



# THE GROVE

## INDEPENDENT SCHOOL

## **Behaviour and Anti-Bullying Policy**

*This policy should be read in conjunction with our equality policy.*

### **Overview**

It is important that children learn to respect the rights of others, co-operate, the balance between freedom and restriction, and tolerance. Manners, standards, boundaries of right and wrong and a sense of responsibility are necessary for all members of a group to enjoy their rights. It is also vital that children learn that their actions affect others and that they are accountable for their actions.

The Code of Conduct provides a framework for children, staff and parents to work in partnership with each other to provide a calm, productive environment for learning. This includes out of school care.

### **Aims**

- To promote and reward a positive attitude towards work and behaviour.
- To encourage a sense of responsibility.
- To develop self-discipline.
- To establish good relationships through mutual respect and courtesy.
- To prevent unacceptable behaviour.

### **Nursery**

#### **Behavioural Standards**

- To provide a calm, friendly and fun environment in the Nursery; there are certain standards of behaviour that are acceptable in Nursery and we ask that parents help staff in maintaining this
- Children attending the nursery are encouraged to share, show respect to each other, be friendly and polite to all around them

- Having such a diverse age range within the nursery, the behaviour expected and the dealing with the behaviour is age relevant
- In nursery, good manners are encouraged by staff in all areas of nursery life, i.e. to say, Please, Thank you and Sorry
- Children are encouraged to be gentle and kind to one another and to learn the difference between right and wrong
- Where staff feel that there is a problem with a child's behaviour they will speak to the parents on the same day or as soon as reasonably practical.
- Where parents feel there is a problem with their child's behaviour they will speak to the staff
- If parents feel there is a problem of discipline or behaviour in their child's room they may speak to Emma Carlin (Head of Pre- Prep)
- Staff who feel that they need support with a child's behaviour or the discipline of a child may also speak with Emma Carlin.
- The Nursery staff are not allowed to smack the children.
- There is no use of naughty corners or chairs

## **School**

### **Monitoring Pupils and Incident reports**

Significant incidents are completed by staff to record events which cause concern. These are primarily identified as an occasion where:

- A child is physically or mentally hurt with intent by another child or children
- There is a fight
- There has been an accident that has resulted in a child being hurt which could be misconstrued
- Any instance where a child has completely lost control of themselves

The incident reports are held on ISAMS which cannot be accessed by pupils. The database is reviewed on a weekly basis by the Deputy Head. Minor misdemeanours are recorded on the debit sheets which are monitored by the form teachers.

Each morning at handover and at the weekly at staff meeting, there is an opportunity to discuss any problems or observations of the pupils. These can be informal as well as the formal incidents. In this way, any occasions where bullying or unkindness may be occurring should be

picked up. Similarly, any child who is struggling to pay attention or not completing their work or homework can be identified.

A range of strategies are used to deal with undesirable behaviours with the aim of promoting and encouraging positive behaviour which work alongside the discipline policy. These include: charts and stickers, positive report cards, daily meetings and discussions, mentoring and group work.

## **Pre prep**

### **Rewards**

As a school, we encourage good behaviour and attitude through a reward system.

In the pre-prep department the class teacher awards stickers for good work, effort and behaviour.

In Walnut, Maple, Beech, Holly, Larch and Rowan the children are given stickers which are recorded on a chart. In Cedar and Birch the children have their own star chart, which gives them the opportunity to earn stickers. They receive a certificate for achieving 10, 25 and a book token for 50 stars over the term. Once a month, during achievement assembly special mention is made of those children who have worked particularly well. Once a month a child from Foundation and Pre-Prep is nominated for demonstrating good citizenship skills, the child receives a certificate for this.

### **Sanctions**

Sanctions are given calmly and the child is given the opportunity to improve at all levels.

