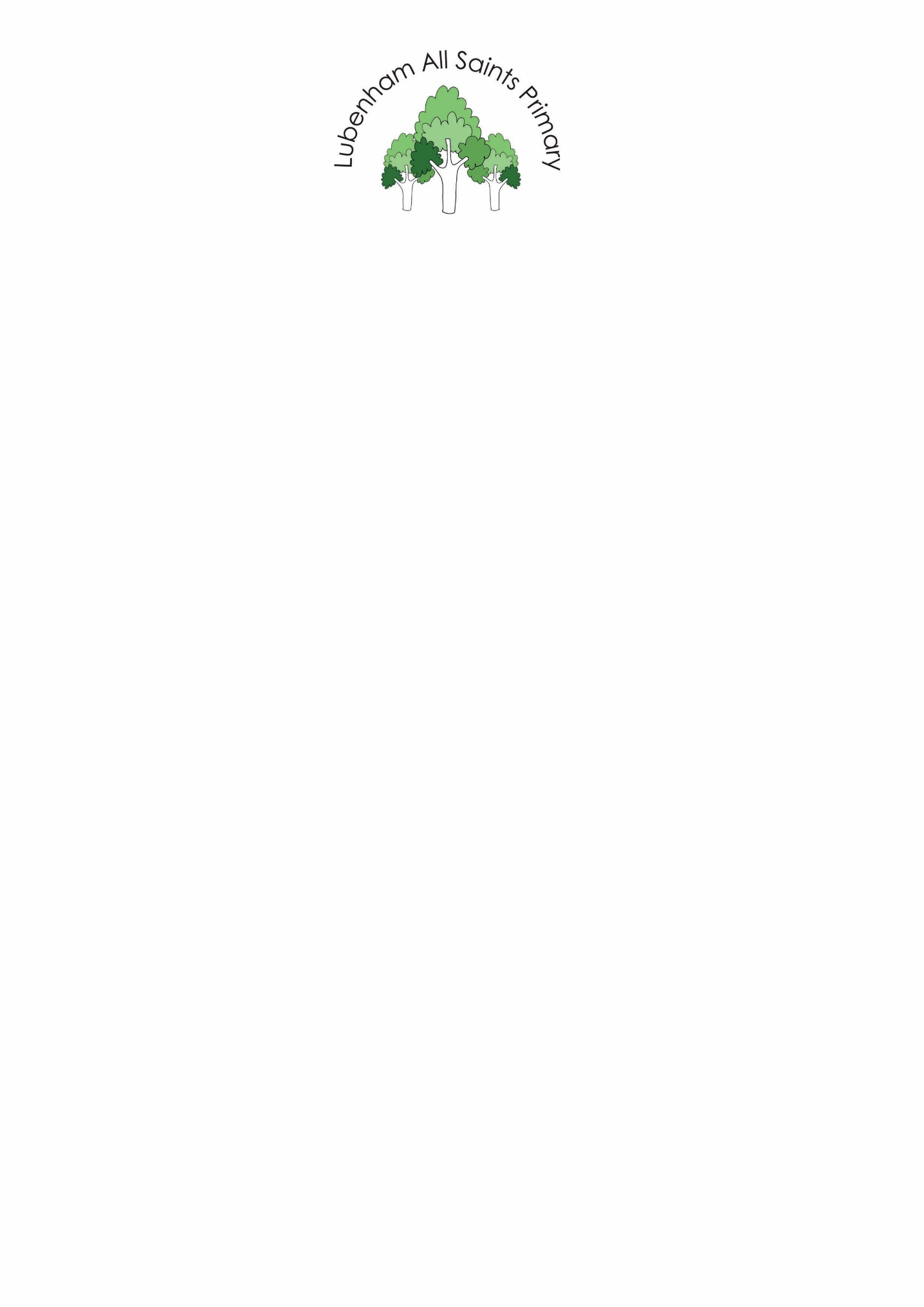
BEHAVIOUR AND ANTI-BULLYING Policy



**Lubenham All Saints Church of England Primary School**

**Policy for Positive Behaviour and Anti-Bullying**

THIS DOCUMENT is a statement of aims, principles and strategies for supporting

positive behaviour and anti-bullying at Lubenham All Saints C.E. Primary School.

* It was developed during the Spring Term 2018 through a process of consultation with pupils, parents, staff and governors.

THIS POLICY was REVIEWED on: **Autumn term 2020**

This policy will be reviewed Autumn Term 2022

Mrs. H White Head Teacher

Mrs C Stevens Chair of Governors

Date: April 2018 (Signed copy held in the school office)

**POSITIVE BEHAVIOUR**

**Aims**

Do to others as you would have them do to you.

