

Long Whatton C of E Primary

Behaviour and Anti-Bullying Policy



‘Live, Learn, Grow and be Thankful’

Behaviour and Anti Bullying Policy

Date of policy: September 2023

Date adopted by Governors: September 2024

Date of review: September 2024

We are proud of the fact that the behaviour of the vast majority of our pupils is very good.

We aim to maintain this in the following ways:

By promoting good behaviour through PHSE, through a clear rewards and sanctions policy and through emphasising the positive things that happen in school we aim to develop pupils' ability to make good decisions, preparing them for their life beyond Long Whatton. We teach children to treat others as they would like to be treated, in line with the school's Christian ethos.

We have an ELSA in school who carries out social story small group work with the children.

We also run a nurture breakfast club that supports those children who are struggling socially and emotionally.

We have a nurture room where children can go to take time to think and reflect.

We ensure that parents understand and support our behaviour protocols.

We have a planned programme of assemblies that provide opportunities to think about moral decisions, often using religious stories to put issues into context.

The strategies we use enable pupils to develop personal responsibility for their actions but also to understand they have a responsibility to those around them.

We have class rules that have been agreed between pupils and staff as being the most important elements in ensuring a happy and safe school.

At lunchtimes children are expected to show good manners and keep noise to an appropriate level. Emphasis is on the positive and catching children behaving well and letting them know that their behaviour is good.

Our pupils understand why rules are important and agree that they make the school a happier and safer place.

Pupils are encouraged to behave well and work hard at every opportunity. We place emphasis upon the positive things that our children do to act as good examples for others to follow. The strategies we use enable pupils to achieve as a team and as individuals.

House Points

All children belong to a House team for which they can win House Points. The totals are announced every two weeks.

At lunchtimes the dinner supervisors give house points. These will be given where children are demonstrating our Long Whatton Way characters and vision.

Honours Assembly

We also have a Honours assembly every two weeks. In these assemblies' teachers honour pupils who have done something which promotes the Long Whatton Way or our Christian Values.

Long Whatton Way

The Long Whatton Way embeds the key characters that we believe are vital to instil within our children for them to become good citizens in the future. These consist of:

I can do it!

More than just me!

Thinking for myself!

Flying high!

Christian Values: Love, Respect, Forgiveness, Peace, Hope, Honesty

Staff will note when a child is demonstrating these characteristics around the school and this will be added to the class celebration board. Five of these children will then be chosen for the fortnightly Honours assembly.

Class Rewards

Each class has a rewards ladder. Children begin the day on the colour green. All children have the opportunity for success and to move onto the 'Long Whatton Ways' characteristics board. This could be for good pieces of work or by showing exemplary behaviour. When a child shows a characteristic they will be added for each trait that is being focused on and celebrated as a class and in Honours assembly.

Ultimately we want our pupils to act truthfully, with consideration for others and to understand the consequences of their actions because it is morally the right thing to do, not for the reward in itself.

As a Church school our aim is to ensure that children build up a personal moral framework that will allow them to become citizens that make a positive contribution throughout their lives. We want our pupils to consider what they can give before considering what might be given to them.

When unacceptable behaviour occurs we want to take an appropriate and measured response.

Action is *always* taken.

Stage 1: A verbal warning is given and the child's name is moved from green to amber on the 'ladder'.

Stage 2: A second warning is given and the child's name is moved from amber to red on the class ladder. This will result in the child missing some of their playtime with the teachers on playground duty for one minute per year of age. The child's name will then be added to the class behaviour book.

Following the break time sanction, the child's name returns to green in order to start the session positively.

It is also important to note that a child who has moved from 'green' on the ladder should always begin a new day with their name back at 'green' level.

Stage 3: The child will be sent to the headteacher or in her absence, the senior teacher. A record of the misbehaviour will be kept by the senior leadership team on CPOMS. The head or senior staff will apply further sanctions as appropriate to the incident and the child.

Children who have appeared in the behaviour book 3 times in a week or persistently over a number of weeks will be sent to the headteacher.

A letter or phone call home will be sent home to parents detailing the specific behaviour and what action has been taken. Monitoring of behaviour on a behaviour chart will be set up. The behaviour chart will monitor behaviour at school and be sent home to parents each evening. The monitoring of behaviour on a behaviour chart will be removed after 3 weeks of good behaviour.

We recognise that a pupil may require a behaviour plan to support the development of positive behaviour and this will be put in place where it is deemed appropriate. This may include: missing a trip or key event.

* If serious incidents occur they will be reported to the Headteacher and stage 4 will be followed.

Stage 4

Outside advice will be sought e.g. educational psychologist advice and assessment.

The child may move to a support plan in consultation with the SENCO. An EHC could then follow.

Parents and governors would now be fully involved.

If behaviour does not improve:

- A child could be excluded at lunchtime for a period of time
- This could also be the case if a child exhibited unacceptable behaviour at lunchtime.
- The child would be excluded from the whole school day for a period of time
- Finally, with no other options available a child would be permanently excluded from school. This final decision would be taken by Long Whatton Church of England Governing Body.

If a permanent exclusion is likely, the school will refer to the LA policy on exclusion.

Our school has adopted the LA's policy on exclusion.

Lunchtimes

The same system is used at playtimes and lunchtimes. Lunchtime supervisors record incidents in the class behaviour book. The headteacher will monitor this book every two weeks.