- Verbal reprimand or rebuke
- Move child to sit on their own to reflect on their actions
- In certain circumstances a meeting will be set up with the parents to discuss the child's behaviour
- Report child to class teacher
- Messages to the parents in the child's message book
- Report child to the Deputy Head Pre-prep/Principal
- Behaviour chart
- Rewards may be removed
- Meeting with parents
- Corporal punishment is never used.

In certain circumstances, once the above procedure has been followed, the Principal/Deputy Head may apply the following additional sanctions:

- Suspension – remove from school for the remainder of the day and the following day. A longer period of suspension is sometime necessary.
- Permanent exclusion (this is a last resort and help would be given in finding a school more suitable for the child's needs.)

### **Guidelines**

- Always do your best
- Always look and listen
- Be kind and helpful
- Don't interrupt when the teacher is talking
- Always follow instructions

The children in the pre-prep department follow 'The Golden Rules'. These rules are reinforced in teacher led assemblies and in PSHE lessons.

### **Prep**

#### **Sanctions, Rewards & House System**

#### **Debit & Credit System**

- Commendations awarded for exceptional pieces of work, effort, kindness, helpfulness or achievement. Commendation given to pupil who takes award to be signed by Principal (at a designated time in the week) and email sent to parents.

Credit worthy Qualities –

- Curiosity
- Courage
- Creativity
- Resilience
- Resourcefulness
- Reflection

### **Debits**

- 3 warnings = 1 debit
- Warnings mean warnings of poor behaviour, unkindness, silliness.
- Warnings cleared at end term
- Individual lesson can carry board warnings before becoming full warning at end of lesson
- Multiple debits may result in a Detention which will be with the Deputy Head Prep

### **Sanction Hierarchy:**

Child misbehaving in class:

- Verbally warned about behaviour
- Name on board if no improvement
- If child shows no improvement by end of lesson written warning given
- If behaviour becomes worse, debit issued.
- Only in extreme cases should a child be removed from class, i.e poor behaviour over a number of lessons.
- The Deputy Head Prep to be phoned who will arrange for the child to be collected

### **House System – Overseen & collated by Deputy Head (Prep)**

Houses competing for Weekly, Termly and Yearly Competition  
Achievement Assemblies –

- Houses compete to win School Bear
- Each child's credits are recorded and added to the rest of their house.
- Children with most credits per fortnight are read out in assembly with the highest in Junior 3-4 Mid 5-6 & Senior 7-8 receiving a house badge for the fortnight.
- Any child receiving a debit in the period will not be eligible to be read out at assembly (Credits still count to term total less the debit)

## Housemasters (PR, CS, TT, DP)

- Chair house meetings and ensure house teams are fully prepped for competitions, children who have received commendations for work to present to rest of the house.

House competitions (All given even point status straight to house. 1<sup>st</sup> – 20, 2<sup>nd</sup> – 15, 3<sup>rd</sup> – 10, 4<sup>th</sup> 5)

- Sports
- Debating
- Music
- Drama
- House days
- Poetry reading
- Model Making / Warhammer
- Art
- Any other areas possible

## House days

- Collapsed timetable days each term.
- Pupils work in houses to complete activities that are linked to theme of the day. Points collected for each activity for in desired skill sets. Winning house most points, children awarded 4,3,2,1 credits respectively or straight to house as comps.

## **Sanctions**

Any teacher may apply the following sanctions for unacceptable behaviour:

- Verbal reprimand or rebuke
- Move child to sit on their own to reflect on their actions
- Short detention at playtime supervised by the teacher
- Debits are given for continued inappropriate behaviour and immediately for more serious behaviour – disruptive or dangerous; fighting; swearing and telling lies. A debit cancels a credit for certificates and house points
- Report child to form teacher
- Messages to the parent in the child's message book.
- Report the child to the Deputy Head Prep /Principal.

- Removal from clubs for up to one week
- Meeting with parents
- Behaviour chart in discussion with Principal & SENCO
- If a child misbehaves during clubs he/she will be excluded from the session and the following week.
- Pupils who do not work properly in the first prep session can be sent to the second prep to continue their work.
- Corporal punishment is never used.