Luke 6:31

Our expectations for behaviour are closely linked with the ethos of our school. We strive to create a nurturing yet ambitious family community underpinned by strong Christian values to support and develop each unique child.

All staff develop this positive ethos through praise and celebration of achievements.

We aim to help our children develop respect for themselves, others and their environment by:

Creating an environment where children feel safe, secure and happy;

Establishing clear and consistent expectations of behaviour;

Building warm and supportive relationships;

Assisting children in developing good standards of personal behaviour;

Developing in each child a sense of their own worth;

Acknowledging that every person in the school community has a part to play;

Demonstrating good manners and encouraging all members of the school community to respond in a polite and thoughtful manner to one another;

Consistent reinforcement of expected behaviours and manners backed up by rewards;

Consistently applying sanctions when the agreed rules are broken.

**Parental Involvement**

The school is firmly committed to working in partnership with parents. Parents are informed at an early stage if the school has any concerns about their child’s behaviour. Parents are encouraged to contact the school if they have any concerns relating to their child’s behaviour or that of other children. Parents are advised to approach teaching staff or the Head Teacher and not to approach children or parents under any circumstances.

Our acceptable standards of behaviour are outlined in the Home – School Partnership agreement which all staff, parents and pupils sign on starting the school (see Appendix1). The School Code of Conduct is shared in assembly at the start of the each school year, revisited in other assemblies, displayed in all classrooms and are regularly referred to by all staff throughout the year.

* **The Lubenham Way – Lubenham All Saints Code of Conduct**
* *Choose Respect*
* *Choose Kindness*
* *Do your best*
* *Step up and take part*

Appropriate behaviour is recognised and celebrated. Inappropriate behaviour is identified and dealt with through consistent, agreed strategies.

**Rewards for appropriate behaviour:**

Praise – verbal and / or written;

Reward stickers;

Record of achievement cards in the Early Years Foundation Stage and Key

Stage 1 to earn metal merit badges;

Record of achievement cards in Key Stage 2

Bronze, Silver, Gold and Platinum certificates recognising effort and good behaviour;

Pompoms awarded for demonstrating good character traits;

Children sent to other teachers, subject leaders or the Head Teacher for praise;

Other achievements celebrated in a weekly assembly.

**Sanctions for inappropriate behaviour:**

* A reminder about the expectations we have for behaviour
* A warning
* Moved away from the group for 2 minutes ( second warning)
* Lose 5 /10 minutes of break and complete a behaviour form ( third warning)
* Sent to Headteacher, who may send a letter to your parents
* Parents will be brought into school

If at this stage there has been no substantial improvement in behaviour, a formal record will be initiated and all subsequent misconduct will be reported direct to the head.

If a child is repeatedly struggling to follow the school code of conduct, the Head Teacher will be informed and a meeting or telephone call with parents may be arranged. The child may then be issued with behaviour targets and a chart to monitor their progress. When the child’s behaviour reaches a consistently acceptable level, the use of a behaviour chart will cease.

Short term exclusion may be used for persistent, unacceptable behaviour and in the case of a child displaying repeated extreme behaviours, the advice and help of outside agencies is always sought.

A number of staff have been trained in the use of “Positive Handling” strategies to aid diffusion and de-escalation of incidents involving extreme behaviours. Only staff who have completed the “Positive Handling” training can use the techniques.

**Behaviour at playtimes**

The full involvement of all staff in the implementation of strategies for supporting good behaviour is essential in order to achieve consistency and fairness. Teaching staff work closely with non-teaching staff to ensure a consistent approach in managing behaviour at other times, such as lunch times.

During morning and afternoon playtimes, the direct responsibility for monitoring the children’s behaviour lies with the members of staff on duty.

During lunchtime breaks, the lunchtime supervisors are responsible for monitoring behaviour. Any instances of children not keeping their hands and feet to themselves, result in the child being brought inside to the Executive Headteacher or Head of School. During the time spent inside, the child will complete a Reflection sheet If appropriate, the child will be allowed to return to the playground for the last 5 minutes of playtime.

A number of strategies have been put in place to ensure that the playground and playing field are safe and happy places for the children to play.

These include:

* **Playground zones**, with identified games, general play areas and quiet areas;
* **Sport Ambassadors,** who organise and supervise planned activities.
* **Games Makers** help others and encourage the playing of games and organise Toy shed play equipment .
* **Seating areas,** where the children can sit if they prefer to have a quiet playtime;
* **Supervised adventure playground**;
* **Pompoms** are handed out to recognise the use of identified Character traits such as independence, co-operation, teamwork etc at playtimes,
* **Whole School** dine together with children sitting in mixed age groups to enable pupils to help each other at lunchtime.
* **Worry box** in which children can place any worries or report issues which can then be dealt with by the class teacher; For wet play times, games are available in each classroom.

