



## **Lindow Community Primary School**

### **School Policies**

### **Control Sheet**

Policy: **School Behaviour and Anti-Bullying**

Policy Type: **Statutory**

Author: **Headteacher**

Owner: **Headteacher**

Reviewed by: **PDBW Committee**

Approved by: **Governing Body**

## Policy: School Behaviour and Anti-Bullying

This policy was written in conjunction with the following policies & Legislation:

- Behaviour in Schools: Guide for headteachers and school staff *September 2022*
- Use of reasonable force: Advice for headteachers, staff and governing bodies *July 2013*
- Equality Act *2010*
- Education Act *2002*
- Education & Inspections Act *2006*
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools *September 2022*
- Lindow Child Protection & Safeguarding policy
- Lindow online safety policy
- Lindow staff handbook
- Lindow staff code of conduct
- Lindow SEND policy

### Equality Act 2010

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality. We acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

## 1. Rationale

Lindow Community Primary School aims to work in partnership with the whole school community to encourage and promote the appropriate behaviour of pupils both within and outside the classroom.

This policy is designed to impact positively on learning and teaching as well as the emotional and mental wellbeing of children and staff, and therefore raise standards.

Parents and carers have a vital role to play in supporting and developing good behaviour. The Lindow School Behaviour policy is based on a partnership between parents, carers, staff, governors and pupils working together in matters involving values, standards and expectations. In addition, as some of our pupils also have members of multi-agency teams working with them, the need for collaboration and partnership is vital in forming a truly inclusive school.

## 2. Aims

- To provide a welcoming, safe and secure environment that is calm, orderly and consistent for the whole school community.
- To model and expect a set of age & ability -appropriate, expected behaviours based on

trust and mutual respect, as outlined in the 'Lindow Life Skills' curriculum.

- To support pupils in accepting responsibility for their own behaviour.
- To develop and sustain a positive culture in both learning and teaching.

### **3. Implementation**

- The 'School Behaviour' policy should be owned and consistently endorsed by the whole school community.
- Expected and appropriate behaviour should be celebrated at every opportunity through the school's 'Lindow Life Skills' passports & goals.
- Inappropriate behaviour must always be appropriately challenged.
- Outstanding channels of communication, both internal and external, are vital in the pursuit of excellence.
- Consistency from staff is vital in all areas of successful behaviour management and teaching and learning.
- Rewards, Routines, Responsibilities, Rules and Sanctions are the responsibility of all staff.

### **4. Lindow Life Skills & Relationships Education**

Many of the Lindow's expected and appropriate behaviour can be found in the Lindow Life Skills curriculum document, or the children's individual passports. The key skills related to behaviour are 'Be empathetic,' 'Be articulate,' 'Be co-operative and participate' 'Make decisions' and 'Be the best you, you can be.' During Life Skills & Relationships Education, positive behaviours can be modelled and taught, whilst inappropriate behaviour can be explored on a generic, non-personal level and the consequences discussed. Children can set themselves targets, linked to their behaviour and record these in their passports.

### **5. The House System**

The House System is designed to encourage and reward appropriate and expected behaviour in school. The pupils are split into four houses. This is to encourage responsibility and a sense of belonging outside of the children's peer/class groups across the school. The pupils attend regular house assemblies and receive rewards associated to the house. The pupils are also able to speak to their head of house regarding pastoral matters.

### **6. Rewards**

At Lindow, we first and foremost encourage appropriate and expected behaviour by pupils through positive measures. We believe that self and mutual respect is the key strategy to a positive attitude in school.

Lindow's main reward systems are

- House points linked to Lindow Life Skills (collected and collated through the 'Class Dojo' system)
- Merit certificates linked to the school's 3 core values
- Extra playtime for winning classes in a variety of 'competitions.'

These are shared with the children in a weekly celebration assembly, as well as elements such as 'dojo champion' in class, and sent home to parents via a weekly newsletter/dojo communication.