In certain circumstances the Senior Leadership Team/ Principal may apply the following additional sanctions:

- Cooling off – A child may be kept in at break time to allow them to think about their actions.
- Detention – If a child receives 5 or more debits in a term they will be required to attend detention during the following week. Parents will be notified in advance by letter. The child will not be allowed to attend clubs for a week. Each subsequent set of 3 debits will result in another detention letter.
- Removal from a fixture.
- Removal from clubs for longer periods.
- Putting a child on report for a period of at least one week. The child is given a report book, which they hand in to the teacher/assistant at the beginning of every lesson/playtime. The teacher/assistant records the child's behaviour for that session. At the end of each day the child reports to the Principal/Deputy Head Prep with their report book. The book is taken home each night for the parent to read and sign. While on report the child may not attend clubs (LVAC lessons are attended as normal) and must attend both prep sessions.
- Internal suspension – removal from class to allow a child to have space to reflect upon their actions (it is expected that they would do the set class work)
- Suspension – removal from school for the remainder of the day and the following day. A longer period of suspension is sometimes necessary (for stealing, continued violent behaviour. Also see section on bullying). Work appropriate to the curriculum would be set for the child to complete at home.
- Permanent exclusion (this is a last resort and help would be given in finding a school more suitable for the child's needs).

## **Basic Rules**

The following apply at all times:

- Good manners at all times
- Work hard
- Be helpful and kind
- Be polite
- Look after property
- Respect for all (say positive things about others)

## **Specific area guidelines in the classroom**

- Be punctual for all lessons
- Have the correct equipment
- Pay attention
- Take pride in your work
- Put your hand up to gain the teacher's attention
- Listen to what others have to say. Be tolerant of other people's ideas and views.
- Respect for all, say positive things about others and be polite to each other.
- Take care of the classroom and equipment
- Stand when the Principal enters the room
- Tidy up and leave classroom quietly and calmly

## **Around the school**

- Walk in single file. Keep to the left.
- Hold doors open for each other and adults
- Coats, blazers, rucksacks, book bags, kitbags on pegs.
- Care of possessions
- Polite greetings to adults.

## **On the playground**

- Invite other children to join your games
- Respect for all, say positive things about others and be polite to each other.
- Share playground equipment and toys
- Listen to the whistle
- Line up at the end of playtime in straight, silent lines.

- Be aware of younger children
- No play fighting
- Do not disrupt other children's games.

### **In the dining room**

- Silence during main course of meal
- Good table manners using a knife and fork.
- Put your hand up to gain the attention of an adult
- Show your appreciation by saying "Thank you"

### **Off – site**

- Full school uniform (clean and presentable)
- Best behaviour
- Aware of others
- Polite and respectful to all
- Fixtures – be sporting
- Stay in group with group leaders
- Follow the minibus procedure

### **Out of bounds areas**

- Trees and bushes around the edge of the site.
- Behind the Dining block.
- Car park unless accompanied by a parent or member of staff.
- Staff room and resources room.
- The Foundation corridor during the school day unless given permission by a member of staff or it is raining heavily.
- The outdoor play equipment unless being supervised by a member of staff.

## **Anti-Bullying Procedure**

Bullying is deliberate, hurtful behaviour that is repeated over a period of time. It can be physical, verbal, indirect, or done using a computer or mobile phone

(spreading nasty rumours, excluding someone from a group, sending nasty messages via e-mail or text etc.). It can be about physical appearance, personality race, religion, gender, sexual orientation, disability, damaging or stealing someone's property or coercing him or her into acts they do not wish to do or shouldn't do.