Residential visits

We require parents to sign a behaviour agreement as part of the permissions process, accepting that if behaviour is unacceptable during the visit they may be required to collect their child.

After School Clubs and activities

If a child is deemed to be spoiling the learning/enjoyment of others, including the activity leader, and does not respond to verbal warnings, parents will be informed on these occasions.

If unacceptable behaviours continue, then they may be excluded from that activity for a number of sessions or, failing an improvement in behaviour, permanently.

Physical Restraint

Staff have the power (though not a duty), to use appropriate positive handling to restrain or remove a child that is endangering themselves or other pupils.

Anti-Bullying

The school has a zero tolerance to bullying, homophobic behaviour and discrimination on the grounds of race, gender or ability.

- * Our pupils are taught that EVERYONE has the right to be happy and to feel safe.
- * Our pupils are taught to value themselves and to be assertive.
- * Our pupils are taught that difference and diversity are positive things.
- * Our pupils understand what bullying is and what forms it can take.
- * They are taught to recognise bullying by using the STOP method.

Several Times On Purpose Start Telling Other People

- * Our pupils are taught the first step in dealing with bullying is to ask them to stop and to explain assertively to them how their chosen actions makes them feel.
- * Our pupils are taught to tell an adult and that this is not 'telling tales' or 'snitching'. They are taught that if someone says they are telling tales that this is a sign they are doing the right thing as a bully does not want to be in trouble.
- * Our pupils are listened to and their views are sought, including the bully.
- * Our pupils are taught about e safety and the potential risks of the internet.

Through PSHE and our assembly programme we aim to develop the self-esteem of all pupils and help them to recognise their own and the qualities of others.

Our pupils are taught that in life we will not like everyone we meet, but that we can and must work alongside them effectively and with tolerance.

Any incident of bullying automatically means that parents are informed about the incident and are invited into school to discuss ways of ensuring there are no further incidents.

Allegations of bullying - Procedures followed:

Bullying will not be tolerated. All reported bullying is taken very seriously and investigated thoroughly.

When there is an accusation of bullying of any kind, the first action is to ascertain that it is 'bullying' (i.e. something that has occurred several times on purpose) and not just a one-off incident.

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved.

Gather the Facts

Speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. Staff should not promise confidentiality as it is very likely this concern will have to be shared further. Staff should only share the record this on CPOMS with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be shared with.

Staff should write up a thorough summary immediately after the report onto CPOMS. They should only record the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. The report should be passed to the designated safeguarding lead or deputy DSL's.

Consider the Intent (begin to Risk Assess)

Has this been a deliberate or contrived situation for a young person to be able to harm another?

For the young person who has displayed harmful behaviour

In this circumstance it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through an early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that the young person receives a consequence for their behaviour. School may choose to m

Cyberbullying:

Cyber bullying is bullying through the use of communication technology like mobile phone text messages, e-mails or websites. This can take many forms for example:

- Sending threatening or abusive text messages or emails, personally or anonymously
- Making insulting comments about someone on a website, social networking site (e.g: Facebook) or online diary (blog)
- Making or sharing derogatory or embarrassing videos of someone via mobile phone or email (such as 'Happy Slapping' videos)

It should be noted that the use of ICT to bully could be against the law. Abusive language or images, used to bully, harass or threaten another, whether spoken or written (through electronic means) may be libellous, may contravene the *Harassment Act 1997* or the *Telecommunications Act 1984*.

AI:

Generative artificial intelligence (AI):

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

We recognise that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

We will treat any use of AI to bully pupils in line with this policy.

The use of the web, text messages, e-mail, video or audio to bully another pupil or member of staff will not be tolerated.

If a bullying incident directed at a child occurs using email or mobile phone technology either inside or outside of school time, we will:

1. Advise the child not to respond to the message
2. Refer to relevant policies including e-safety/acceptable use, anti-bullying and PHSE and apply appropriate sanctions
3. Secure and preserve any evidence
4. Inform the sender's e-mail service provider
5. Notify parents of the children involved
6. Consider delivering a parent workshop for the school community
7. Consider informing the police depending on the severity or repetitious nature of offence
8. Inform the LA e-safety officer

If malicious or threatening comments are posted on an Internet site about a pupil or member of staff, we will:

1. Inform and request the comments be removed if the site is administered externally
2. Secure and preserve any evidence
3. Send all the evidence to CEOP at www.ceop.gov.uk/contact_us.html
4. Endeavour to trace the origin and inform police as appropriate
5. Inform LA e-safety officer

The Pupils and Staff of Long Whatton CE Primary School

Signed on behalf of Governing Body _____

Reviewed September 2023

Next Review

September 2024

Long Whatton Behaviour Ladder Policy



In each classroom there are 3 colours displayed indicating your behaviour.





Green– You are having a good day! We start each day on green.



Amber– This is your first warning; you can turn this around!




Red– You will need to take time out at break or lunch to reflect on your behaviour. When you have had your reflection time you will put your name back to green and have the opportunity to carry on the rest of the day in a positive way.

Name _____

Behaviour chart

Use faces  or comment on the behaviour for each session of the day

	9.00-9.30	9.30 10:30	10:30	10:45	11.00 - 12.00	12:00-1.10	1:10 - 2.10	2.10-3.20
	TEACHING SESSION 1	TEACHING SESSION 2	Assembly	Break	TEACHING SESSION 3	Lunch	TEACHING SESSION 4	TEACHING SESSION 5
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Any patterns of behaviour noted this week? _____

Plan for next week _____