We expect the children to behave in a courteous manner towards each other and all adults they encounter in the school. We do not accept violence, racism, homophobia, bad language, vandalism or bullying in any form in our school. The same expectation of attitude and behaviour applies at before and after school clubs and on educational visits/residentials.

Polite manners and quiet talking voices are positively encouraged in the dining room to make school mealtimes a pleasant experience for all. Children act as lunchtime monitors to assist the lunchtime supervisors.

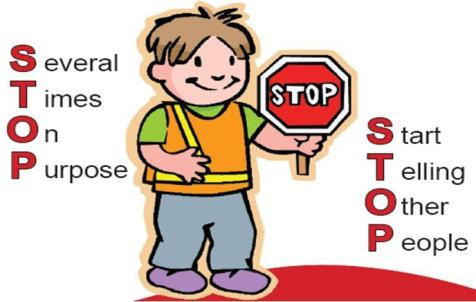
**Further guidance for playground behaviour**

At the end of the school day the children are expected to go home straight away unless they are involved in extra-curricular activities. Playing in the school grounds is not permitted once the school day has ended and children should not climb on the climbing frame. The school accepts no responsibility for supervising children on the climbing frame outside of the hours of 8:50 and 3:15.

Children playing or working outside must have adequate supervision at all times. In the case of an accident, an appointed runner must be sent inside to alert a trained First Aider if the staff on duty need support.

**BULLYING**

Bullying can be described as being ‘a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully.’ The children are encouraged to think of bullying having occurred if something upsetting happens ‘Several Times On Purpose’ (STOP).



It is deliberately hurtful behaviour;

It is often repeated over a period of time;

It is difficult for those being bullied to defend themselves.

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

|  |  |
| --- | --- |
| **Physical**  Hitting and punching  Kicking  Biting  Pinching  Pushing | **Verbal**  Name-calling  Insults  Homophobic or racist remarks  Nasty teasing  Taunting  Threatening |
| **Relational**  Rumours  Spreading nasty stories about someone  Excluding someone from social groups | **Cyber-bullying**  Use of ICT via mobile phones/computer/internet/social media to intimidate |

Bullying can also involve:

Rude gestures;

Deliberate damage to a child’s property;

Taking property, for example, items from lunch boxes or pencil cases.

All staff involved in the education and / or supervision of children are made aware of the issue of bullying and the need to apply the school’s policy of zero-tolerance consistently if episodes of bullying are witnessed or reported.

In addition, the issue of bullying will be raised with pupils at a number of levels, including:

In school assemblies;

Participation in national initiatives such as “Anti-Bullying Week”;

Participation in local initiatives such as “Beyond Bullying” award scheme;

In class circle times / PSHE and Citizenship lessons;

Through SEAL materials (Social and Emotional Aspects of Learning);

At an individual level, e.g. support and guidance offered to a child experiencing bullying and to children who have bullied others;

Playground strategies to encourage positive play.

Children are encouraged to tell people about incidents of bullying which they experience or of which they may be aware. This could be a teacher, teaching assistant, lunchtime supervisor, parent or friend. As soon as staff are made aware of the incident they

will respond positively, take the expression of concern seriously and ensure that the matter is fully investigated.

Parents who believe their child is the target of bullying behaviour should share their concerns with the school at the earliest opportunity and be prepared to work with the school to keep the children safe. All expressions of concern will be taken seriously and investigated thoroughly.

All staff are asked to report any incidents of bullying behaviour that they may encounter from pupils, parents or other members of staff to a senior member of staff and any such incident will be taken seriously.

**Identifying Bullying**

It is important to recognise the differences between bullying and boisterous, thoughtless behaviours.

Bullying tends to be focussed on a child who is perceived to have a weakness;

Bullying tends to be a wilful or conscious desire to hurt, threaten or frighten;

Bullying can be spoiling other children’s activities showing hostility and/or rough intimidating behaviour;

Boisterous behaviour tends to be more natural and uncontrolled, is not vindictive and is usually high spirited, without malice and not particularly unfriendly.

Early signs of distress in a child that may be being bullied may include:

unwillingness to go to school;

signs of withdrawal;

deterioration of work;

isolation;

faking illness;

erratic attendance;

desire to remain with adults;

late to school;

general unhappiness/fear/anxiety;

crying at bedtime;

continual ‘loss’ of money and other school equipment;

unexplained bruises, cuts and scratches;

refusal to discuss problems.

**Strategies for dealing with bullying**

Pupils are encouraged to Start Telling Other People. (STOP)

e.g.Teacher, lunchtime supervisor, teaching assistant, adults in school, parent or friend.