If the school receives a complaint about or observes a child being bullied the following procedure will be followed:

- The complaint/observation is logged on the incident reports. Teaching staff and classroom assistants are made aware in the handover meeting the following morning. Initial feedback is taken from staff and recorded by a member of the Leadership Team.
- The Leadership Team will investigate the matter and speak to all the children involved.
- All of the children involved, whether the bully or child being bullied, will be given support. This will be in the form of one to one discussions and mentoring.
- All staff will be notified about the investigation results if appropriate.
- Where necessary the children will be separated during lesson and meal times.
- An extra assistant may go out at playtimes for a period of at least one-week to observe and record, if necessary, the behaviour of all those mentioned in the complaint.
- The school assembly will be themed around anti-bullying and the PHSE lessons for those children will come out of normal curriculum and focus upon behaviour, respect and tolerance of others.
- If at the end of the observation period, the bullying is continuing, the parents will be called in to discuss their child's behaviour. A warning will be issued and the child may go on report.
- If at a later date the child is found to display this unacceptable behaviour again, the parents will be contacted immediately; the child will be excluded from school for 1 day and a second warning issued.
- After this second warning if the behaviour occurs again the child will be suspended for a longer period of time, with a time limit for improvement.
- If the bullying does not cease the school will have no choice but to exclude the child permanently.

## Guidelines for Parents

If you suspect that your child may be the victim of bullying please inform the school straight away – we will work with you and the children involved to improve and resolve the situation. Sometimes, a child may not perceive an incident accurately and so, under any circumstances, parents should not approach another child.

Regular communication is essential and you may be invited to feedback meetings depending upon the behaviour issues/bullying occurring. Should there be any further incidents that your child tells you about, please let the school know – we cannot act if we are unaware.

Please refer to Preventing and Tackling Bullying (October 2014) for further information.

## Cyber Bullying Policy

Cyber-bullying Today's children and young people have grown up in a world that is very different from that of most adults. Many young people experience the internet and mobile phones as a positive, productive and creative part of their activities and development of their identities; always on and always there. Above all, information communication technologies support social activity that allows young people to feel connected to their peers.

Unfortunately, technologies are also being used negatively. When children are the target of bullying via mobile phones or the internet, they can feel alone and very misunderstood. They may not be able to identify that what is happening to them is a form of bullying, or be confident that the adults around them will understand it that way either. Previously safe and enjoyable environments and activities can become threatening and a source of anxiety. As mobile phone and internet use become increasingly common, so has the misuse of this technology to bully. Current research in this area indicates that cyberbullying is a feature of many young people's lives. One study carried out for the Anti-Bullying Alliance found that 22% of young people reported being the target of cyberbullying.

**What is Cyber bullying?** Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.

**What's different about cyberbullying?** Bullying is not new, but some features of cyberbullying are different from other forms of bullying.

**24/7 and the invasion of home/personal space.** Cyberbullying can take place at any time and can intrude into spaces that have previously been regarded as safe or personal.

**The audience can be very large and reached rapidly.** The difficulty in controlling electronically circulated messages means the scale and scope of cyberbullying can be greater than for other forms of bullying. Electronically forwarded content is hard to control, and the worry of content resurfacing can make it difficult for victims to move on.

**People who cyberbully may attempt to remain anonymous.** This can be extremely distressing for those being bullied. The person cyberbullying may never be in the same physical space as their target.

**The profile of the bully and target.** Cyberbullying can take place both between peers and across generations; teachers have also been targets. Age or size are not important. Bystanders can also become accessories to the bullying; for example, by passing on a humiliating image.

**Some instances of cyberbullying are known to be unintentional.** It can be the result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences – for example saying something negative online about another pupil, or friend that they don't expect to be forwarded or viewed outside their immediate group.

**Many cyberbullying incidents can themselves act as evidence.** This is one of the reasons why it's important to know how to respond!

## **Cyber bullying and the law.**

**Education law:** Bullying is never acceptable. The school community has a duty to protect all its members and provide a safe, healthy environment. A range of Education Acts and government initiatives highlight these obligations.

