Policy
Health and Safety Policy



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Staff Handbook
Home School Agreement
Teaching and Learning Policy
Positive Touch Policy



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ANTI BULLYING POLICY FOR RIVERVIEW COFE PRIMARY AND NURSERY SCHOOL

At Riverview we are 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 at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Policy Development

This policy was formulated in consultation with the whole school community with input from Members of staff, governors, parents/carers, children and young people, and other partners. Pupils contribute to the development of the policy through the school council and circle time discussions. The school council have developed a Student friendly version which is distributed annually. Parents/Carers will be encouraged to contribute by: taking part in written consultations, parent meetings, parent focus groups producing a shorter parent's guide.

Roles and Responsibilities

The Head Teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Leaders in our school are the SLT.

Responsibilities

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour



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The nominated Governor with the responsibility for Anti-bullying (Behaviour) is:

Definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Safe to Learn: embedding anti bullying work in schools (2007).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger, then intervention is urgently required.

What does bullying involve?

Name calling	Taking or damaging belongings
Taunting	Producing offensive graffiti
Mocking	Physical assault
Making offensive comments	Excluding people from groups.
Gossiping and spreading hurtful and untruthful rumours	Online bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Bullying related to race, religion or culture	Bullying relating to sexual orientation
Bullying related to special educational needs or disabilities	Bullying of young carers or looked after children or otherwise related to home circumstances
Bullying related to appearance or health	Sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.



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Who can bullying occur between?

Young people	Individuals or groups
Young people and staff	Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.
Between staff	

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

Systems of reporting Bullying

Children and young people in school – Bubble time with a member of staff, circle time, thoughts box in class, reporting to a lunchtime supervisor, Bubble time with the school Family Support Worker or ELSA
Parents/carers – talking to the classteacher at the end of the day, making an appointment with the Family Support Worker, SLT or Headteacher
All staff and visitors – reporting to any member of staff or Governing Body
Bystanders – contacting the school via email to info@riverview.surrey.sch.uk or telephoning 0208 337 1245

Procedures

All reported incidents will be taken seriously and investigated involving all parties.

Example of steps school will take

Interviewing all parties
Investigation carried out by a member of the SLT
Informing parents
A range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists
Follow up especially keeping in touch with the person who reported the situation, parents/carers
Support for the victim and the bully



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Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to and held by the Headteacher. An investigation will be carried out which may involve speaking to other children to gain a thorough understanding of the situation. The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be presented to the governors in an anonymous format as part of the annual report.

The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our pupils Riverview CofE Primary and Nursery School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Restorative Approaches
- PHSE/ citizenship teaching
- Bubble time
- Circle Time at least once a week in each class
- Assemblies on school values
- Involvement in Healthy Schools
- PSHE/citizenship
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice
- Parent groups/extended schools
- Peer mentoring schemes
- Playground Buddying
- Parent information events/information
- Staff training and development for all staff
- Counselling and/or Mediation schemes from the school's Family Support Worker or a designated key worker from the staff

HELP ORGANISATIONS

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Bullying Online	www.bullying.co.uk



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www.childline.org.uk

www.cyberbullying.org

www.thinkuknow.co.uk provides information on staying safe online.

Links with other policies

Behaviour Policy

Safeguarding Policy

PHSE Policy

Acceptable Use Policy - Cyberbullying and internet safety

Equalities Policy - Race, Sexist, Sexual, Transphobic, Homophobia, SEND and Disability

PSHE and Citizenship Policy

Complaints policy

Confidentiality Policy

References Documents and Related Policy/Guidance



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Appendix 1

Golden Time (September 2020 in own classes until further notice)

- Golden Time is with another class. There will be 4 activities in each class and one outside activity. The outside activity is led by a TA depending on numbers.
- When planning Golden Time activities, one activity should be outside with a TA depending on the number of children that wish to do that activity. If you have over 15 children who wish to do the outside activity then one of the class teachers should go outside and a TA stays in one of the classes.
- The outside activity should be planned for your class and the class you share Golden Time only. Children should not be able to join the activity outside if it is with a class that they do not share Golden Time with.
- Children need to sign up for the activity that they want to do **on a Monday**.
- **The activities should be chosen by the children and be on a laminated wipe clean sheet with photographs. These activities should be varied half termly.**
- Keep track of children who do not lose any Golden Time by the end of the term as they will receive a certificate.
- Children lose Golden Time if they break a Golden Rule after having received a yellow card, or have their name on the cloud.
- If children lose all of their Golden Time, they have a contract to earn half of their Golden Time back.