**What the school aims to do**

Promote the caring and nurturing side of children;

Actively promote a caring co-operative ethos;

Actively promote the discussion of all behaviours, especially bullying, and through assemblies and class discussions educate children to have an awareness of the needs of others;

Ensure that discussion on relationships is a prominent part of children’s personal and social development;

Ensure adequate supervision of cloakrooms and playgrounds;

During playground duties staff will be vigilant and look out for situations where

children seem unhappy. They will then intervene quietly and sensitively;

Be aware that all persons are to be treated equally and tackle any prejudice, negative language or attitudes based on race, culture, sexual orientation, gender, home circumstances, appearance, health conditions, SEN or disabilities.

Give support to both target and pupil displaying bullying behaviour.;

Listen fairly to all accounts of any incident;

Encourage children to respect all points of view;

Work with parents where bullying is suspected;

Ensure that all staff are trained in the recognition and management of bullying

**What parents can do**

Don’t condone bullying by encouraging your child to hit back;

Talk to school staff immediately if you think your child is being bullied or is displaying bullying behaviour;

Listen to your child and other children;

Watch out for signs of distress in your child;

Keep a written record if the bullying persists, e.g. what, when, where?

Support your child and encourage him/her to tell a trusted adult at school about bullying incidents;

Be aware that bullying usually takes place over a period of time and is not a ‘one off’ incident.

**What children can do**

Play where you can easily be seen;

Play in a large group;

Try not to give in to bullies. They don’t like it when you stand up to them;

Start Telling Other People – bullying must not be ignored.

**Procedures for dealing with bullying**

It is everyone’s responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

General procedures for dealing with bullying will follow these principles:

1. Adults are available

They make sure that children know they are ready to listen and are ready to provide immediate support. They remain calm and make it clear that the incident will be investigated.

2. Incidents are investigated

Every incident is investigated as soon as possible. All those involved are interviewed separately to produce an accurate report. All incidents are reported to the Head Teacher.

3. Records are kept

Records of incidents of bullying are kept by the Head Teacher. The Head Teacher is responsible for co-ordinating the recording system and analysing patterns.

4. There is a response

a) To the person doing the bullying: they will be spoken to, and given sanctions related to the severity of the incident. Parents will be involved if appropriate and strategies to help the child not to bully again will be put in place and followed up. (See Appendix 2)

b) To the person being bullied: they will be assured that the situation is being dealt with.

They will also be given strategies to help them deal with the situation. (See Appendix 2)

c) Staff will emphasise that the pupil is right to tell an adult in school if they are having a problem with another pupil.

5. Review and follow up

A review will be carried out as appropriate to the situation by a member of the Senior

Leadership Team, and a member of the Governing Body if appropriate. The Chair of

Governors will be informed of any incidents that require review on a termly basis. The Head Teacher is required to report incidences of racist bullying to the Governing Body on a termly basis.

**Behaviour and Bullying - Serious Incidents**

The majority of incidents that occur in school are of a minor nature and are easily resolved, with differences being resolved in an amicable way. However, there will be times in school when an incident occurs that is considered to be of a serious nature. On such occasions, the details will be recorded on our school management system. If an incident is recorded in this log, then the parents of all children involved will be informed.

Actions implemented as a result of a serious incident could include one of the following:

Pupils placed on a behaviour to monitor behaviour in class or on the playground;

Removal from the premises at lunchtime or reduction in time spent on the playground;

Involvement of outside agencies as appropriate;

Fixed term or permanent exclusion following the procedures in the DfE document

“Exclusion from maintained schools, Academies and pupil referral units in

England” (A guide for those with legal responsibilities in relation to exclusion)

2012.

The following types of incident will be considered serious:

Physical assault against a pupil;

Physical assault against an adult;

Verbal abuse / threatening behaviour against a pupil;

Verbal abuse / threatening behaviour against an adult;,

Abuse related to Racial, religious, cultural, SEN and disabilities, appearance, health conditions, homosexual, bisexual, transexual or gender differences.

Psychological abuse (rumours, social exclusion)

Bullying;

Fighting;

Damage to school or personal property;

Theft;

Smoking on school property;

Bringing a dangerous item to school;

Persistent disruptive behaviour.

Every incident will be investigated thoroughly and each case will be considered individually.

**Bullying outside school premises**

Head Teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers the power to regulate pupils’ conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff (*this* *legislation does not apply to independent schools)*. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Head Teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken 5 against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

**Conclusion**

All staff are aware of the behaviour and anti-bullying policy and are active in its implementation. The policy outlines a clear code of conduct for staff and children at

Lubenham All Saints Church of England Primary School. It reflects the values and principles which we consider to be important to our school and procedures to implement to ensure that good behaviour in maintained.

**This policy document will be reviewed every two years.**

**References:**

DfE “Preventing and tackling bullying” - Advice for Head Teachers, staff and governing

bodies (June 2013)