The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Head teachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off site. The EIA also provides a defence for school staff in confiscating items such as mobile phones from pupils.

**Civil and criminal law:** Although bullying is not a specific criminal offence in UK law, there are laws that can apply in terms of harassing or threatening behaviour, for example, or indeed menacing and threatening communications. In fact, some cyberbullying activities could be criminal offences under a range of different laws, including the Protection from Harassment Act 1997, which has both criminal and civil provision, the Malicious Communications Act 1988, section 127 of the Communications Act 2003, and the Public Order Act 1986.

## **Preventing Cyberbullying**

To combat the potential for cyber-bullying at TGIS we feel the best way is to prevent it happening in the first place. The Deputy Head (Prep) will have responsibility for the coordination and implementation of cyber bullying prevention and response strategies. There is no single solution to the problem of cyber bullying. These are the five key areas that TGIS has put in place as a comprehensive and effective prevention plan:

### **1. Understanding and talking about cyberbullying**

The whole school community needs a shared, agreed definition of cyberbullying. Everyone needs to be aware of the impact of cyberbullying and the ways in which it differs from other forms of bullying. Young people and their parents should be made aware of pupils' responsibilities in their use of ICT, and what the sanctions are for misuse. Students and parents should know that the school can provide them with support if cyberbullying takes place out of school.

### **2. Updating existing policies and practices**

We will review and update the school's anti-bullying policy plus other relevant policies – for example, policies on behaviour, pastoral care and use of technologies. Keep good records of any incidents of cyberbullying. Be able to conduct searches of internet use records at school. Knowing that the school is taking such steps may act as a disincentive for bullies to misuse school equipment and systems.

### **3. Making reporting cyberbullying easier**

No one should feel that they have to deal with cyberbullying alone, but reporting any incident of bullying can be really hard for the person being bullied and for bystanders. Provide and publicise different ways of reporting cyberbullying in schools – for instance, a student council taskforce, peer reporting, anonymous reporting – and provide information about contacting service providers directly.

### **4. Promoting the positive use of technology**

Technology is successfully being used to support engaging, positive and effective learning, and to realise and increase the potential of personalised learning by making learning more flexible, creative and accessible. Explore safe ways of using technology with learners to support self-esteem, assertiveness, participation and to develop friendships. Promote and discuss 'netiquette', e-safety and digital literacy. Show learners that the adults in the school understand the technologies they use – or get the students to teach them!

### **5. Evaluating the impact of prevention activities**

Regular reviews are vital to make sure that antibullying policies are working and are up-to-date. Consider conducting an annual survey of pupils' experiences of bullying, including cyberbullying, and a parent satisfaction survey. Publicise progress and activities to the whole-school community – keep cyberbullying a live issue and celebrate your successes!

**It is TGIS policy that children do not have mobile phones with them at any time during the school day. All phones are handed in to the office for safe keeping when the student arrives and are collected at the end of the day.**

## **Responding to Cyberbullying**

Cyberbullying is a form of bullying, and therefore all schools should already be equipped to deal with the majority of cases through their existing anti-bullying policies and procedures. At TGIS the following steps will be followed:

### **1. Supporting the person being bullied**

- Give reassurance that the person has done the right thing by telling someone, refer to any existing pastoral support/procedures and inform parents.
- Advise on next steps:
- Make sure the person knows not to retaliate or return the message.
- Ask the person to think about what information they have in the public domain.

- Help the person to keep relevant evidence for any investigation (e.g. by not deleting messages they've received, and by taking screen capture shots and noting web addresses of online cyberbullying instances).
- Check the person understands simple ways to prevent it from happening again, e.g. by changing contact details, blocking contacts or leaving a chatroom
- Take action to contain the incident when content has been circulated:
- If you know who the person responsible is, ask them to remove the content;
- Contact the host (e.g. the social networking site) to make a report to get the content taken down.
- Use disciplinary powers to confiscate phones that are being used to cyberbully. Ask the pupil to tell you who they have sent messages on to.
- In cases of illegal content, contact the police, who can determine what needs to be kept for evidential purposes.