## 7. Sanctions

It is important that the children are aware of the consequences of their choices and they are taught how to manage and rectify these choices. The list of sanctions is generally progressive, however some incidents will be immediately escalated to the headteacher/deputy headteacher and result in an automatic formal consequence.

The school follows the agreed 'Behaviour Tracking' system. All paperwork relating to this system can be found in the appendix. Any sanctions used must be proportionate to the child's age and level of understanding.

For Reception, this is as follows:

### KEY

- Verbal reminder of rule
- Discussion regarding the behaviour observed and the behaviour expected.
- Modelling of key phrases and vocabulary to use in scenarios to help the child manage issues in the future.
- Use of social stories along with conversations with a trusted adult in their class where necessary
- When necessary a conversation with parents will occur

For Years One to Six, this is as follows:

### KEY

- Verbal reminder of rule
- Verbal warning – "next time you will go onto 1"
- Circle number 1
- Circle number 2 – 10 mins time out within room
- Circle number 3 – 10 mins time out in different class - complete reflection sheet social story/have a conversation with an adult in their class where necessary.
- Circle number 4 – speak to Miss Wilson/Mr O'Keefe
- Circle number 5 – letter home /conversation with parents

At playtimes and lunchtimes, the system is also in place, with slight adaptations – this system can also be found in the appendix.

If a child has had to speak formally to a member of the Senior Leadership team three times in any half term the child, along with their parents/guardians, class teacher and headteacher or deputy headteacher will be invited to a Review of Behaviour Meeting. This will be used as an opportunity to address the issue and decide a plan of action for the benefit of the pupil. This will

be in the form of a Behaviour Support Plan (BSP)

It is important to note that parents/guardians and carers are welcome in at anytime to discuss these matters with the class teacher.

## 8. Bullying

At Lindow Community Primary School, we have a zero-tolerance approach to bullying. Central to our School's anti-bullying policy is the principle that 'bullying is always unacceptable' and that 'all pupils have a right not to be bullied'. We also believe in preventative education; teaching children carefully, clearly and regularly through our Lindow Life Skills and RSE curriculum to understand what bullying is, how to prevent it, how to help others and convey a clear message that bullying will not be tolerated in our school.

Bullying can be physical, verbal or emotional, and is usually repeated over a period of time by a single person or a gang. It is the wilful, conscious desire to hurt, threaten or frighten someone. Bullying can take many forms:

- Physical – hitting, kicking, taking belongings; sexual assault
- Verbal – name calling, insulting, offensive remarks, racially/sexually/homophobic/offensive remarks;
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours;
- Cyber-bullying – the use of mobile phones or web-based messaging / social media such as WhatsApp, Facebook;
- Homophobic or transphobic bullying;
- Racial bullying

The school recognises that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any bullying including cyber-bullying that we become aware of carried out by pupils when they are away from the site. If we become aware of any incidents of cyberbullying, we will consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate, or we are required to do so.

At Lindow, we are also aware that bullying and Child on Child Abuse can present in a similar way. Our approach to dealing with Child on Child abuse is outlined in the schools' child protection and safeguarding policy.

### 6.1 - Procedures to follow

- Listen carefully to pupils and provide them with opportunities to express views and opinions – both verbal and written;
- Ensure the Headteacher is made aware of any bullying to ensure it is recorded and monitored;

- Racial/sexual/homophobic harassment is reported to the Head teacher, and is recorded separately;
- Withdrawal of privileges and/ or removal from the playground;
- Contact parents where deemed appropriate;
- In extreme cases when other solutions have failed, exclusion may be considered;

## 6.2 Intervention techniques

- Annual theme day/week usually during anti-bullying week, followed up with regular assemblies and teaching of RSE/LLS throughout the school year on the theme of bullying;
- Promotion of the STOP message in school, to ensure everyone understands what bullying is and that it will not be tolerated (STOP: Several Times On Purpose);
- Teaching assertiveness and other social skills;
- Peer mentoring;
- Teaching victims to say “no” or get help;
- Role – play bullying situations;

## 9. Power to use reasonable force

Nominated members of staff receive regular positive handling training and should ideally be the person to carry out any form of reasonable force that involves the need to physically handle a child. However, all members of staff at Lindow 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.