Appendix 2

Behaviour and Consequences

	Example Behaviour	Possible Action taken by Adult	Possible Verbal Feedback	Recording and Communication
Yellow	Talking out of turn in class/in assembly/ inappropriate or silly noises, disturbing others/talking when not supposed to; wasting time wandering around the school; inappropriate responses; missing homework/equipment; deliberate mistreatment of property e.g. throwing a pen or book; inappropriate drawing on books; not working on task; using unkind language; deliberate disruption of others ; running in corridors	Verbal warning and reminder of rule. Yellow card followed by red card and then 5 mins loss of golden time if in class(Ks2). Warning, name on cloud, 5 mins loss of golden time. (Ks1)	A low quiet tone is effective for most children. "What do you think the poor choices were that caught my attention?" "I know you will help (Tom clear the pen off his face) "I expect to see your table tidy in the next 2 minutes"	None unless missing golden time and then recording of names of children who have missed golden time.



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Amber	<p>Cumulative: Repeated Incidence of 5 x yellow behaviours Or automatic amber: Unwillingness to cooperate/follow instructions; minor challenge of authority; more than 3 consecutive missed deadlines for homework; deliberate disruption of lesson; rudeness to any adult working in school; play fighting; impulsive or 'hot headed' fighting or hurting another pupil deliberately; swearing or foul language spoken for effect; deliberate mistreatment of property resulting in damage; spitting e.g. on floor; repeated instance of lying to adults; dropping litter, theft (teachers discretion); deliberately lying to an adult (KS2); initial instance of bullying.</p>	<p>If yellow and red card have been used – child sent to a class with work for a set period of time. IF all of golden time has been lost, contract to be completed and KS leader informed. Withdrawal of break or lunchtime play if repeated instance of amber or more yellows that week; written/spoken apologies made; for missing homework – speak to parents directly. For Reception and Year 1: Immediate name on cloud</p>	<p>You need to..(speak to me at the side of the room) What do you think you could do to avoid this happening in the next lesson/tomorrow? I have heard what you said, now you must collect your things calmly and move. How can we work together to make tomorrow/next lesson more successful?</p>	<p>Key stage leader informed Incident form completed and given to Key stage leader. (Repeated offences reported to SLT) Contact Parent (phone call first) / meeting arranged if repeated and parent consultation form completed. Copy to SLT.</p>
	Example Behaviour	Possible Action taken by an Adult	Possible Verbal Feedback	Recording and Communication
Red	<p>Cumulative Red: Repeated Instances of 5 x amber behaviours Automatic Red: Severe disruption where the lesson cannot continue; repeated instances of bullying despite intervention(see anti bullying policy); swearing or foul language intended to cause offence; spitting at others; racist comments or harassment; deliberately seeking a fight; minor vandalism; more serious challenge to authority; any physical fighting with intent to hurt.</p>	<p>Child sent to Deputy Head Behaviour log used (Child monitored for all sessions and taken home for parents to sign daily for 1 week. If behaviour improves report stops) Regular meetings with SLT with monitoring form. Consider ELSA support for child. Consideration of special needs route for child and possible referral to outside agencies. Loss of representational activity/forthcoming event/privileges</p>	<p>1. What has happened? What is going on? 2. What were you thinking? What were you feeling inside? 3. Who else has been affected by what has happened? How have they been affected? 4. What do you need to do to feel better about this? What do you think needs to happen to put things right?</p>	<p>Key stage leader/ Deputy Head to work with child. SLT informed. Meeting with parents arranged with class teacher and Key stage leader/ Deputy Head. Monitoring form started for 6 weeks. Racist incident form completed if applicable. Bullying incident form completed if applicable.</p>



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Beyond Red	<p>Cumulative Repeated instances of Red behaviour. (3 x Code 3s in a term)</p> <p>Automatic Organised / pre-meditated or unprovoked violent behaviour; persistent aggressive disputes; verbal abuse of staff; leaving classroom / school / playground without permission or deliberate truancy; repeated theft of property; serious repeated vandalism/damage; continuation / redirection of bullying.</p>	<p>Further loss of privileges / representational activity, fixed period of internal exclusion (child in school but no contact with other children), if no improvements consider fixed period of exclusion in accordance with LEA guidelines. 3 x in a term = fixed term exclusion (e.g. 1 day)</p> <p>Further loss of privileges / representational activity, fixed period of internal exclusion (child in school but no contact with other children), Behaviour contract initiated and advice sought from outside agencies. 2 x Automatic in a term = fixed term exclusion.</p>	<p>Deputy Head involved immediately, parents informed in writing by letter, arrange meeting with parents.</p> <p>Deputy head involved immediately for an automatic Head teacher involved when 2x automatic, parents informed in writing by letter, arrange meeting with parents. Parents would be fully involved in PSP</p>
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