## **2. Investigating incidents**

- All bullying incidents should be properly recorded and investigated. Cyberbullying can be a very serious matter and can constitute a criminal offence. In UK law, there are criminal laws that can apply in terms of harassment or threatening and menacing communications.
- Advise pupils and staff to try and keep a record of the bullying as evidence. It can be useful to show parents, teachers, pastoral care staff and the police, if necessary, what has happened.
- Take steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.

## **3. Working with the bully and sanctions**

- Once the person bullying is identified, steps should be taken to change their attitude and behaviour as well as ensuring access to any support that is required. Factors to consider when determining the appropriate sanctions include:
  - The impact on the victim: was the bully acting anonymously, was the material widely circulated and humiliating, how difficult was controlling the spread of the material?
  - The motivation of the bully: was the incident unintentional or retaliation to bullying behaviour from others?

Technology-specific sanctions for pupils engaged in cyberbullying behaviour could include limiting internet access for a period of time.

## How is Technology Used to Bully?

Technology:	Great For:	Examples of misuse:
Mobile phones	Keeping in touch by voice or text, taking and sending pictures and film, listening to music, playing games, going online and sending emails. Useful in emergency situations and for allowing children a greater sense of independence.	Sending nasty calls or text messages, including threats, intimidation, and harassment. Taking and sharing humiliating images. Videoing other people being harassed and sending these to other phones or internet sites.
Instant Messenger	Text or voice chatting live with friends online. A quick and effective way of keeping in touch even while working on other things.	Sending nasty messages or content. Using someone else's account to forward rude or mean messages via their contacts list.
Chatrooms and message boards	Groups of people around the world can text or voice chat live about common interests. For young people, this can be an easy way to meet new people and explore issues which they are too shy to talk about in person.	Sending nasty or threatening anonymous messages. Groups of people deciding to pick on or ignore individuals. Making friends under false pretences – people pretending to be someone they're not in order to get personal information that they can misuse in a range of ways – e.g. by spreading secrets or blackmailing.
Email	Sending electronic letters, pictures and other files quickly and cheaply anywhere in the world.	Sending nasty or threatening messages. Forwarding unsuitable content including images and video clips, or sending computer viruses. Accessing someone else's account, e.g. to forward personal emails or delete emails.
Webcams	Taking pictures or recording messages. Being able to see and talk to someone live on your computer screen. Bringing far-off places to life or video conferencing.	Making and sending inappropriate content. Persuading or threatening young people to act in inappropriate ways. Using inappropriate recordings to manipulate young people.

Social network sites	Socialising with your friends and making new ones within online communities. Allowing young people to be creative online, even publishing online music. Personalising homepages and profiles, creating and uploading content.	Posting nasty comments, humiliating images / video. Accessing another person's account details and sending unpleasant messages, deleting information or making private information public. Groups of people picking on individuals by excluding them. Creating fake profiles to pretend to be someone else, e.g. to bully, harass or get the person into trouble.
Video hosting sites	Accessing useful educational, entertaining and original. Creative video content and uploading your own.	Posting embarrassing, humiliating film of someone.
Virtual Learning Environments (VLEs)	School site, usually available from home and school, set up for tracking and recording student assignments, tests and activities, with message boards, chat and IM.	Posting inappropriate messages or images. Hacking into someone else's account to post inappropriate comments or delete schoolwork.
Gaming sites, consoles and virtual worlds	Live text or voice chat during online gaming between players across the world, or on handheld consoles with people in the same local area. Virtual worlds let users design their own avatars – a figure that represent them in the virtual world.	Name-calling, making abusive / derogatory remarks. Players may pick on weaker or less experienced users, repeatedly killing their characters. Forwarding unwanted messages to other devices in the immediate vicinity.