Separate advice is available in ‘Use of Reasonable Force – advice for school leaders, staff and governing bodies’ and this is followed when an incident occurs.

All incidents where reasonable force is needed must be reported to the head teacher as soon as is reasonably possible, with relevant paper work (ABC form as a minimum) completed. Parents must also be informed by the headteacher or a delegated member of staff.

## 10. Exclusions

Exclusion of pupils from school is the ultimate sanction of the School Behaviour Policy. It arises when all other behaviour sanctions have been exhausted and in all cases where a child physically assaults another child or an adult while on the school premises.

No exclusion decision is taken lightly and all are the responsibility of the Headteacher or, in their absence, by the Deputy Headteacher.

Exclusions can take the form of:

- Fixed Periods of Exclusion – where a child is excluded from the school for a specified lunchtime period and / or a number of school days; and

- Permanent Exclusion – where a child is permanently excluded from attending Lindow School.

No 'informal' or unofficial exclusions, even with the agreement of parents / carers, are permitted in law.

Exclusions will take place with immediate effect, once the decision has been made by the Headteacher, or, if appropriate, by the Deputy Headteacher and will follow the procedures detailed in the school's Exclusions Policy.

## **11. Policy Review**

It is vital that rewards and sanctions are always evolving; this is to ensure that the system used is always the optimum approach that will benefit the pupils the most. To ensure that School Behaviour is maintained at the highest possible standard, the Headteacher and Governing Body will review this policy every two years.

## **Appendix:**

### **Behaviour System Information**

#### **Lesson time/ In school**

Rec – see key in policy

Y2 – 6 – Behaviour Tracking Sheet. – See Separate Sheet

#### **Lunch/Playtimes**

1. Reminder of desired behaviour
2. Verbal Warning - Do it again you will have time out.
3. Time out Zone (wall) for 5 minutes
4. After the zone – if behaviour continues – staff member on duty to pass on to class teacher and child moves up the behaviour chart.

Each class teacher to have a Behaviour file in class.

All tracking sheets, Reflection sheets, IBP's, behaviour records to be kept in the file.

Children with individual behaviour needs to have their own file where all ABCs etc are stored

Anything serious to be escalated immediately e.g. physical contact, swearing, any form of racial/homo or transphobic/discriminatory/sexual name calling.



## Behaviour Tracking Record (Y1-6)

**Class:      Week beginning:**

Name	Monday	Tuesday	Wednesday	Thursday	Friday
	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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- Verbal warning – “next time you will go onto 1”
- Circle number 1
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- Circle number 4 – speak to Miss Wilson/Mr O’Keefe
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## Playground expectations

<p><b>ZONE 1</b></p> <p><b>Hard ball field</b></p>   <p><b>Stadium</b></p>	<p><b>ZONE 3</b></p> <p><b>No ball field</b></p>   <p><b>ZONE 2</b></p> <p><b>Playground</b></p>
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1. Ball games are in Zone 1 – hard balls allowed only when the field is in use. Stadium/astro are soft balls only.
2. No balls in zone 2 (other than area near target wall – soft balls only) or zone 3
3. Shelter is a quiet area
4. Playing on tyres begins on the left (looking at tyres from school) and moves to the right
5. At least one adult in each zone
6. If a grown up is in zone 3 – then children allowed in the forest!
7. Bell 1- STOP, Bell 2 -WALK to LINE, Whistle- QUIET and READY to LEARN.
8. All adults and children to follow behaviour system:  
Reminder of rule/desired behaviour, warning, sent to time-out zone (5 mins), if continues – passed on to teacher which equates to moving up the behaviour chart.